

## **H5RN 04 (SCDLMCS A3) — Actively Engage in the Safe Selection and Recruitment of Workers and Their Retention in the Care Services**

### **Overview**

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.

### **Elements of Competence**

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

## Additional Information

### Scope/range

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:

- 1 adults using care services, their families, carers, groups and communities.
- 2 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 your provision who should contribute to the activity, people from outside your 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 wellbeing 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.

Competent leadership and management 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 leadership and management in the performance described in this Unit.

## Values

### 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.

## Glossary

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 wellbeing 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:

- 1 improved health, emotional wellbeing and quality of life.
- 2 staying safe and being free from discrimination and harassment.
- 3 enjoying, achieving and making a positive contribution.
- 4 exercising choice and control.
- 5 achieving economic wellbeing, 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:

- 1 being healthy.
- 2 staying safe.
- 3 enjoying and achieving.
- 4 making a positive contribution.
- 5 achieving economic wellbeing.

## **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**

The rights of:

- 1 adults are those embodied in the United Nations Universal Declaration of Human Rights.
- 2 children and young people are those embodied in the United Nations Convention on the Rights of the Child.

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.

## **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.

**Links to other NOS**

To achieve this Unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1.

**External Links**

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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 16 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Review the requirements for the safe selection and recruitment of workers, and their retention

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	You follow guidance, regulation, workforce and organisational requirements for the <b>safe selection and recruitment</b> and the retention of <b>workers</b> .	
2	You analyse, evaluate and identify: <ul style="list-style-type: none"> <li>2.1 present and future <b>organisational requirements</b> for the recruitment of workers.</li> <li>2.2 the present and changing needs of <b>people</b> within the <b>provision</b>.</li> <li>2.3 the skills, competence, experience and knowledge of existing workers and any skills gaps.</li> <li>2.4 the type of candidate needed in terms of their skills, competence, experience and knowledge.</li> </ul>	
3	You review worker's skills, experience, knowledge and qualifications to ensure that they match the provision's need.	

**Review the requirements for the safe selection and recruitment of workers, and their retention (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
4	<p>You ensure, when recruiting workers that you take account of:</p> <p>4.1 the provision's purpose, size of its workforce, working patterns, required targets and outcomes.</p> <p>4.2 your staff development plan.</p> <p>4.3 the need to achieve <b>positive outcomes</b> for people, safeguard them from <b>harm</b> and <b>abuse</b> and promote their health and wellbeing.</p> <p>4.4 the need to meet regulatory requirements in relation to the number of suitably qualified and experienced workers.</p> <p>4.5 the need to assess the impact of temporary workers on the continuity of care.</p>	

**Actively engage in the safe selection and recruitment of workers**

5	You develop a specification that outlines the requirements for the job.	
6	You ensure that the information on vacancies is fair, clear and accurate.	
7	You assess information about candidates against specified, fair and equitable selection criteria.	
8	You involve the appropriately trained individuals in the selection process.	
9	You offer candidates appropriate information at each stage of the selection.	



### Actively engage in the safe selection and recruitment of workers (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	<p>Before confirming the appointment, you ensure that rigorous and thorough selection procedures have been completed including:</p> <p>10.1 checking criminal records, relevant registers and indexes.</p> <p>10.2 checking that the individual is legally entitled to work in the UK.</p> <p>10.3 assessing whether potential workers are capable of carrying out the duties and responsibilities of the job for which they have been selected.</p> <p>10.4 checking that the individual can meet the relevant registration requirements.</p>	

### Implement systems, procedures and practice to support retention. You need to show that,

11	<p>You ensure workers who are recruited:</p> <p>11.1 are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities.</p> <p>11.2 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.</p> <p>11.3 receive regular <b>supervision</b>.</p> <p>11.4 have a personal development plan and a record of training.</p> <p>11.5 have their performance formally reviewed annually.</p>	
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**Implement systems, procedures and practice to support retention. You need to show that, (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
	11.6 complete relevant induction in the context of legal, regulatory, inspection and organisational requirements.	
12	You ensure that all permanent appointments are subject to the satisfactory completion of a period of probation.	
13	You ensure that workers have the opportunity to meet regularly to discuss practice and <b>management</b> issues.	
14	You maintain accurate and up-to-date records about workers' recruitment, retention and disciplinary issues in accordance with legal, regulatory and organisational requirements.	
15	You discuss with workers who are leaving their reasons for going.	
16	You analyse, evaluate, record and report on exit interviews, turnover and the effectiveness of staff-retention policies and practice for your provision.	

# Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 4 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
1	Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , 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: <ul style="list-style-type: none"> <li data-bbox="277 1084 1007 1189">2.1 place the people's preferences at the centre of everything you do whilst considering their best interest.</li> <li data-bbox="277 1234 986 1339">2.2 ensure people have access to information about themselves in a format that they can understand.</li> <li data-bbox="277 1384 999 1529">2.3 provide opportunities for <b>independent representation and advocacy</b> use a person's preferred communication methods and language.</li> <li data-bbox="277 1574 855 1603">2.4 provide active support for people.</li> <li data-bbox="277 1648 951 1709">2.5 recognise the uniqueness of people and their circumstances.</li> <li data-bbox="277 1753 1010 1899">2.6 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.</li> </ul>	

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
3	How to critically evaluate and <b>take informed action against discrimination</b> in the context of the selection, recruitment and retention of workers.	
4	How to support people, workers and <b>relevant others</b> to recognise and take informed action against discrimination within your provision.	

### **Legal and Policy**

5	<p>Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:</p> <p>5.1 your provision.</p> <p>5.2 our own roles, responsibilities and accountability.</p> <p>5.3 the roles, responsibilities and accountability of others in relation to the safe selection and recruitment and the retention of workers.</p>	
6	<p>Current local, national, UK, european and international legislation, standards, guidance and organisational requirements for the <b>leadership</b> and <b>management</b> of your provision including:</p> <p>6.1 safe selection and recruitment.</p> <p>6.2 retention of workers.</p> <p>6.3 entitlement to work in the UK.</p> <p>6.4 the need to achieve positive outcomes for people.</p> <p>6.5 the need to safeguard and protect people from all forms of danger, harm and abuse.</p> <p>6.6 employment practices for the provision and <b>service</b>.</p>	

## Legal and Policy (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	6.7 your provision's <b>governance</b> arrangements.  6.8 data protection, recording and reporting.  6.9 making and dealing with comments and complaints to improve services.  6.10 whistle-blowing.  6.11 <b>partnership</b> and other types of working.  6.12 promoting your provision's services and facilities.	
7	Organisational requirements for recording and reporting on the selection, recruitment and retention of workers, including:  7.1 how reports and records should be accessed, manually and through information and communication technologies (ict).  7.2 how to ensure that records and reports do not contribute to labelling and stigmatisation.  7.3 the security requirements for different records and reports.  7.4 the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales.  7.5 types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people.  7.6 the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion.	

## Legal and Policy (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
7	7.7 how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports.	
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.	
9	How to monitor compliance with equal opportunities, race relations and disability legislation in relation to selection, recruitment and retention of workers.	
10	Legal and regulatory requirements to comply with criminal records systems and workforce registration requirements.	
11	Key government initiatives about:  11.1 the recruitment and retention of care workers.  11.2 the training and education of care workers.  11.3 the regulation of the workforce.	

## Leadership and Management theory and practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
12	<p>How to critically evaluate and implement best practice using up-to-date knowledge of:</p> <p>12.1 literature related to leadership and management when selecting, recruiting and retaining workers.</p> <p>12.2 leadership and management methods, principles and approaches relevant to the selection, recruitment and retention of staff in care services.</p> <p>12.3 government reports, inquiries and research relevant to safe selection and recruitment and the retention of workers.</p> <p>12.4 evidence and knowledge-based theories and models of good practice in selecting, recruiting and retaining workers.</p> <p>12.5 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.</p>	
13	<p>Performance management and quality requirements, procedures, criteria, methods and indicators relevant to the selection, recruitment and retention of workers.</p>	
14	<p>Methods of managing and developing selection, recruitment and retention practice in care services, about:</p> <p>14.1 how you consult with people, workers and relevant others.</p> <p>14.2 how you promote the participation and involvement of people.</p>	

## Leadership and Management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
	<p>14.3 how you support, supervise and develop workers.</p> <p>14.4 the impact of organisational behaviour on the provision.</p> <p>14.5 group and individual processes.</p> <p>14.6 how power relationships can be used and abused.</p>	
15	<p>How to plan and manage <b>resources</b> in relation to selection, recruitment and retention of workers and the implications for</p> <p>15.1 the delivery of services.</p> <p>15.2 the achievement of targets.</p> <p>15.3 the achievement of positive outcomes.</p>	
16	Different types of change and their implications for the selection, recruitment and retention of workers.	
17	How psychological, socio-economic, cultural and environmental factors of those within the provision impact on selection, recruitment and retention of workers.	
18	How and where technology should be used for selecting, recruiting and retaining workers within your provision.	
19	The impact that the local economy, the employment market, housing and environmental factors have on the recruitment and retention of workers.	
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.	



## Leadership and Management theory and practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	The impact that the organisation's culture and workers' morale have on workforce retention and turnover rates.	
22	Approaches to managing resistance to change and development.	
23	The impact of stress and conflict on organisational performance, recruitment and retention.	
24	The importance of effective recruitment and retention policies for the maintenance and development of the service, and the continuity of care for people.	
25	Theories, methods and approaches for: <ul style="list-style-type: none"> <li>25.1 safe recruitment and selection.</li> <li>25.2 retention.</li> <li>25.3 involving people workers and relevant others in selection, recruitment and retention.</li> <li>25.4 monitoring turnover and retention.</li> </ul>	
26	Workforce planning, underpinned by an understanding of: <ul style="list-style-type: none"> <li>26.1 setting and meeting training targets.</li> <li>26.2 induction and continuous professional development.</li> <li>26.3 regulation, inspection, service and requirements for the provision.</li> </ul>	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	