



**Taking a Competency
Approach to Fair Recruitment
in the Substance Misuse Field**

A Practical Guide

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The production of this guide has been funded by the Home Office (Crime & Drug Strategy Directorate). The guide aims to provide managers in the substance misuse field with practical guidance on how to use competencies in the selection process fairly. The production of the guide was overseen by the Sussex Drug and Alcohol Action Teams.

The aim of the publication is to set examples of good practice into the framework of recruitment and in particular show how the National Occupational Standards can be used throughout the process.

The document also builds on previous publications such as the Staff Development Toolkit for Drug and Alcohol Services produced by the National Treatment Agency.

With a strong emphasis on fair recruitment and on practical solutions, the aim is to promote a consistent approach in the field and to encourage best practice.



The author, Jackie Campbell, has been working in the recruitment field for over 15 years and has written a number of publications on the subject. She has also co-written and delivered training courses on recruitment and selection and interview skills on behalf of West Sussex County Council. Jackie has worked with the Sussex DAATs on a number of projects promoting jobs and careers in the substance misuse field.



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Section 1

1. Introduction to Competency Based Recruitment

The substance misuse field spans a wide variety of organisations and agencies including Local Authorities, Primary Care Trusts, Police, Probation and the Voluntary Sector. These organisations work to tackle substance misuse through local partnerships such as the Drug and Alcohol Action Teams. Together they are responsible for delivering the Government's National Drug Strategy and Alcohol Harm Reduction Strategy, England.

It has been recognised that, to succeed within this complex sector, it is vital to recruit and develop a workforce that can meet the current and future needs of the people whose lives are affected by substance and alcohol misuse.

The National Treatment Agency for Substance Misuse (NTA) has published a step by step guide to recruitment that will take you through the process from writing job descriptions to pre-employment checks. This practical guide, produced by The Home Office Drug Strategy Directorate, aims to build on the NTA tool-kit. It provides useful information and practical guidance for managers wishing to take a competency approach to recruitment, focusing on the competency based interview and other selection methods, and linking assessment with Occupational Standards.

Core Competencies

Sets of core competencies have been developed for people working with adults and for people working with children and young people in a social care setting.

Core Competencies for Working with Adults

- Promote effective communication for and about individuals.
- Promote, monitor and maintain health, safety and security in the working environment.
- Reflect on and develop your practice.
- Promote choice, well-being and the protection of all individuals.

Core Competencies for Working with Children and Young People

- Effective communication and engagement with children, young people and families.
- Child and young person development.
- Safeguarding and promoting the welfare of the child.
- Supporting transitions.
- Multi-agency working.

Most of the competencies needed to work in the substance misuse field, and the knowledge and skills underpinning them, are described in the "Health and Social Care" National Occupational Standards (NOS) and, in particular, in a group of standards taken from them known as the Drug & Alcohol National Occupational Standards (DANOS).

The DANOS guidance includes a comprehensive list of performance outputs, skills, knowledge and values necessary to perform successfully in each unit. A full description can be found at www.skillsforhealth.org.uk.

DANOS units cover three key areas:

- A. Service Delivery
- B. Management of Services
- C. Commissioning of Services

1.1 What are Competencies?

*"Competencies are the ability to use knowledge, understanding, practical and thinking skills to perform effectively to the standards required in employment. They are identified and demonstrated through sets of behaviours that encompass the skills, knowledge, abilities and personal attributes that are critical to successfully perform in a role."**

*www.skillsforhealth.org.uk

It is generally accepted that there are "task-based" competencies and "behavioural" competencies.

Task-based competencies are essentially descriptions of performance criteria – i.e. work tasks or job outputs. A task-based competency is often described as a competence and associated with achieving a specific standard.

Behavioural competencies are the underlying characteristics of individuals, which result in effective performance. They are described as a combination of knowledge, skills, motivations and personal traits. Competency in this sense is generally evident in the way that someone behaves.

Often it is the softer skills – i.e. behavioural competencies, that are harder to acquire through training and are seen to be part of the integral personality of the individual. These are the traits that are key to whether an individual can be successful in a role (as long as they have the necessary knowledge and acquired skill through experience and training).

A competency framework usually consists of both types of competency.

Competency frameworks can be used for many purposes in Human Resource Management and can help organisations plan their strategic objectives. Competency frameworks are at their most effective when all relevant aspects of workforce management and development are working from a shared framework. In this way competencies and standards can work for the organisation from recruitment through to staff development and training.

1.2 Using Competencies in the Recruitment Process

Organisations using a clear and robust competency framework to drive the recruitment process will be

able to more easily focus objectively on whether there is a match between an individual and the requirements of the job. This approach is also effective in supporting a fair process which is more open and transparent, and will stand up to challenge.

Specifically as an organisation recruiting a new member of staff, you want to ascertain:

- What the candidate can do and how they will do it.
- Whether they can do it in your organisation.

In using a competency based approach to recruitment, there are three stages to consider:

- Identifying the competencies of the job role.
- Using the competencies in the recruitment process.
- Making an objective decision based on the evidence gathered during the process.

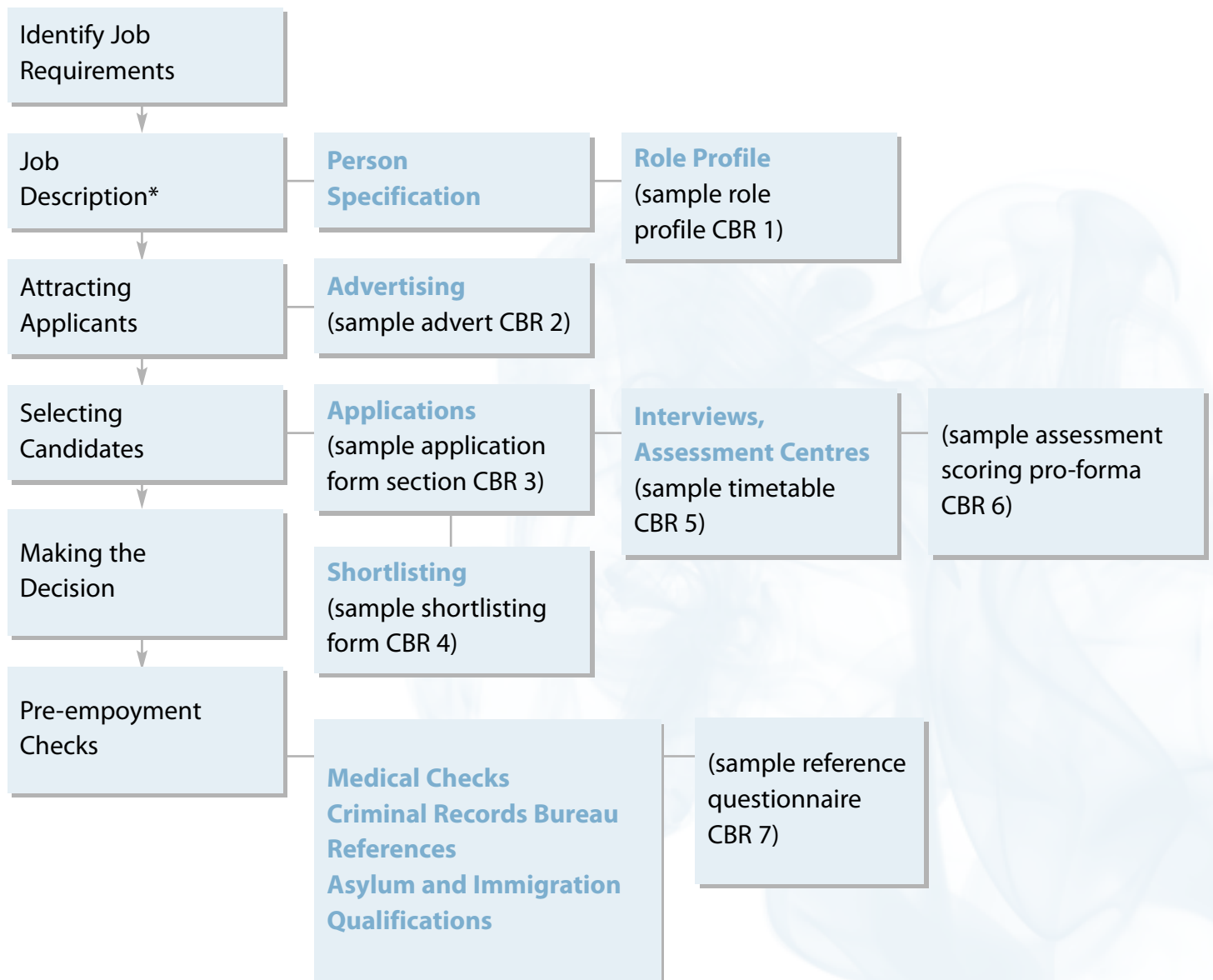


Section 2

2. The Recruitment Cycle

This flow diagram provides an overview of the recruitment cycle. A number of tools have been provided in this publication linked to each stage and are shown for reference within the text and in the Appendices. These documents are referred to as CBR1 – CBR7. These tools are designed to show good practice and can be used as reference points.

Detailed information on equal opportunities and complying with the law is found in section 3. However, this is not something that should be seen in isolation and consideration should always be given to fairness and equality of opportunity at every stage of the recruitment process. Documents to support fair recruitment are contained in the Appendices at CBR 8 – CBR10.



* For further information on developing person specifications, job descriptions and role profiles, see the NTA HR Toolkit. At www.nta.nhs.uk/publications

2.1 Job Requirements - Identifying the Competencies of the Job Role

The key documents in any recruitment process are the job description (JD) and the person specification (PS). Together, these are sometimes referred to as a role profile.

The National Treatment Agency requested that all job descriptions for adult service delivery, management of services and commissioning reflected the DANOS standards by December 2004. However, for some organisations within the substance misuse field, especially roles in a specialist setting, role profiles will reflect competency units and standards from DANOS and from other sets of National Occupational Standards.

For the purpose of this document, we illustrate the examples using the DANOS suite.

Job descriptions should now be expressed so that roles are in line with the relevant competencies; i.e. that the activities undertaken in a particular role are broken down into their constituent parts.

As well as competencies taken from the relevant National Occupational Standards, role profiles will also need to reflect the relevant core competencies for either adult care or children and young people.

More details can be found in the National Treatment Agency Recruitment and Selection Guide.

In developing a competency matched role profile, it is important to strike a balance between listing every possible factor that might appear to be relevant and taking a realistic approach that is workable. The Chartered Institute of Personnel and Development (CIPD) suggests that job profiles should generally be limited to 8 competencies and certainly no more than 20. The key here is not to look for perfection, but focus on the factors that are really essential for success in the role.

