

F36H 04 (LMC A3) Actively engage in the safe selection and recruitment of workers and their retention in care services

Elements of competence

- LMC A3.1** **Review the requirements for the safe selection and recruitment of workers, and their retention**
- LMC A3.2** **Actively engage in the safe selection and recruitment of workers**
- LMC A3.3** **Implement systems, procedures and practice to support retention**

About this Unit

This unit is for leaders and managers of care services. It is about ensuring the safe selection, recruitment, induction and retention of your workforce within care services provision.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

People include: adults using care services; their families; carers; groups and communities. Children and young people using care services; their parents/carers; families; carers; groups and communities.

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children.

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity.

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual.

Your **knowledge and understanding** for this Unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Values underpinning the whole of the Unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMC B1 (F36D 04): Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people.

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Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Harm	The short, medium and long term affects of a person being physically, emotionally, sexually and/or financially hurt or abused
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being

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Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Safe selection and recruitment	That the selection and recruitment procedures ensure you and the selection and recruitment team take appropriate action to exclude individuals from your workforce who are likely to harm or abuse people
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT

Simulation:

- Simulation is **NOT** permitted for any part of this unit.

The following forms of evidence ARE mandatory:

We recommend that this qualification will be assessed in a holistic manner and the majority of the evidence must be generated by the candidate from their normal work based activities.

Direct observation: Direct observation by a qualified assessor, as defined in the assessment strategy, is required as the primary source of evidence for all of the qualification.

Reflective account: These could be accounts of an activity related to the safe selection and recruitment of workers, for example the recruitment and selection of new employees. You could also identify and describe the systems and procedures you have implemented to ensure staff retention within your project.

Prior to commencing the qualification you should agree a plan with your assessor regarding the types of evidence to be used.

In addition to the observation requirement competence and the application of knowledge must be demonstrated using a variety of types of evidence, for example:

- **Work Products:** These can be any products of your work and the contributions that you have made, indicating the use and application within your practice.
- **Professional Discussion:** This should take the form of a planned and structured review of your practice, based on evidence, with the outcomes captured by means of recording or written record. These are particularly useful to provide evidence that you can evaluate your knowledge and practice across the qualification.
- **Candidate Reflective Accounts:** Describe your actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that you can evaluate your knowledge and practice across the qualification.
- **Case Studies:** These must be based on real work practice and experiences, and must not be a theoretical exercise.
- **Projects/ Assignments/APL:** You may have already completed a relevant project or assignment. You could also use evidence of previous training courses or programmes you have completed showing professional development.
- **Questions:** To supplement the evidence demonstrated through observations, products and reflective accounts, oral or written questions may be used; a record must be kept of the questions and responses.
- **Witness testimony:** These should be from other people who can provide evidence of your performance.
- **Expert Witness:** This should take the form of an observation and must be from a person who is familiar with the standards and is qualified to the level identified in the assessment strategy. It can be used to supplement evidence provided by the main assessor or as the observation for an option unit where the presence of the main assessor would impinge on the service delivered to an individual. It is the role of the expert witness to complete the recording and to suggest the performance criteria to be met, however it is the responsibility of the main assessor to make the final decision on the appropriateness of this evidence.

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GENERAL GUIDANCE

- Evidence must be provided for ALL of the performance criteria, ALL of the knowledge, you must also consider the parts of the SCOPE that are relevant to your job role.
- The evidence must, at all times, reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.
- All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to expectations and requirements of your job role and the content of this unit.