Below is an example of a DANOS based role profile for a "Drop in Worker" taken from the publication "**DANOS in a Nutshell**".*

- Promote choice, well being and protection of individuals.
 - Reflect on and develop your practice.
 - Promote effective communication for and about individuals.
 - Promote, monitor and maintain health and safety.
- (Above are the four core competencies for people working with vulnerable adults.)*
- Relate to and interact with individuals.
 - Make use of supervision.
 - Promote equality, diversity, rights and responsibilities.
 - Support individuals who are substance users.
 - Assess and act upon immediate risk of danger to users.
 - Carry out assessment to identify and prioritise needs.
 - Contribute to care planning and review.
 - Assist the transfer of individuals between agencies and services.
 - Raise awareness about substances, their use and effects.
 - Help individuals address substance use through an action plan.
 - Supply and exchange injecting equipment.

*"DANOS in a Nutshell" was produced by the Federation of Drug and Alcohol Professionals in conjunction with the Home Office and Skills for Health.

Skills for Health have developed a series of on-line application tools which have been designed to help you use the National Occupational Standards. You can use one of these tools to help in drawing up role profiles.

www.skillsforhealth.org/tools.php

Role profiles should not be over complicated, they are documents that should realistically reflect the job and skills required and can be used on a practical level throughout the recruitment process.

Process:

- List the most important job tasks in the role.
- Identify the competencies required to carry out the tasks.
- Place them in order of importance to the role.
- Identify if the competencies are essential or desirable at the outset (could the person gain the competence on the job or through training?).
- Identify the stage of the recruitment process where you are going to seek evidence of the competence.

Some of these elements will be essential for successful performance in the role from the outset, whereas some elements may be acquired through training.

2.2 Attracting Applicants

Recruitment advertising can be very expensive and so it is important to ensure that any advertisements placed represent good value. This is particularly so of advertisements placed in local, national or trade press where a small increase in size can represent a large increase in cost.

Advertising on the web is becoming increasingly popular as more and more applicants use this method to search for jobs. Web advertising is usually less costly than press advertising. It can be particularly effective if used in conjunction with a small, signpost advertisement in the press pointing to a specific website where the full details of the job can be displayed. Other ways to attract candidates could include radio advertising and advertisements / posters displayed in places such as bus stops, on buses and trains etc.

Advertisements should contain sufficient information to allow applicants to self select and to encourage suitable candidates to make an application or to find out more.

A clear understanding of the essential competencies required to carry out the role can inform an effective advertisement but it is not necessary to list all the requirements at this stage.

A good advertisement should include:

- outline requirements of the job;
- essential criteria for the role;
- nature of the organisation's activities;
- location of the job;
- salary;
- contract type – i.e. full-time / part-time / temporary;
- details of how to apply.

It is also useful to include a closing date for applications and a date when the selection process is planned.

Good job advertisements should follow the AIDA selling principles.

Attention	Attract attention from appropriate job seekers. This means placing the advertisement in an appropriate media, and using images and wording that are eye catching but not over-designed so as to be distracting. Avoid too much text or detail about the job. Keep it simple. Use a main heading or strap line that holds your main message and tempts readers to find out more.
Interest	Establish interest by making the advertisement relevant to the target audience. Use language that your target audience would use. Get the reader involved by using words such as 'you', 'your' etc. – this helps people visualise themselves in the role.
Desire	Create desire by ensuring you are promoting your unique selling points. Try to emphasise what makes your role and your organisation special. Relate the rewards of the job to the reader so that they will aspire to them and want them.
Action	Provide a clear instruction so the applicant knows how to respond. Make sure the applicant can apply easily. Avoid putting in phone numbers to contact, especially names of contacts, unless you are sure that someone will be available to answer the call.

2.3 Selecting Candidates / Assessing Competencies in the Recruitment Process

During the recruitment process it is important to at least assess all the *essential* elements of the role profile. This can be done at various stages and using a variety of tools. For example:

2.3.1 The Application Form

The application form or curriculum vitae (CV) can indicate knowledge and skills gained through previous work experience or educational attainment. Candidates can also be asked specifically to provide evidence on their application form, or with their application, that they meet the criteria set out in the role profile or person specification, see Appendix 3. Candidates could be provided at this stage with information on the DANOS units relating to the role profile. This would enable them to ascertain whether they were suitable for the role and could prompt them to provide relevant examples of knowledge and skills they possess.

An example of a competency based section of an application form is found in Appendix 3. (CBR3)

You may wish to introduce competencies into the process at the application stage. This can be done by asking the candidate specific open questions and requesting submission of written answers. This can be particularly useful when you are in the enviable position of having large numbers of candidates applying for a role.

Following receipt of applications, you should have enough evidence to decide whether you wish to shortlist the candidate. (Some areas of competency will need further exploration at later stages of the process.)

2.3.2 Shortlisting

Shortlisting should be carried out as soon as possible after the closing date for receipt of applications.

Using a well constructed application form where candidates are asked consistently for appropriate information will make shortlisting much easier and help to maintain fairness. Consideration should also be given to using a structured shortlisting pro-forma that will help to ensure candidates are marked consistently (see CBR 4 at Appendix 4).

During this process the appointing managers should mark on the shortlisting pro-forma all the criteria from the person specification or role profile that are to be evidenced from the application form and then use a scoring system (see 2.4.5) to mark each candidate. It is recommended that the shortlisting process is carried out by more than one person, to avoid bias. This can either be done as a group exercise or separately where scores can then be compared and a final score agreed upon.

Candidates should score at least a 3 on the essential criteria to make it to the shortlist. If a high number of candidates achieve these scores, then it is acceptable to look at the desirable criteria and also to shortlist the candidates with the highest scores.

An ideal situation would be to have a reasonable number of good quality candidates meeting the essential criteria allowing an appropriate number to call for interview, with a couple of reserves.

2.3.3 The Interview

By far the most popular method of assessment is the interview.

A well structured, well planned interview conducted in an effective and efficient way will increase the chance of making a successful selection.

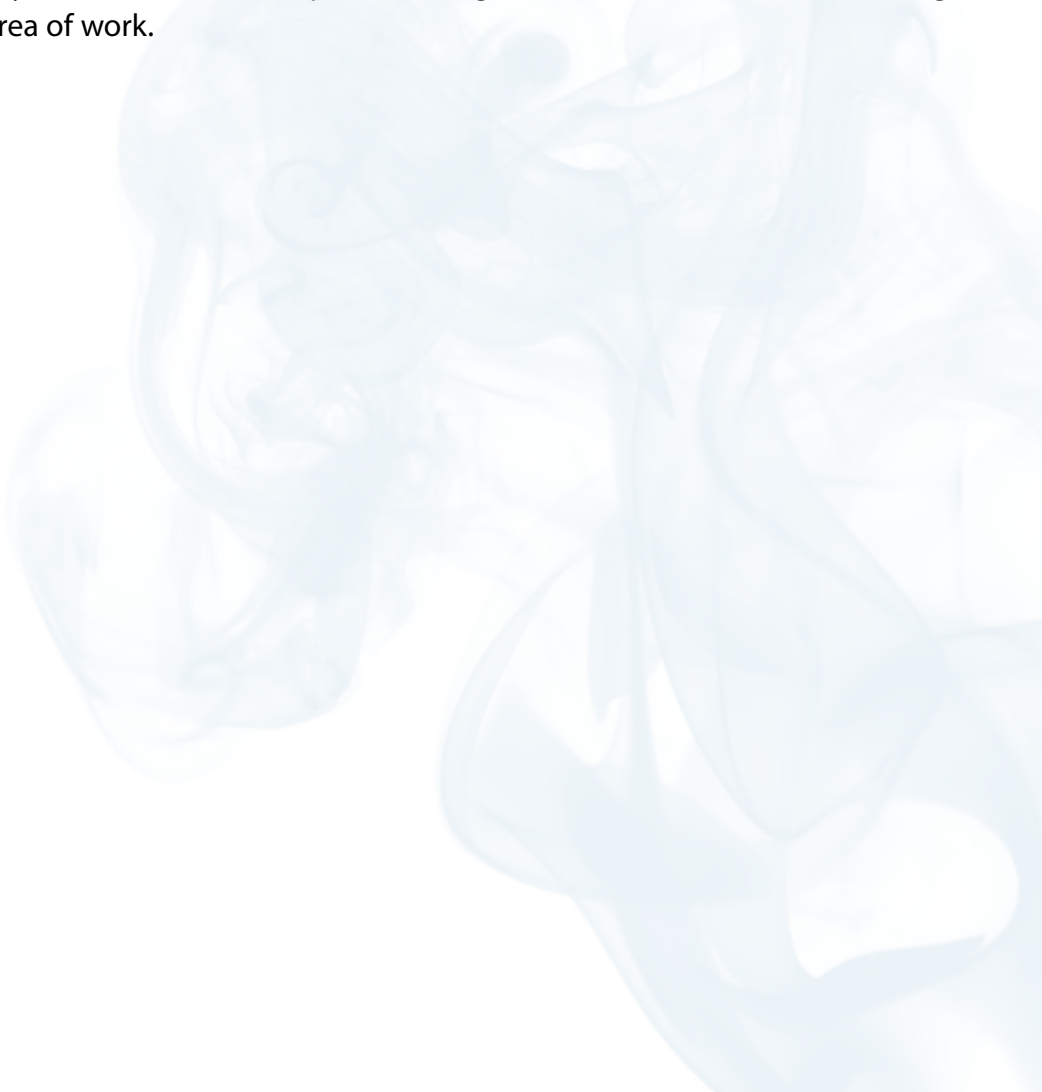
Traditional interviews focus on education, qualifications and experience. They allow the candidate plenty of opportunity to talk about their good points, their opinions and feelings, and how they think they might perform in a given situation. As a result, there is a danger that the evidence gained will do little to predict how a candidate might behave in specific situation and ultimately perform in the role.

The key to a competency based interview is to find out from the candidate what they actually did in a specific situation or in a previous job, how it was done, under what circumstances and how they reacted to the situation. In this way, it is possible to predict future behaviour by looking at past behaviour.

In preparing for a competency based interview, you will need to decide which are the most important DANOS units to focus on during the interview. From these units you will be able to construct your questions. An average interview will take 45 minutes to 1 hour, and you should allow 5 minutes on average for each question (with probes). This means that an average interview will accommodate 8 - 13 questions, allowing for opening and closing by the interviewer. Of course, you may wish to adjust this average depending on the seniority of the role.

2.3.4 Interview Questions

Having identified the key elements you wish to assess, you will now need to draft your questions and consider relevant supplementary or probing questions. Remember you will need to ask for real-life evidence of where the candidate has demonstrated the behaviour or skill. In the majority of cases this will be from previous work experience but it would also be acceptable to consider using examples from non-working environments. This is particularly relevant where the person being interviewed is a school or college leaver, or is moving into a new area of work.



Below are examples of questions and probing/supplementary questions from each of the three key DANOS areas, taking one unit from each area.

A: Service Delivery

DANOS Unit AA2 Relate to, and interact with, individuals

There are three elements to this unit:

- | | |
|-------|--|
| AA2.1 | Identify individuals' relationship needs. |
| AA2.2 | Develop effective relationships. |
| AA2.3 | Monitor and alters relationships to meet changing needs. |

Example question:

"Can you tell me about a time when you have had to adapt your own style to work effectively with another individual?"

Probing / supplementary questions:

"What factors did you consider when dealing with this situation?"

"How did you go about developing a rapport with this person?"

"What were the most challenging aspects?"

"What was the outcome?"

"Tell me what you learnt from this situation."

"What would you do differently next time?"

B: Management of Services

DANOS Unit BB1 Promote your organisation and its services to stakeholders

There are three elements to this unit:

- | | |
|-------|---|
| BB1.1 | Plan to promote your organisation and its services. |
| BB1.2 | Communicate key messages to stakeholders. |
| BB1.3 | Evaluate the effectiveness of promotional activities. |

Example question:

"Give me an example of when you successfully promoted an idea on behalf of your organisation."

Probing / supplementary questions:

"How did you go about promoting this idea?"

"How did you identify your target audience?"

"What techniques did you use to influence others?"

"How did you overcome opposition?"

"How did you gauge that your audience was really convinced?"

"How did you gauge how effective you were overall?"

"What would you do differently next time?"

C: Commissioning of Services

DANOS Unit CA2

Develop and review strategies and plans to meet local needs for substance misuse services

There are four elements to this unit:

- | | |
|-------|--|
| CA2.1 | Support the development of strategies to meet local needs for substance misuse services. |
| CA2.2 | Develop plans to meet local needs for substance misuse services. |
| CA2.3 | Obtain and monitor the use of the funds required. |
| CA2.4 | Review strategies and plans to meet local needs for substance misuse services. |

Example question:

"Describe a situation where you have aligned a project with the strategic goals of the organisation."

Probing / supplementary questions:

"What issues did you need to take into consideration?"

"How did you go about working through the process?"

"How did you take into account the impact on other areas of the organisation?"

"How did the outcome match your initial expectations?"

"Think of a time when you have come across a barrier to achieving your goals. What did you do?"

"How did you prioritise the availability of funding?"

"What were the most challenging aspects?"

"What would you do differently next time?"

The effectiveness of the interview will largely depend on the skill of the interviewer (as well as the quality of the preparation).

Types of Questions

In using *probing questions*, the interviewer must to some degree, think on their feet rather than rigidly follow a pre-agreed format. Whilst it is important for the interviewer to always remain in control, the questioning will in some way be led by the answers the candidate provides.

Listening to the answers is key and then being able to adjust your probing or supplementary questions accordingly.

Although the prepared questions should be *open questions* – avoiding as far as possible a simple “yes” or “no”, it can be useful at times to use a *closed question* in the probing.

- To clarify a point, e.g. “did you finish the course?” “how many reported to you?”
- To take back control where a candidate may be going off the point.

Two important pitfalls to avoid are using *leading questions* or *multiple questions*.

Leading questions will not provide any useful evidence as you will have led the candidate to the answer you require. It can be tempting to use leading questions when you have a particularly nervous candidate and the interviewer can exacerbate the problem by using strong indicators through body language such as nodding or shaking of the head to lead the candidate.

“So, you’d be prepared to make those adjustments if necessary would you?” (nods)

Multiple questions are usually the result of over zealous planning in trying to cover as many points as possible in a question. The outcome will usually be that the candidate will answer the first or last part of the question only. If you do inadvertently ask a multiple question you can recover from this by repeating the part the candidate did not answer.

Some candidates will respond readily to your questions and provide a large amount of useful information (sometimes too much!). Others will be more reticent and it will be down to the skill of the interviewer to probe until they are satisfied that the candidate has given all the evidence they can in any particular area.

Using Silence

The temptation is always to jump in to fill a silence. A good interviewer will understand the value of keeping silent. Candidates obviously need time to reflect on the question and their answer. Silence will often lead to the candidate revealing information that would otherwise have been lost.

Listening

Listening is a vital part of the interview. The interviewer will need to actively listen and this can be hard work. It is essential to listen to ensure that the correct areas are probed for detail. It might be helpful to consider some of the common barriers to active listening:

- Distraction.
- Prejudice.
- Nerves / anxiety.
- Indifference.
- Noise / environment.
- Jumping to conclusions.

Awareness of these barriers should help overcome them. This is particularly so where a candidate has made an unfavourable or over-favourable impression – perhaps because of conscious or subconscious stereotyping or prejudice of the interviewer.

Active listening also requires attention to body language. In order to help encourage the candidate, it is important to:

- Maintain eye contact.
- Smile.
- Nod.
- Avoid a closed body stance, i.e. crossing arms.
- Use an open, positive stance – i.e. leaning forward.
- Look interested.

2.3.5 Getting the Evidence

Competency cannot be assessed without evidence. The interviewer will need to continue probing until he or she is satisfied that either:

- there is sufficient evidence that the candidate has demonstrated a particular competency; or
- it is clear that the candidate cannot supply sufficient evidence of competence.

In seeking the evidence through questioning, listening and probing, you should begin to see a process often referred to as **The Interview Funnel**.

Ask a broad open question

Listen actively

Pick up on a point relevant to the role profile and ask for more information

Listen actively

Ask probing questions to check details and facts

Listen actively

Use reflective or probing questions to reveal motivations and feelings

Listen actively

Summarise or ask for clarification if required

One useful technique to balance any first impressions (either good or bad) is to seek contra evidence or evidence of the opposing behaviour. It is sometimes too easy to continue to look for confirmation of evidence and of your first impression. For example, if a candidate is telling you about how well they built a rapport with a client, ask them when things didn't go quite so smoothly and where they might have had difficulties. Likewise, if a candidate reveals that a project was not delivered on time due to particular circumstances, ask them about projects that have been successful in the past.

It is important to look for behavioural evidence on each selection criteria. Look for what they actually did or said in a particular situation – not what they think they would do.

2.3.6 Taking Notes

It is very unlikely that you will be able to take down everything the candidate says verbatim. A summary will suffice as long as you ensure that you write down enough for a fair evaluation. You may wish to use note forms and shorthand (as long as you can read them after the event!).

Make sure your notes enable you to make a fair decision on whether the candidate has the particular competency. If you are conducting a number of interviews, you may wish to take a few minutes after each interview to make sure your notes are sufficient and clear.

It will help to put the candidate at ease if you let them know that you will be taking notes. If the candidate provides some really interesting evidence and you wish to write this down more fully, it is perfectly acceptable to allow a few moments to do this.

"That's really interesting, I just want to make sure we've got a note of that".....

However, avoid copious note taking as this will prevent the interview from flowing smoothly.

Do not allow candidates to read what you are writing – remember that some people are very good at reading upside-down!

Make sure you only write the relevant facts and avoid writing comments that could be seen as unfair, rude or discriminatory. You may be asked to disclose your notes at an employment tribunal if your selection decision is challenged.

2.3.7 Structuring the Interview

It is generally recommended that interviews should be conducted by at least two people, preferably three. One reason is that this lessens the opportunity for personal assumptions to creep in. The second reason is more practical - no one person can take on all roles or tasks that are necessary.

- Asking questions.
- Listening.
- Taking notes.
- Maintaining eye contact.
- Answering candidates' questions.

It works well to rotate tasks during the interview with each person taking their turn to ask questions whilst the others in the panel take notes. It helps if panel members are well prepared and can trust each other to take sufficient notes when it is their turn to ask questions. This means the person asking the question can maintain eye contact and concentrate on asking questions and listening.

A typical interview structure will be as follows:

- Meet and greet.
- Introductions.
- Explain the structure of interview, time allocation etc.
- Brief information about the job.
- Pre-prepared questions (with supplementaries). Start with an easy question to help settle the candidate.
- Questions from the candidate.
- Explain the next steps – when are they likely to hear from you.
- Close.

Each interview should follow a pre-agreed structure, allowing some flexibility for supplementary questions. As far as possible the panel should ensure that candidates are treated equally in that they are given the same information about the organisation and the job and equal opportunity to provide evidence of their suitability for the role.

It is important to keep to time, not only for organisational reasons but for fairness as then each candidate has an equal chance to address the questions. Interviewing is not an exact science and the interviewer may have to adapt his or her style to accommodate different types of candidate from the over-talkative to the uncommunicative.

The interviewer must always remain in control and may have to employ a variety of techniques to achieve this.

- Using closed questions to close down where candidates are focusing too much on detail or going off the point.
- In extreme cases interrupting and bringing a candidate back to the point, or ending the interview at the time allotted.
- Skilled use of probing questions where candidates are uncommunicative.
- Appropriate encouragement through body language.

2.4 Selection Exercises / Assessment Centres

There are a variety of testing techniques that can be used alongside the interview to allow candidates to demonstrate skills, abilities, knowledge and competencies. These extended selection processes or assessment centres give appointing managers the chance to see what the candidate can do, rather than relying on what they say they can do, in a variety of situations.

It is important that all assessment methods used reflect the reality of the job and the organisation. Candidates should not be asked to demonstrate their competence in a way they would not need to in the reality of the workplace.

Assessment centres can improve the predictability of selection processes when they are well planned and designed. However, they can be expensive and require a significant input in terms of people's time. Notwithstanding this, assessment centres can provide a range of useful information and can give a strong indication of the most suitable applicant.

A successful assessment centre relies on careful planning and organising, and a slick operation on the day to ensure that all candidates are in the right place at the right time along with any equipment they may need such as flip charts, lap tops, projectors, paper and pens etc. Keeping to time is essential.

As candidates will be undergoing a number of assessments, the timetable should be drawn up to avoid any excessive waiting times between exercises. Assessors should also be allowed sufficient time between assessments to make sure their notes are clear and robust enough to make the decision at the end of the day. See Appendix 5 for a sample timetable.

Some of the most common forms of selection exercises are detailed below:

2.4.1 Role Playing

Role playing is a type of assessment centre exercise where the candidate assumes the role of the job holder and must deal with another person in a job-related situation. A trained role player is used and responds “in character” to the actions of the candidate. Performance is assessed by observing and scoring against agreed criteria.

A role play could be a negotiation exercise, a problem solving session, dealing with a difficult person or it might be where an individual has to communicate information in a clear and sensitive manner.

Role play can be helpful in that the candidate will have to demonstrate what they can actually do and not what they say they can do. However, assessors should be mindful of the fact that role plays are, by their very nature, artificial simulations.

Role plays are only useful in the selection process if you have a clear idea of what you are hoping the candidate will demonstrate.

Usually the candidate will have a period of time to prepare for their role play – typically 15 to 20 mins. In addition, after the role play, it is useful to obtain feedback from the candidate on how they think the exercise went. This can aid the selection panel when scoring the exercise as it can show candidates insight into how they performed and what they might do differently next time.

Below is an example of a possible role play for the DANOS Unit AA2 (outlined in the previous chapter). In reality assessors may wish to combine a number of DANOS Units into one role play.

A: Service Delivery

DANOS Unit AA2 Relate to, and interact with, individuals

There are three elements to this unit:

- | | |
|-------|--|
| AA2.1 | Identify individuals’ relationship needs. |
| AA2.2 | Develop effective relationships. |
| AA2.3 | Monitor and alters relationships to meet changing needs. |

Example role play:

You are to meet with a service user you have been working effectively with over a period of 6 months. Initially your relationship with this individual was difficult but over time you gained their trust. You have to communicate to them that you will no longer be working with them due to changes in your organisation.

The changes also mean that they will have to travel to a different location for their regular meetings.

Your manager has concerns that the changes may lead to the service user missing meetings.

You have 15 minutes to complete this role play.

During the role play, one of the assessors will need to gather evidence of the competencies demonstrated by the candidate.

In order to do this effectively, it would be important to map a score against the expected outcomes from the role profile. For example, looking at DANOS Unit AA2.1 (Identify individuals' relationship needs), you would need to map the outcomes that could reasonably be demonstrated through the role play exercise and list these. Assessors could then score against each listed criteria.

The most effective way to do this is using a pro-forma as in the sample below:

Assessment Guidelines for Role Play (relating to example role play above)

COMMENT	SCORE	
AA2.1 Identify individuals' relationship needs		
		Demonstrates understanding of individual's needs.
		Supports individual to communicate their needs.
		Listens effectively.
		Demonstrates fairness.
		Communicates boundaries of job role.
		Reaches agreement about nature of relationship with individual.
		Identifies potential areas of conflict.
Rating for this section (total scores divided by number of assessment criteria for this section)		
AA2.2 Develop effective relationships		
		Demonstrates ability to gain trust of individual.
		Interacts in a way that allows individual to participate.
		Works to resolve conflict and agree a way forward.
Rating for this section (total scores divided by number of assessment criteria for this section)		
AA2.3 Monitor and alters relationships to meet changing needs		
		Identifies the change in relationship and in a sensitive manner.
		Communicates the reason for the change.
		Explains how the change may affect the individual.
Rating for this section (total scores divided by number of assessment criteria for this section)		
Overall rating (all scores divided by number of assessment criteria)		

2.4.2 Presentation Exercises

Presentation exercises provide observable evidence of presentation skills and can also be used to investigate specific knowledge.

However, presentation exercises should only be used as a selection method when the candidate would have to use these particular skills in order to carry out their role.

The candidate can receive notification of the subject and time allowed in advance of the assessment day, or on the day if given sufficient preparation time.

If you are assessing specific knowledge in an area, it is important to ask the candidate some questions in relation to their presentation at the end to check their understanding.

Below is an example of a possible presentation exercise for the DANOS Unit BB1 (outlined in the previous chapter). In reality assessors may wish to combine a number of DANOS Units into one presentation.

DANOS Unit BB1 Promote your organisation and its services to stakeholders

There are three elements to this unit:

- | | |
|-------|---|
| BB1.1 | Plan to promote your organisation and its services. |
| BB1.2 | Communicate key messages to stakeholders. |
| BB1.3 | Evaluate the effectiveness of promotional activities. |

Example presentation:

You are asked to do a presentation for 10 minutes on the following topic. You will have the use of a flip chart and pens.

What is the role of the Training Manager in publicising the range of courses on offer through this organisation? How would you ensure maximum take up of places on courses? What issues would you need to take into account?

During the role play, one of the assessors will need to gather evidence of the competencies demonstrated by the candidate. Again this can be done by looking at the expected outcomes and mapping which could reasonably be demonstrated through this exercise. The most effective way to do this is using a pro-forma as in the sample below:

Assessment Guidelines for Presentation Exercise (relating to example presentation exercise above)

COMMENT	SCORE	
BB1.1 Plan to promote your organisation and its services		
		Identifies key stakeholders.
		Plans to communicate with stake holders in appropriate way.
		Takes into account cultural and language issues.
		Identifies prioritisation in relation to use of resources.
		Identifies appropriate actions.
		Communicates plans to relevant people.
		Identifies how the activities will be measured.
Rating for this section (total scores divided by number of assessment criteria for this section)		
BB1.2 Communicates key messages to stakeholders		
		Makes the most of potential opportunities.
		Considers how to ensure information is appropriate for audience.
		Seeks feedback from stakeholders.
Rating for this section (total scores divided by number of assessment criteria for this section)		
BB1.3 Evaluates the effectiveness of promotional activities		
		Understands role of evaluation.
		Evaluation methods are effective and sufficient.
Rating for this section (total scores divided by number of assessment criteria for this section)		
Overall rating (all scores divided by number of assessment criteria)		

2.4.3 Written Exercises

Another selection method used at the assessment centre is the written exercise. This can be used to check competence in producing a structured and well written document as well as checking specific knowledge.

Written exercises can also be used to check written communication skills in a number of ways. For example, the candidate could be asked to read through a number of documents in a limited time and produce a summary. Or they may be given sensitive information and asked to draft a clear and tactful letter. Usually the candidate is not given the subject for the written exercise in advance of the assessment.

Below is an example of a possible written exercise for the DANOS Unit CA2 outlined in the previous chapter. In reality an exercise can combine a number of National Occupational Units or DANOS Units into one written exercise.

DANOS Unit CA2

Develop and review strategies and plans to meet local needs for substance misuse services

There are four elements to this unit.

- | | |
|-------|--|
| CA2.1 | Support the development of strategies to meet local needs for substance misuse services. |
| CA2.2 | Develop plans to meet local needs for substance misuse services. |
| CA2.3 | Obtain and monitor the use of the funds required. |
| CA2.4 | Review strategies and plans to meet local needs for substance misuse services. |

Example written exercise:

You have 45 minutes to complete this exercise.

What elements would you need to take into account in developing a strategy to tackle education in substance misuse for secondary school children?

The written exercise will need to be scored against the agreed criteria. The most effective way to do this is using a pro-forma as in the sample below:

Assessment Guidelines for Written Exercise (relating to example written exercise above)

COMMENT	SCORE	
CA2.1 Support the development of strategies to meet local needs for substance misuse service		
		Has involved key stakeholders in development of strategy.
		Clear understanding of partnership working.
		Defines vision, values and decision making framework.
		Takes into account local needs assessment.
		Takes into account equal opportunities and diversity issues.
		Communicates plans to relevant people.
Rating for this section (total scores divided by number of assessment criteria for this section)		
CA2.2 Develop plans to meet local needs for substance misuse service		
		Demonstrates plan that is capable of delivering range and volume of services.
		Takes into account resource implications and looks for good value.
		Plan clearly identifies who will do what.
		Takes into account need for monitoring and evaluating plan.
Rating for this section (total scores divided by number of assessment criteria for this section)		
CA2.3 Obtain and monitor use of funds required		
		Identifies potential sources for funds required.
		Demonstrates understanding of funding issues in partnership environment.
		Prioritises resources.
Rating for this section (total scores divided by number of assessment criteria for this section)		

CA2.4 Review strategies and plans to meet local needs for substance misuse services	
	Monitors activities against plans and takes appropriate action.
	Gives those involved opportunities to contribute.
	Evaluates effectiveness of plans against agreed criteria.
	Involves key stakeholders as appropriate.
Rating for this section (total scores divided by number of assessment criteria for this section)	
Overall rating (all scores divided by number of assessment criteria)	

2.4.4 Psychometric Testing

Psychometric tests are structured exercises designed to help employers select individuals who are best suited to specific jobs. Used properly, these tests can contribute to a more balanced and fairer recruitment process. However, psychometric tests should never be used alone in making decisions and should be part of a wider process.

Used as part of a wider competency based recruitment process, psychometric tests can be useful if providing additional information about a candidate's suitability as well as being used to test specific key skills.

There are two main types of test:

- **Aptitude Tests**

These tests measure abilities and skill in areas such as verbal reasoning, numerical reasoning, spatial awareness, checking skills etc. These are usually strictly timed and carried out in test conditions. Usually candidates are asked to make choices from multiple options.

Tests vary in level of difficulty and it is vital to ensure that both the subject of the test, and the level of difficulty, are appropriate for the job role.

- **Personality Questionnaires**

These are designed to measure aspects of personality. They seek to present a profile of how a person might behave in particular circumstances in a working environment in order to assess likely future behaviour. These tests have no right or wrong answers.

Research has shown that although we make our selections in the recruitment process based on skills, competence and knowledge, it is often the behavioural aspects and personality that have the greatest bearing on whether an individual is successful and fulfilled in a role. However, a self aware individual will be able to adapt, to a certain degree, in order to achieve success in a role.

It is important that test results are interpreted and feedback is given on the process to panel members by trained users. A candidate should not be discounted on the basis of a personality questionnaire. Rather, it should be used to gain a more detailed understanding of the individual. Any concerns raised should be discussed with the individual.

2.4.5 Scoring

In the preparation stage of selection, you will need to ensure you have made provision to judge how well each candidate has met the criteria you are measuring them against.

This is usually done using a scoring system. In this way each candidate is rated on each question on a scale. There are a number of different scales in use but, in general, the 1 – 5 scale is recommended.

This scale is useful as it allows the assessor to award each candidate a higher rating than simply “satisfactory” or “meets criteria”. This will show more clearly where candidates are appointable (scoring at least 3) and where they are offering more.

- 1 Unsatisfactory – does not match criteria.
- 2 Matches in some respects.
- 3 Satisfactory – meets the criteria.**
- 4 Good, matches criteria and offers more in some areas.
- 5 Excellent, exceeds criteria in most areas.

Where the job role indicates a particular competence is essential, the candidate will need to score at least 3. Where the competence is desirable, the candidate could score less than 3 against this criterion and still be appointable (depending on their score against other criteria).

Moderating Scores

This is the process of validating and agreeing the scores at the end of the process. This is especially important if you are conducting a series of interviews or assessments where you might find that your scoring levels have become tougher or more lenient as the day wears on. During the moderation process, you may need to challenge other panel members and assessors as to why they scored as they did and you may need to refer back to your notes to justify a score.

You should always in the first instance look at each candidate separately against each competence or assessment criterion. Once you are satisfied with this, you may then wish to look across at the candidates' scores to satisfy yourselves that candidate A's score looks right against candidate B, C and D and so on.

At the end of this process, you should have a clear idea of:

- who is competent and therefore appointable;
- who is the most favourable candidate.

2.5 Pre-employment Checks and Vetting

Any job offer made at this stage must be subject to satisfactory pre-employment checks. There are certain checks that must be done such as checking that the applicant is entitled to work in the UK and Criminal Record Bureau checks for jobs working with children or vulnerable adults.

The Home Office have published a briefing paper which sets out in detail the requirements that exist for employers to carry out vetting and provides advice and guidance on how this can be most effectively conducted. This can be found at:

<http://drugs.homeoffice.gov.uk/publication-search/drug-strategy/WorkforceBriefing-Vetting>

Further information about Criminal Records checks and disclosures can be found in the NTA toolkit on www.nta.nhs.uk/publications and at the CRB website at www.crb.gov.uk.

From November 2010 it will be requirement for all individuals who wish to work in regulated activity with children or vulnerable adults to have Independent Safeguarding Authority (ISA) registration. Checks will need to be made as part of the pre-employment process. The ISA takes responsibility for vetting and barring decisions from November 2009. See www.isa-gov.org.uk for more information.

2.5.1 Health Checks

Some health checks are a legal requirement for a job (for example, having an eye test for a job as a driver).

Employers may also wish to carry out a pre-employment health check (usually through a health questionnaire) to check whether applicants are fit for the role and to identify any potential attendance problems. If the questionnaire highlights a cause for concern, the individual can be referred to their GP or an occupational health adviser. Care should be taken to ensure that disabled people are not referred simply because they have a disability. The reason for the referral must relate to the requirements of the job.

Checks can help identify any risks to prospective employees, colleagues or clients and identify any support needed by the prospective employee to do the job effectively. Checks can also help identify any disability issues. If a health check does reveal a disability which means that an employee will have difficulty carrying out any of the job duties, then the employer should consider whether a reasonable adjustment could be made, as required by the Disability Discrimination Act.

2.5.2 Qualification Checks

Where a particular qualification, training or licence is a requirement for a job, you should ask to see the original certificate. If this is not available then the applicant should be asked to contact their examining board or body to obtain a replacement. It is estimated that up to 1 in 8 people exaggerate or falsify their qualifications* CIPD.

2.5.3 References

It is recommended that references are taken up on all potential employees to check factual information such as dates of employment, qualifications gained and previous jobs held.

In many cases employers will want to ask referees questions about the candidate's suitability for the role. Caution is advised as an applicant is unlikely to give the name of a referee who will give them a bad

reference and any information about the potential suitability of the candidate will be subjective.

Although previous employers have no obligation to provide a reference, it is rare for them to refuse. If they do provide a reference it must be fair, accurate and not give a misleading overall impression of the employee.

Information supplied in a reference can be more reliable and valid if the questions are based on job analysis. Identifying key criteria for the role and asking specific questions about these criteria in the reference request, helps to focus the referee's thoughts.

CBR 7 (Appendix 7) illustrates a competency based reference request where specific questions have been asked based on the required competencies for the role. In this example, questions have been asked based on the core competencies, on the relevant DANOS Units and on general requirements such as punctuality and honesty.

If taking this approach, consideration should be given to avoiding over complicating the request which may put potential referees off. Do not be tempted to include a long list of required competencies - focus on the most important ones.

It is also worth noting that some employers have taken the view that references should only be given on factual information and will not provide any view on whether the candidate is suitable for the role or not. If a reference is returned with limited information, it would be worth checking whether this is a general policy decision or just in relation to a particular individual!

2.6 Giving Feedback to Unsuccessful Candidates

It is not unusual for candidates who have been unsuccessful to request some feedback on their performance so they can learn from the experience. If feedback is requested, it is important to deal with the request within a reasonable timescale. A lengthy delay can cause uncertainty in the mind of candidates.

Feedback should be honest but given in a sensitive way. Giving constructive feedback so it is not perceived as criticism demands some skill. It is important to focus on factual information in an objective way and to concentrate on information that would assist the candidate to prepare for an interview on another occasion. When giving feedback you should never disclose specific information about other candidates.

"The information on your application form did not fully demonstrate that you had the competencies we were seeking."

"Clearer demonstration of your experience would have enabled us to make a fuller assessment."

"We needed to see more evidence that you understood the requirements of the role"

As you will have scored each candidate against specific criteria, it should be a logical step to communicate back to the candidate the areas where they have performed well and the areas where they have not performed so well.

It is certainly not a good idea to give elaborate explanations of the reasons for not appointing as this may lead to the candidate objecting to the reasons stated and engaging in a lengthy and pointless dialogue.

Section 3

3. Recruiting Fairly

When you take on new staff it is vital that you ensure, as far as possible, that every step you take in the recruitment process is free from potential bias, and unfair discrimination. However, you also need to ensure that in identifying your requirements, planning how you fill your vacancy and making your selection, you get the best person for the job.

Employers have a legal obligation not to discriminate in the recruitment and selection process on the grounds of:

- Sex.
- Marital status.
- Sexual orientation.
- Ethnic origin.
- Nationality.
- Age.
- Religion.
- Disability.

Individuals do not need to be employees to make a claim against an organisation for potential unfair discrimination. A claim can be made any time within three months of the alleged act of unfair discrimination and there are no limits to the amount of compensation an individual may be awarded at an Employment Tribunal.

More information can be found in Appendix 8 – Equal Opportunities and the Law – Access to Employment.

However, recruiting fairly is not solely about complying with the law. There are many groups of people who are not protected by law where prejudice may occur or where we might consciously or unconsciously stereotype. It is probably impossible to remove all subjectivity in the process but by using fair and objective methods throughout, and by being aware of the issues, we are reducing the risk as much as we can.

It is about getting the best person for the job and having the evidence to prove the fairness and objectivity of the choices made.

Employers have to consider the whole process:

3.1 Advertising

Don't limit your pool of potential applicants. As far as possible, ensure your recruitment advertisements reach all sections of the community. Within budget restraints, there may be ways to widen your market.

Make sure your advertisements don't contain any language or images that imply you are looking for a particular kind of person in relation to age, sex, etc. and that they don't exclude people with a disability.

In the majority of cases, advertisements should not stipulate that a person should be male or female or of a particular age or able bodied and physically fit. (There are exceptions covered under genuine occupational qualifications but these are few and far between and very specific.)

Sometimes wording used in advertisements can inadvertently give the impression that the organisation is seeking a particular type of person. This is a particularly easy trap to fall into in relation to age where language used can give a clear message to the reader. For example:

"We are looking for an energetic graduate to join our enthusiastic team of sales people."

"We are looking for a mature and experienced person to join our small friendly team."

The language used here implies the organisation is looking for a young person in the first example and an older person in the second example.

Don't over specify the requirements of the job as this may discourage suitable applicants from applying. If you do need to stipulate a condition, for example in relation to qualifications or experience, you should be able to provide justification.

3.2 Job Descriptions and Person Specifications

Job descriptions should be an accurate reflection of the role and should not over specify the tasks involved.

Don't assume that because a job has always been done in a certain way in the past, that this is the only way. Consider other ways in which the job could be filled – maybe part-time or job share or by home working.

Criteria on person specifications should be objective, justifiable and measurable. Criteria should not be over specified, for example asking for "excellent knowledge of English" when a good understanding is more appropriate.

In order to avoid discrimination on the grounds of age, criteria relating to experience measured in years must be justifiable. Avoid criteria that can't be applied equally to all sectors of the community.

Person specifications should make it clear that where qualifications are being specified, an equivalent qualification is acceptable.

Job descriptions and person specifications should be written in plain English avoiding jargon.

3.3 Application Forms

Using a standard application form will help employers gather the information needed and allow applicants to apply on equal terms.

Questions on application forms should not suggest that factors might be taken into account that could discriminate on grounds other than the ability for the applicant to meet the job criteria.

Even if there is no intention to take such factors into account, for example, marital status, questions about family and ages of children can cause suspicion in the minds of those who are not shortlisted that the questions have been used for unlawful reasons.

Application forms should only ask for information that is relevant to this stage of the selection process. Information that you may need if the candidate is successful can be asked at a later stage. This would include information about sickness records, criminal records and age.

A statement on the application form should inform disabled candidates that additional help can be requested and that you are willing to consider reasonable adjustments to enable them to be fairly assessed for a role and to carry out the duties of the job, if they are successful in being selected.

Avoid asking for information which cannot be justified in being related to the job criteria, for example questions about interests and activities outside work. However, it is good practice to state that you are willing to consider evidence of competence gained outside a work related area if this is relevant to the job.

Any personal information, such as information used for monitoring purposes, should be detached from the form prior to being passed to the selection panel.

3.4 Shortlisting

Decisions on whether to shortlist should be based on objective measurement of the relevant justifiable criteria taken from the competencies identified in the person specification. It is good practice for more than one person to shortlist to avoid bias.

Don't make assumptions about who will or won't fit into your organisation. There is a danger of recruiting people that fit our own image or who we think will fit in because they are similar to existing team members.

3.5 Interviews and Selection Methods

Be flexible about any interview or assessment dates you offer. Some candidates may have caring responsibilities or are unable to attend on particular dates for religious reasons.

All selection methods should be based on objective measurement of the criteria that are:

- relevant;
- justifiable;
- measurable.

Candidates should be treated equally and given equal opportunity to prove they have met the criteria. Questions should not favour internal applicants over external applicants.

Assessors should avoid making assumptions on what the candidate can or cannot do.

Questions should never be asked about family commitments or intentions. However, if there is a need to work long or unsociable hours, you should satisfy yourself that each candidate can meet this criterion by focusing on the needs of the job role.

During the selection process assessors should be sensitive to religious or cultural issues. For example, when shaking hands or in expectations of dress code.

Make sure that you take adequate notes throughout the entire process to provide evidence of your decisions.

3.6 Making the Decision

Do not allow assumptions to creep in at this stage. Base all decisions on your evidence from the selection process. Use the scoring method.

It is good practice for at least two people to be involved in any decision, preferably the panel who have been involved in the selection process from the start.

Panel members should feel able to challenge and discuss each other's views and should not allow the decision to be made solely by the most senior member of the panel.

3.7 Employment of Ex-Service Users

*"People with experience of drug use and drug treatment can be effective workers in drug services, particularly when they have the support and backup from their manager."**

* NTA – Enhancing Drug Services

There seems to be an inconsistent approach across the substance misuse field to the employment of ex-service users. Although most organisations agree with the statement above, many are confused over the practicalities involved. Some follow a blanket two-year rule which requires that the ex-service user or substance misuser is clear from drugs or alcohol misuse for a two year period prior to employment. The 'rule' never actually existed. It was a recommendation made which has since been proven to be of little use in terms of determining an individual's readiness for employment. However, some organisations choose to stipulate a time period between being a user of the service and an employee within that service due to potential conflicts of interest.

There is a distinction between an ex-service user and a person who may be a substance misuser. As a potential employer we may not know if a candidate is, or was at some stage in their life, a substance misuser if they choose not to disclose it.

The first consideration for any employer must be whether this individual can perform effectively in the role and, to this end, they must treat him or her in the same way as any other applicant in terms of their relevant competencies and skills.

Secondly, they will need to probe carefully whether their particular history of substance misuse will have a detrimental effect on:

- a) their performance and interaction with current users;
- b) their own rehabilitation;
- c) the therapeutic aims and objectives of the service;
- d) their motivation.

Ex-service users who wish to work in substance misuse are often motivated by wanting to give something back to the service. People who have overcome drug or alcohol misuse have already demonstrated a degree of strength and tenacity (both good skills for employers). They may also be better equipped to really engage and understand those who have taken a wrong turn in life with drugs or alcohol.

Employers taking a pragmatic, yet thorough approach - treating each person as an individual - are likely to encourage a more honest and realistic reaction from ex-users as potential employees.

Nevertheless, it is also important to consider that some ex-users, despite being enthusiastic about entering employment in the substance misuse field, will not be ready for such a step. They may need longer to adjust and consider whether it is really the right route for them. This can only be ascertained through careful questioning.

It will be down to the skill of the interviewer to make these judgments based on a full and frank discussion with each person on an individual basis. Consideration should be given to issues such as ex-service users coming across people from their past and perhaps feeling threatened. Old wounds could be opened and negative feelings could avail.

The employer will need to consider, amongst other issues:

- **The nature and seriousness of the substance misuse.**
- **The attitude and confidence of the individual in relation to their rehabilitation.**
- **The commitment of the individual to their recovery.**
- **Criminal convictions.**

Some organisations have had success where they have provided stable users with opportunities within the workplace on a voluntary basis as part of their rehabilitation.

However, throughout this debate, it is important to focus on the primary function of drug and alcohol services which is to protect vulnerable people in society. To this end, we come back to the most important issue of ensuring that each employee is equipped with the skills and competence necessary to carry out their role effectively.

Organisations with a positive approach to the employment of ex-users need to have a robust system in place to maintain and monitor support and individual progress. Ultimately, the employer is responsible for making decisions about who they do or do not employ.

Applicants should also be made aware of the organisation's drug and alcohol workplace policy. They will need to know what is expected of them, and what they can do if they experience problems. It is also good practice for organisations to have a lapse / re-lapse policy.

An example of a Lapse Policy is shown in Appendix 9.

An example of a Risk Assessment on the Employment of Ex-Service Users is shown in Appendix 10.

3.8 Ex-Service Users with Criminal Records

As already stated, it is important to assess ex-users' suitability for employment as individuals and the same applies for those with criminal records. Having a criminal record should not bar a person from employment. The potential employer will need to have a full and frank discussion with the individual concerned.

The employer will need to consider:

- The seriousness of the offence.
- The attitude of the individual in terms of remorse, and acceptance that the offence was wrong.
- The likelihood of re-occurrence.
- The relevance of the offence in terms of the potential employment.*
- The change in personal circumstance of the individual since the offence was committed.
- Time since the offence.

* Some organisations may have agreed guidelines for employing ex-offenders, e.g. some police authorities will not employ people with any criminal history of violence. However, in cases where guidelines do not exist, the appointing manager will have to use their discretion and treat each situation on its merits.

The legal position regarding disclosures of criminal records is outlined in the NTA Recruitment Guide and explained in full at www.crb.gov.uk

At times it may feel difficult to have these personal discussions. However, from the individual's point of view, it can only be positive to be given the opportunity to prove their readiness for employment rather than be rejected on assumptions or lack of information. Of course, there will never be a definitive answer in all cases and the appointing manager will have to, as far as possible, make an informed judgment based on the relevant facts and information they have in each case.

3.9 The Disability Discrimination Act (DDA)

There is an obligation under the DDA for employers to make “reasonable adjustments” so they do not unfairly discriminate against disabled people.

Under the DDA, a disabled person is defined as someone who has a mental or physical impairment that has an adverse or substantial or long-term effect on their ability to carry out normal day-to-day activities.

In order to avoid unfair discrimination during the recruitment process, employers should spend some time considering what reasonable adjustments could be made to the working environment or working pattern so that the job could be done by people with a variety of disabilities. This preparation should help eliminate uncertainty about how a disabled employee would be able to undertake a job.

Some organisations who recognise that their workforce may be under-represented by disabled employees have taken steps to encourage applications from people who consider themselves to have a disability. This can be done by including a phrase in the advertisement or job description such as "applications from disabled people are particularly welcome". Or employers may guarantee an interview for any disabled applicant meeting the minimum criteria.

Applicants should be given an opportunity to declare a disability so that organisations can make arrangements if necessary to put in place reasonable adjustments to the recruitment process to accommodate the disability.

For example, a disabled applicant may need additional time to complete a selection test or may need information in a different format. Consideration may need to be given to the location of the selection process to accommodate applicants using a wheelchair.

If a job applicant declares a disability, the organisation will need to have a detailed discussion about what, if any, are the precise adjustments they would require to enable them to do the job successfully.

Further information about the DDA and about reasonable adjustments can be found on the Disability Rights Commission website:

www.drc-gb.org

The definition of ‘disability’ under the DDA does not include addiction to alcohol or any other substance (unless addiction is the consequence of medically prescribed drugs or treatment).

Addiction is not a disability in itself so no adjustments are required. However, some adverse health effects that can be caused by alcohol/drug misuse can lead to medical conditions which may constitute a clinically recognisable condition under the DDA.

4.0 Glossary of Terms

CIPD	Chartered Institute of Personnel and Development	The Chartered Institute of Personnel and Development is the professional body for those involved in the management and development of people.
CRA	Commission for Racial Equality	Set up under the Race Relations Act, the CRA works independently of government to encourage good relations between people from different racial and ethnic backgrounds, to work towards eliminating racial discrimination and to monitor the Race Relations Act.
CRB	Criminal Records Bureau	The Criminal Records Bureau is an Executive Agency of the Home Office and provides access to criminal record information through its disclosure service. This service enables organisations to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work. The CRB was established under Part V of the Police Act 1997 and was launched in March 2002.
DANOS	Drug and Alcohol National Occupational Standards	DANOS specify the standards of performance that people in the drug and alcohol field should be working to. They also describe the knowledge and skills workers need to perform to the required standard.
DAATs / DATs	Drug and Alcohol Action Teams	DA(A)Ts are strategic bodies made up of officers from leading statutory agencies such as health, probation, police and local authorities. Set up in 1995, the role of the DA(A)Ts is to ensure that the key aims of the national drug strategy are implemented locally.
DRC	Disability Rights Commission	The Disability Rights Commission is an independent body established to stop discrimination and promote equality of opportunity for disabled people.
EOC	Equal Opportunities Commission	The Equal Opportunities Commission is the leading agency working to eliminate sex discrimination in the UK. It regulates the provision of Equal Opportunities legislation
HO	Home Office	The Home Office oversees the police and the National Offender Management Service. The HO also sponsors the Youth Justice Board, Criminal Injuries Compensation Authority and the Criminal Cases Review Commission. The HO works to reduce crime and fear of crime, combat terrorism and other threats to national security, ensure the effective delivery of justice, deliver effective custodial and community sentences, reduce the availability and abuse of dangerous drugs, regulate entry to and settlement in the UK and supports equal opportunities.
NOS	National Occupational Standards	NOS are tools for supporting operational and human resource management. They are agreed statements of competence, which describe the work outcomes required for an individual to achieve the standard expected of them in work.
NTA	National Treatment Agency for Substance Misuse	The National Treatment Agency is a special health authority, created by the Government in 2001 to improve the availability, capacity and effectiveness of treatment for drug misuse in England.

Bibliography

Websites:

www.bps.org.uk	British Psychological Society
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.crb.gov.uk	Criminal Records Bureau
www.drc-gb.org	Disability Rights Commission
www.drinkanddrugs.net	Drink and Drugs News
www.EOC.org.uk	Equal Opportunities Commission
www.FDAP.org.uk	Federation of Drug and Alcohol Professionals
www.drugs.homeoffice.gov.uk	Home Office
www.idea.gov.uk	Improvement and Development Agency for Local Government
www.nta.nhs.uk/publications	National Treatment Agency
www.skillsforhealth.org.uk	Skills for Health
www.skillsforjustice.com	Skills for Justice

Publications:

DANOS in a Nutshell	An introductory guide to all things DANOS	FDAP, Home Office, Skills for Health
Drink and Drugs News	Various issues	FDAP
Drug Interventions Programme – Police Vetting of CJIT Workers	Guidance for employers and applicants	The Home Office
Drug Interventions Programme	Guide to the recruitment of Criminal Justice Drug Workers using targeted campaigns November 2006	The Home Office
Drugs and Alcohol National Occupational Standards (DANOS)	Guide	Skills for Health
Improving the Quality of Training	A Framework	National Treatment Agency
Moving On: Update	Employability and Employment for Recovering Drug Users – Tackling Drugs in Scotland.	Scottish Executive
Psychometric Testing 2005		Careers and Employment Service
Recruitment and Selection of Staff	Training Materials produced for West Sussex County Council	Jackie Campbell
Staff Development Toolkit for Drug and Alcohol Services		National Treatment Agency
The Competencies Handbook		Whiddett and Hollyforde, CIPD 1999
The Essential Service Manager		Ian Robinson
Workforce Briefing Documents	At drugs.homeoffice.gov.uk	The Home Office

Appendix 1

CBR 1 Section of Role Profile*: Young People's Substance Misuse Worker

Criteria			
Common Core of Skills & Knowledge for the Children's Workforce	Essential/ Desirable		To be evidenced by
Effective communication & engagement with children, young people & families	E		Application / Interview
Child and young person development	E		Application / Interview
Safeguarding and promoting the welfare of the child	E		Application / Interview
Multi-agency working		D	Application / Interview
Supporting transitions		D	Application / Interview
DANOS Units			
AA3 Support individuals to access and use services and facilities	E		Interview
AB2 Support individuals who are substance users	E		Interview
AB3 Contribute to the management and prevention of abusive and aggressive behaviour	E		Application / Role Play
AB5 Assess and act upon immediate risk of danger to substance users	E		Role Play
AB8 Contribute to assessing and act upon risk of danger, harm and abuse	E		Role Play
AC2 Make use of supervision		D	Interview
AD1 Raise awareness about substances, their use and effects	E		Interview
AG2 Contribute to care planning and review		D	Interview
AG3 Assist with the transfer of individuals between agencies and services		D	Interview
AK1 Help individuals to access employment		D	Interview
AK2 Help individuals to access learning, training and development opportunities		D	Interview
Youth Justice Units			
B801 Assess children and young people's use of substances and the effect of these on their lives	E		Application / Interview
B804 Enable children and young people to address their substance misuse	E		Application / Interview
Behavioural Competencies			
Helps others to think through issues. Takes the time to learn about and understand other people's perspective.	E		Interview
Maintains professional competence and integrity.	E		Interview
Tackles difficult problems and takes personal responsibility for reaching solutions.	E		Interview
Is confident and decisive when situation demands it.	E		Interview

*A full role profile may also contain the job description as well as other relevant criteria for the role such as qualifications and experience required.

Appendix 2

CBR 2 - Sample Advertisement

What Have You Achieved At Work Today?

Drug and Alcohol Action Team Information Officer

18.5 hours per week
Location: Westbury
Salary £15,000

Are you an administrator with a flair for working with data, looking for a role where your skills can be developed and your initiative rewarded?

Your analytical and research expertise will play a vital role in implementing our Drug and Alcohol Strategy. You will need a keen eye for detail, excellent interpersonal skills and have a sound knowledge of Microsoft packages, including Excel.

An understanding of the Health and Care sector would be an advantage, but more important is an enthusiasm and motivation to make a real impact.

Closing date: xx/xx/xx

Interview date: xx/xx/xx

For more details and to apply on-line go to www.xxxxxxxx. Or phone 023445 77777 for an application pack.

Appendix 3

CBR 3

Sample Section of Application Form Seeking Evidence of Competencies

Tell us about how you meet the requirements of the Person Specification where we have indicated that we will be seeking evidence from your application form. The information you give us here will be used for shortlisting purposes. Please provide clear evidence of how you meet each competency. Evidence should include examples from your experience either in work or outside work. Describe relevant achievements fully to show the highest standard of your competence where appropriate.

Appendix 4

CBR 4 Shortlisting Pro-Forma

Rating: 5=outstanding 4=excellent 3=satisfactory/meets criteria 2=partly meets criteria 1=does not meet criteria. Shortlisted candidates must score 3 or above on all essential criteria.

This form has been designed to assist with evidencing/quantifying the shortlisting process and also to provide a record. List ESSENTIAL criteria from the Person Specification. Consideration of DESIRABLE criteria may be useful if a large field of candidates is being shortlisted.

Job Title						
Criteria from Person Specification	Applicant Names:					

Signed(Shortlisting Manager) Date

Appendix 5

CBR 5 Sample Assessment Centre Timetable

Time	Duration	Candidate	Activity
9.15 – 9.30am	15 mins	Candidate A	Introduction
9.30 – 10.20am	50 mins	Candidate A	Interview
10.15 – 10.30am	15 mins	Candidate B	Introduction
10.20 – 10.30am	10 mins	Candidate A	Candidate Report (Interview)
10.30 – 11.00am	30 mins	Candidate A	BREAK
10.30 – 11.20am	50 mins	Candidate B	Interview
11.00 – 11.30am	30 mins	Candidate A	Preparation for Chairing Exercise
11.20 – 11.30am	10 mins	Candidate B	Candidate Report (Interview)
11.30 – 12.00pm	30 mins	Candidate A	Chairing Exercise
12.00 – 12.10pm	10 mins	Candidate A	Candidate Report (Chairing Exercise)
11.30 – 11.45am	15 mins	Candidate B	BREAK
11.45 – 12.15pm	30 mins	Candidate B	Preparation for Chairing Exercise
12.15 – 12.45pm	30 mins	Candidate B	Chairing Exercise
12.45 – 12.55pm	10 mins	Candidate B	Candidate Report (Chairing Exercise)
12.45/12.55– 1.30pm	45 mins	Assessors/Candidates	Lunch
1.30pm.....			Marking/Wash Up

Appendix 6

Assessment Scoring Pro-Forma (CBR 6)

COMMENT	SCORE	EXPECTED OUTCOME
DANOS UNIT		
Rating for this section (total scores divided by number of assessment criteria for this section)		
DANOS UNIT		
Rating for this section (total scores divided by number of assessment criteria for this section)		
DANOS UNIT		
Rating for this section (total scores divided by number of assessment criteria for this section)		
Overall rating (all scores divided by number of assessment criteria).		

Please give your assessment (with evidence where possible) of the person's competence/ performance in the following areas:

Communication & engagement with children, young people & families

Multi-agency working

Ability to effectively manage risk assessment in relation to service users

Using initiative

Is there any additional information you would like to give us that may be relevant to this person's application?

Signed:

Date:

Name:

Position:

Tel No:

Email:

Appendix 8

CBR 8 Equal Opportunities and the Law - Access to Employment

SEX DISCRIMINATION		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>SEX DISCRIMINATION ACT (SDA) 1974</p> <p>Terms: Genuine Occupational Qualification. This is where the law recognises that the essential nature of the job or particular duties attached to the job call for a member of one sex. In these very limited circumstances it is lawful to discriminate.</p>	<p>You have the right not to be treated unfavourably because of your gender or marital status or because of gender re-assignment.</p> <p>You have the right not to be unfairly discriminated against either directly or indirectly because of your gender or marital status or because of gender re-assignment.</p> <p>You have the right not to be subjected to harassment because of your gender or marital status or because of gender re-assignment.</p> <p>If you take a prima facie case of discrimination to an employment tribunal, the burden of proof will pass to the employer to show that there was a non-discriminatory reason for their action.</p>	<p>Jobs must be open to both male and female applicants unless covered by a "Genuine Occupational Qualification".</p> <p>Employers must not set criteria for selection that favour male or female applicants and are unjustifiable. This applies to recruitment, training, promotion or redundancy.</p> <p>Employers must not ask questions at interview based on their assumptions about dependants or time off work. Questions regarding availability for work should be directly related to the job specification and asked of all candidates.</p> <p>Employers must not ask questions at interview of women that are not asked of men and vice versa.</p> <p>Employers must not stipulate requirements that only apply to one sex, or apply more commonly to one sex and are unjustifiable.</p> <p>Employers or their employees must not harass or victimise someone because of their gender or because of gender re-assignment or because they have made or intend to make a complaint or allegation of discrimination.</p> <p>Employment cannot be refused on grounds of pregnancy alone. This applies whether the employment is temporary, fixed term or permanent.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>
<p>EQUAL PAY ACT 1970</p>	<p>You have a right to receive equal treatment in terms and conditions and benefits in comparison to someone of the opposite sex if you are doing the same work or work of equal value.</p>	<p>Employers should ensure that salaries and benefits for jobs are evaluated by fair means.</p> <p>Employers must not offer less favourable pay and benefits to women in relation to men for the same job or work of equal value and vice versa.</p>

RACE DISCRIMINATION		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>RACE RELATIONS ACT (RRA) 1976 (PLUS AMENDMENTS)</p> <p>Terms: Genuine Occupational Qualification. This is where the law recognises that the essential nature of the job or particular duties attached to the job call for a member of one race, nationality or ethnic group. In these very limited circumstances it is lawful to discriminate.</p>	<p>You have the right not to be treated unfavourably because of your colour, race, nationality (including citizenship) or ethnic or national origin.</p> <p>You have the right not to be unfairly discriminated against either directly or indirectly because of your colour, race, nationality (including citizenship) or ethnic or national origin.</p> <p>You have the right not to be subjected to harassment because of your colour, race, nationality (including citizenship) or ethnic or national origin.</p>	<p>Jobs may only specify applicants from a particular ethnic background covered by a "Genuine Occupational Qualification".</p> <p>Employers should as far as possible ensure their job advertisements reach all sections of the community.</p> <p>Employers must not ask questions at interview of people from ethnic minorities which would not be put to other candidates.</p> <p>Employers must not set criteria for selection that favour applicants from a particular racial background or nationality unless justifiable for carrying out the job (i.e. good standard of English). Employers must not set unfair criteria for selection in relation to access to training, promotion or redundancy based on a person's colour, nationality or ethnic origin.</p> <p>Employers must apply pre-employment tests and checks equally to all candidates and they must be justifiable in relation to the job.</p> <p>Employers must not insist on uniform or dress requirements that are unacceptable to those of a particular ethnic background unless justifiable on health and safety or hygiene grounds.</p> <p>Employers or their employees must not victimise or harass a person because of their race, nationality or ethnic origin or because they have made or intend to make a complaint or allegation of discrimination.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p> <p>Public authorities must ensure they promote equality of opportunity and good relations between people of different racial groups.</p>

RELIGIOUS BELIEF		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>EMPLOYMENT EQUALITY (RELIGION OR BELIEF) REGULATIONS 2003</p> <p>Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the courts to decide whether particular circumstances are covered by the Regulations.</p>	<p>You have the right not to be treated unfavourably because of your religion or belief.</p> <p>You have the right not to be unfairly discriminated against either directly or indirectly because of your religion or belief.</p> <p>You have the right not to be subjected to harassment because of your religion or belief.</p>	<p>Employers must not insist on uniform or dress requirements that are unacceptable to those of a particular religion or belief, unless justifiable on health and safety or hygiene grounds.</p> <p>Employers must, wherever possible, make allowances by not setting unjustifiable criteria that people may not be able or willing to meet due to their religion or belief.</p> <p>Employers or their employees must not victimise or harass a person because of their religion or belief or because they have made or intend to make a complaint or allegation of discrimination.</p> <p>Organisations should consider carefully whether they are inadvertently discriminating indirectly. For example, if team meetings always take place on a Friday afternoon this may discriminate against Jewish and Muslim staff for whom Friday afternoon has a particular religious significance, although not everyone follows their faith in the same way. Employers will not escape liability in an Employment Tribunal by showing that discrimination was inadvertent or accidental.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>

SEXUAL ORIENTATION		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>EMPLOYMENT EQUALITY (SEXUAL ORIENTATION) REGULATIONS 2003</p>	<p>You have the right not to be treated unfavourably because of your actual or perceived sexual orientation.</p> <p>You have the right not to be unfairly discriminated against either directly or indirectly because of your actual or perceived sexual orientation.</p> <p>You have the right not to be subjected to harassment because of your actual or perceived sexual orientation.</p>	<p>Employers or their employees must not victimise or harass a person because of their actual or perceived sexual orientation or because they have made or intend to make a complaint or allegation of discrimination.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>

AGE		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>Employment Equality (Age) Regulations 2006</p>	<p>You have the right not to be treated unfavourably because of your age.</p> <p>You have the right not to be unfairly discriminated against either directly or indirectly because of your age.</p> <p>You have the right not to be subjected to harassment because of your age.</p> <p>These rights apply to elderly and younger people at all stages of the recruitment, promotion, employment and redundancy process.</p>	<p>Employers should ensure all stages of their recruitment process, including recruitment advertising, is free from discrimination on the basis of age.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p> <p>Employers are expected to be pro-active in changing the culture of the workplace where ageist comments and assumptions are common.</p> <p>Employers or their employees must not victimise or harass a person because of their age.</p> <p>Employers should look carefully at any benefits and practices that are based on seniority, length of service or experience; for example, additional annual leave for longer serving workers. Such practices could be directly or indirectly discriminatory on grounds of age (although there are extensive exemptions).</p> <p>Employers with long-term disability insurance or permanent health insurance schemes should remove any upper age limits which could be discriminatory on the grounds of age.</p> <p>Employers with a normal retirement age below 65 should consider whether this will be objectively justifiable, and if not, take steps to amend it.</p> <p>Employers should set up a planned retirement system which complies with the 'duty to consider' procedure which will apply from 1 October 2006 for all employees who retire on or after 1 April 2007.</p>

DISABILITY DISCRIMINATION		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>DISABILITY DISCRIMINATION ACT 1995 (DDA)</p> <p>Terms: Definition of Disability. A disability is a "physical or mental impairment, which has a substantial or long term or adverse effect on the person's ability to carry out day to day activities."</p> <p>Reasonable Adjustment. This is where an employer makes a change either to the premises, equipment, working hours, the job description or provides additional support to allow the disabled person to do the job. The adjustment must be reasonable in terms of cost, practicality, effectiveness of preventing the disadvantage and the effect on other employees.</p>	<p>If you have a disability you have a right to expect a potential employer to make "reasonable adjustments" to allow you to compete for and undertake employment.</p>	<p>Employers should as far as possible ensure that job advertisements are available to all sections of the community including disabled people.</p> <p>Employers must not set criteria for selection that unfairly discriminate against disabled applicants unless justifiable for carrying out the job.</p> <p>Employers must not make assumptions about candidates with a disability which are to their disadvantage.</p> <p>Employers should enquire of applicants if they consider themselves to have a disability.</p> <p>If an applicant has a disability, employers must consider whether they could make "reasonable adjustments" to allow disabled applicants to compete for and undertake employment.</p> <p>Employers cannot refuse employment because of disability if a disabled person can prove they are able to meet the job requirements with or without "reasonable adjustments".</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>

Assessment Guide to Disability in Employment'			
STEP	QUESTION		POSSIBLE ANSWERS
Step 1	<p>Does the employee meet the DDA's definition of disability?</p> <ul style="list-style-type: none"> • Is a physical or mental impairment involved? • Does the impairment have a substantial adverse effect? • Does the impairment have a long-term effect? • Does the impairment affect normal day-to-day activities? 	<p>If YES</p> <p>Go to step 2.</p>	<p>If NO</p> <p>It is not unlawful discrimination on the grounds of disability.</p>
Step 2	<ul style="list-style-type: none"> • Is the employment excluded from the DDA? • Is the employment outside the UK? 	<p>If YES</p> <p>It is not unlawful discrimination on the grounds of disability.</p>	<p>If NO</p> <p>Go to step 3.</p>
Step 3	<ul style="list-style-type: none"> • Has the disabled person been treated less favourably than other employees? <p>and/or</p> <ul style="list-style-type: none"> • Has the employer failed to make a reasonable adjustment? 	<p>If YES</p> <p>To either or both: Go to step 4.</p>	<p>If NO to both</p> <p>It is not unlawful discrimination on the grounds of disability.</p>
Step 4	<ul style="list-style-type: none"> • Can the employer justify the treatment? <p>and/or</p> <ul style="list-style-type: none"> • Is the failure to make a reasonable adjustment justifiable? 	<p>If YES to both</p> <p>It is not unlawful discrimination on the grounds of disability.</p>	<p>If NO to either or both:</p> <p>It may be unlawful discrimination and there may be grounds for action.</p>

EX-OFFENDERS		
LEGISLATION	EMPLOYEE RIGHTS	EMPLOYERS' OBLIGATIONS
<p>REHABILITATION OF OFFENDERS ACT (ROOA) 1974</p>	<p>Ex-offenders have the right not to have taken into account offences where they are deemed to be rehabilitated (exceptions apply).</p>	<p>Employers must not ask applicants to disclose "Spent" convictions unless the job is exempt from the ROOA.</p> <p>For jobs not exempt from the ROOA, employers cannot refuse employment or dismiss an employee on the basis of information they obtain on "spent" convictions.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>
LEGISLATION	LEGISLATION	LEGISLATION
<p>CRIMINAL RECORDS BUREAU (CRB) - CODE OF PRACTICE</p> <p>Terms: Registered Body. Where an employer has registered with the CRB for the purposes of applying for disclosures.</p> <p>Disclosure. Information held on police national computer. Basic disclosures only provide information on un-spent convictions. Higher -level disclosures also provide information on spent convictions and are for jobs exempt from the provisions of the ROOA.</p>	<p>Ex-offenders must not be unfairly and unjustifiably discriminated against on the basis of their previous convictions.</p> <p>Previous convictions should only be considered in relation the nature of the employment.</p>	<p>Employers acting as "registered bodies" can request a "disclosure" from the Criminal Records Bureau. The level of "disclosure" will depend upon the nature of employment.</p> <p>Registered bodies must have a written policy on the recruitment of ex-offenders, so that a copy can be given to all applicants for positions where a disclosure will be requested.</p> <p>Application forms for positions where disclosures will be requested should contain a statement that a disclosure will be requested in the event of a successful application, so that applicants are aware of the situation.</p> <p>Employers should include in application forms or accompanying material a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position, in order to reassure applicants that disclosure information will not be used unfairly.</p> <p>Information on previous convictions should not be requested until the shortlisting stage of the recruitment process.</p> <p>Employers should be prepared to discuss any matters revealed in disclosure information with the person seeking the position before withdrawing an offer of employment.</p> <p>Employers must ensure that all information revealed in "disclosures" is handled securely and only revealed where essential.</p> <p>Employers should ensure they record evidence of a fair recruitment process.</p>

Appendix 9

CBR 9 Example Lapse Policy

Purpose

The organisation recognises that some workers may be vulnerable to relapse. The purpose of the lapse policy is to create a structure that can identify when an individual is at risk of using, or has used, substances and provide a process for supporting them to stay drug free or regain abstinence and thus remain working.

Expectations

Workers will be given clear guidelines in order to be sufficiently aware of the dangers of relapse to recognise the importance of trainers'/supervisors' support, and the need to raise any concerns at the earliest point. It is also expected that workers will work co-operatively with staff to ensure their own safety in relation to relapse and the safety of others.

Exclusion

Workers who are found to be under the influence of alcohol or illicit drugs or who bring them onto the premises will be asked to leave immediately. They may return at a time designated by the organisation at which point the lapse policy will be followed.

Re-admission

Workers who are referred on through the lapse policy (or who leave for any other reason) will not be prevented from re-applying for a job in the organisation at a future date. The selection and recruitment process will be followed.

Prevention strategy

Staff will meet with workers individually periodically for a supervision/ support session. At these meetings there will be ongoing assessment of the worker's progress. In relation to this policy specifically, the worker's personal development and coping strategies will be explored. If during these meetings it is apparent that a worker is struggling then the following process is followed:

- The staff member will raise their concern with the participant to assess the extent of their vulnerability.
- The worker will cease working with any clients until such time as the concerns have been addressed satisfactorily.
- The staff member and worker will create an initial action plan to support the participant in the short term.
- They will meet weekly to review progress and to amend the plan as necessary identifying the point at which the lapse support is due to cease.
- They will continue weekly meetings for the duration of the above or until it becomes clear that the participant cannot cope on the programme in which case the staff member and participant will develop a plan for referral in to an appropriate service.
- Workers who attain/regain stability will continue on the project in the usual way at an agreed time.

Lapse management

If a member of the organisation has a concern that an employee has lapsed, the following process takes place.

- The worker's manager will speak privately to the individual and raise their concern, stating clearly what has led to the concern and remind them of this policy.
- The worker may wish to disclose at this point or they may wish to re-read the policy before discussing the concerns with their supervisor.
- The participant will be offered supervision as soon as possible to ascertain the accuracy of their suspicion.
- The supervisor will explore with the participant why the concern was raised and the worker's response.
- If the participant offers a credible alternative explanation and the supervisor feels assured that the participant needs no further support, the matter will be concluded.
- The only record will be that a concern was raised and unjustified.

Should a participant acknowledge a lapse then the process is as follows:

- Between them, the supervisor and participant will create an initial action plan to support the participant toward abstinence.
- They will meet weekly to review progress and to amend the plan as necessary identifying the point at which the lapse support is due to cease.
- They will continue weekly meetings for the duration of the above or until it becomes clear that the participant will develop a plan for referral in to an appropriate service.
- Workers who attain/regain stability will continue in the organisation in the usual way.

If there are still concerns, the following process will be followed:

- They will inform the participant why they still feel concerned and negotiate what will need to happen in order that the supervisor feels confident that the participant can continue in their role.
- A review date or dates will be set.
- When both parties are assured that the participant can cope in their role, the lapse process will cease.
- If it becomes clear that the worker is not able to maintain stability the supervisor will negotiate with them the best possible referral option. Although this will be discussed with the worker, this remains an organisational decision.

Appendix 10 CBR 10 Employing Ex-Service Users – Risk Assessment

Issues	Reasons
Are they competent to do the job?	This must be the main driver behind any recruitment.
What is the individual's history of drug misuse?	Careful assessment is required to ascertain whether their individual history will have a detrimental effect on the work of the people they will be interacting with. The key is to treat each person and case as an individual rather than follow a blanket rule.
How long since treatment ended?	The "two year rule" followed by some organisations is of little use in determining a person's readiness for employment. However, some organisations may still wish to stipulate a time frame if it is deemed an individual might benefit from a degree of time away from services to focus on other things or to avoid conflicts of interests within a particular service.
What is the type of work they will be undertaking?	Will they be interacting with the public, or with service users? Will they be expected to be a role model?
Are they to have direct contact with people known from the treatment they attended?	Will there be a conflict of interest or difficulties with the change in relationships?
Are they on medication?	Prescribed medicines could affect performance in some kinds of work. Medical advice should be sought where the individual is prescribed medication in relation to their drug misuse (such as methadone).
Are there any other medical issues?	A full medical assessment may be needed if they disclose any current medical issues.
What is the organisation's policy on abstinence?	An organisation that focuses on drug and alcohol abstinence may find it appropriate to employ ex-drug misusers who are themselves committed to abstinence. However, there is more likely to be an issue if the employee lapses.
Are there any other legal issues to consider? to drive (including dependence on or misuse of drugs / alcohol in to	If driving is part of the job it should be noted that individuals must inform the DVLA of any medical condition which may affect fitness the past 3 years). Has the individual a criminal record in relation their substance misuse? If yes then this issue would need to be considered separately as well as taking certain prescribed medication, e.g. methadone.
Are there any insurance issues to consider?	Organisations should check their individual policies if appropriate.
Reducing Risks	Reasons
Will there be a phased induction to the work (i.e. gradual increase in hours)?	Employees may find this helpful as part of their induction, especially if they have been out of work for some time.
Will there be a comprehensive induction?	Employees who have been away from work for some time may need a more comprehensive induction to gain confidence.
Will there be adequate supervision? employee is given sufficient and appropriate information and	Employers need to monitor and manage any risk and to ensure the assistance on a regular basis.
Is there a clear policy on drug and alcohol use in the workplace?	Employees need to know what is expected of them.
Is there a lapse policy in place?	Employees need to know what is expected of them and how to seek help when needed. Is there an employee assistance programme in place? Employees need to know how to seek help if needed.