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1. Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information in relation to the safe selection and recruitment and the retention of workers	
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage in ways that: (a) place the people’s preferences at the centre of everything you do whilst considering their best interest (b) ensure people have access to information about themselves in a format that they can understand (c) provide opportunities for independent representation and advocacy (d) use a person’s preferred communication methods and language (e) provide active support for people (f) recognise the uniqueness of people and their circumstances (g) empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able	
3. How to critically evaluate and take informed action against discrimination in the context of the selection, recruitment and retention of workers	
4. How to support people, workers and relevant others to recognise and take informed action against discrimination within your provision	
Legislation and policy	
5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: (a) your provision (b) your own roles, responsibilities and accountability (c) the roles, responsibilities and accountability of others in relation to the safe selection and recruitment and the retention of workers	
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of your provision including: (a) safe selection and recruitment (b) retention of workers	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<ul style="list-style-type: none"> (c) entitlement to work in the UK (d) the need to achieve positive outcomes for people (e) the need to safeguard and protect people from all forms of danger, harm and abuse (f) employment practices for the provision and service (g) your provision's governance arrangements (h) data protection, recording and reporting (i) making and dealing with comments and complaints to improve services (j) whistle-blowing (k) partnership and other types of working (l) promoting your provision's services and facilities 	
<p>7. Organisational requirements for recording and reporting on the selection, recruitment and retention of workers, including:</p> <ul style="list-style-type: none"> (a) how reports and records should be accessed, manually and through Information and Communication Technologies (ICT) (b) how to ensure that records and reports do not contribute to labelling and stigmatisation (c) the security requirements for different records and reports (d) the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales (e) types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people (f) the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion (g) how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports 	
<p>8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the selection, recruitment and retention of workers within your provision</p>	
<p>9. How to monitor compliance with equal opportunities, race relations and disability legislation in relation to selection, recruitment and retention of workers</p>	
<p>10. Legal and regulatory requirements to comply with criminal records systems and workforce registration requirements</p>	
<p>11. Key government initiatives about:</p> <ul style="list-style-type: none"> (a) the recruitment and retention of care workers (b) the training and education of care workers (c) the regulation of the workforce 	
Leadership and management theories and practice	
<p>12. How to critically evaluate and implement best practice using up-to-date knowledge of:</p> <ul style="list-style-type: none"> (a) literature related to leadership and management when selecting, recruiting and retaining workers (b) leadership and management methods, principles and approaches relevant to the selection, recruitment and retention of staff in care services 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<ul style="list-style-type: none"> (c) government reports, inquiries and research relevant to safe selection and recruitment and the retention of workers (d) evidence and knowledge-based theories and models of good practice in selecting, recruiting and retaining workers (e) lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice about the selection, recruitment and retention of workers (f) the experiences of people within your provision relating to the selection, recruitment and retention of workers 	
<p>13. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to the selection, recruitment and retention of workers</p>	
<p>14. Methods of managing and developing selection, recruitment and retention practice in care services, about:</p> <ul style="list-style-type: none"> (a) how you consult with people, workers and relevant others (b) how you promote the participation and involvement of people (c) how you support, supervise and develop workers (d) the impact of organisational behaviour on the provision (e) group and individual processes (f) how power relationships can be used and abused 	
<p>15. How to plan and manage resources in relation to selection, recruitment and retention of workers and the implications for:</p> <ul style="list-style-type: none"> (a) the delivery of services (b) the achievement of targets (c) the achievement of positive outcomes 	
<p>16. Different types of change and their implications for the selection, recruitment and retention of workers</p>	
<p>17. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on selection, recruitment and retention of workers</p>	
<p>18. How and where technology should be used for selecting, recruiting and retaining workers within your provision</p>	
<p>19. The impact that the local economy, the employment market, housing and environmental factors have on the recruitment and retention of workers</p>	
<p>20. The impact that the image of social care has on recruitment and retention, and how to represent social care as a positive career choice</p>	
<p>21. The impact that the organisation's culture and workers' morale have on workforce retention and turnover rates</p>	
<p>22. Approaches to managing resistance to change and development</p>	
<p>23. The impact of stress and conflict on organisational performance, recruitment and retention</p>	
<p>24. The importance of effective recruitment and retention policies for the maintenance and development of the service, and the continuity of care for people</p>	
<p>25. Theories, methods and approaches for:</p> <ul style="list-style-type: none"> (a) safe recruitment and selection (b) retention (c) involving people, workers and relevant others in selection, 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
recruitment and retention (d) monitoring turnover and retention	
26. Workforce planning, underpinned by an understanding of: (a) setting and meeting training targets (b) induction and continuous professional development (c) regulation, inspection, service and requirements for the provision	

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LMC A3.1 Review the requirements for the safe selection and recruitment of workers, and their retention.

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You follow guidance, regulation, workforce and organisational requirements for the safe selection and recruitment and the retention of workers									
2. You analyse, evaluate and identify: a. present and future organisational requirements for the recruitment of workers b. the present and changing needs of people within the provision c. the skills, competence, experience and knowledge of existing workers and any skills gaps d. the type of candidate needed in terms of their skills, competence, experience and knowledge									
3. you review worker's skills, experience, knowledge and qualifications to ensure that they match the provision's need									
4. You ensure, when recruiting workers that you take account of: a) the provision's purpose, size of its workforce, working patterns, required targets and outcomes b) your staff development plan c) the need to achieve positive outcomes for people, safeguard them from harm and abuse and promote their health and well being d) the need to meet regulatory requirements in relation to the number of suitably qualified and experienced workers e) the need to assess the impact of temporary workers on the continuity of care									

*DO = Direct Observation RA = Reflective Account Q = Questions PD = Professional Discussion
EW = Expert Witness WP = Work Product WT = Witness Testimony CS = Case Study
P/A/A = Projects/Assignment/APL*

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LMC A3.2 Actively engage in the safe selection and recruitment of workers

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You develop a specification that outlines the requirements for the job								
2. You ensure that the information on vacancies is fair, clear and accurate									
3. You assess information about candidates against specified, fair and equitable selection criteria									
4. You involve the appropriately trained individuals in the selection process									
5. You offer candidates appropriate information at each stage of the selection process									
6. Before confirming the appointment, you ensure that rigorous and thorough selection procedures have been completed including: (a) checking criminal records, relevant registers and indexes (b) checking that the individual is legally entitled to work in the UK (c) assessing whether potential workers are capable of carrying out the duties and responsibilities of the job for which they have been selected (d) checking that the individual can meet the relevant registration requirements (e) seeking and acquiring reliable references									
7. You provide clear and accurate information about selection decisions to relevant individuals and organisations, including registration bodies									
8. You keep accurate records and reports of the selection process									
9. You monitor and review selection processes in relation to: (a) recent appointments (b) retention of workers (c) achievement of positive outcomes for people									

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LMC A3.3 Implement systems, procedures and practice to support retention

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You ensure workers who are recruited: (a) are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities (b) are given information and understand their role, responsibilities and accountability; relevant legislation, regulation, inspection and organisational requirements and any systems, procedures and practices they must follow in their work (c) receive regular supervision (d) have a personal development plan and a record of training (e) have their performance formally reviewed annually (f) complete relevant induction in the context of legal, regulatory, inspection and organisational requirements									
2. You ensure that all permanent appointments are subject to the satisfactory completion of a period of probation									
3. You ensure that workers have the opportunity to meet regularly to discuss practice and management issues									
4. You maintain accurate and up-to-date records about workers' recruitment, retention and disciplinary issues in accordance with legal, regulatory and organisational requirements									
5. You discuss with workers who are leaving their reasons for going									
6. You analyse, evaluate, record and report on exit interviews, turnover and the effectiveness of staff retention policies and practice for your provision									

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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: