

# **Unit 64: Recruitment and Selection in Care Settings**

**Unit reference number: H/616/7433**

**Level: 4**

**Unit type: Optional**

**Credit value: 6**

**Guided learning hours: 54**

---

## **Unit summary**

Recruitment and selection are important tasks undertaken by leaders and managers in care settings. Recruitment and selection have a pivotal role in people management and staff retention. Decisions on who to employ or not to employ, lie with the manager. Recruitment and selection decisions are based not just on finding a replacement for the person who has left but on making sure the replacement can perform to a high level and demonstrate the commitment and quality that will underpin positive organisational outcomes.

This unit will develop your understanding of the roles and responsibilities of people involved in the recruitment and selection process. The unit will also give you the skills you need to lead practice, while supporting others and working with them to ensure successful recruitment of individuals working in care settings.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand recruitment and selection processes in care settings</p>	<p>1.1 Explain the impact on selection and recruitment processes, in own setting, of:</p> <ul style="list-style-type: none"> <li>• legislative requirements</li> <li>• regulatory requirements</li> <li>• professional codes</li> <li>• agreed ways of working</li> </ul> <p>1.2 Discuss circumstances when it is necessary to seek specialist expertise in relation to recruitment and selection</p> <p>1.3 Analyse the impact of serious case reviews and inquiries in contributing to recruitment policies and procedures that safeguard vulnerable adults</p>
<p>2 Be able to participate in recruitment and selection processes in care settings</p>	<p>2.1 Review job descriptions and person specifications to meet work setting objectives</p> <p>2.2 Work with others to establish the criteria that will be used in the recruitment and selection processes</p> <p>2.3 Work with others to establish the methods that will be used in the recruitment and selection processes</p> <p>2.4 Involve users of services in the recruitment process in accordance with organisational policy</p> <p>2.5 Use agreed methods to assess candidates</p> <p>2.6 Use agreed criteria to select candidates</p> <p>2.7 Communicate the outcome of the selection process to candidates and others according to the policies and procedures of own setting</p>

Learning outcomes	Assessment criteria
<p>3 Be able to evaluate recruitment and selection processes in care settings</p>	<p>3.1 Evaluate the recruitment and selection methods and criteria used in own setting</p> <p>3.2 Recommend changes for improvement to recruitment and selection processes in own setting</p>

### What needs to be learned

#### **Learning outcome 1: Understand recruitment and selection processes in care settings**

##### **Frameworks governing recruitment and selection**

- Framing recruitment and selection processes within a historical context.
- Legal frameworks, e.g. Equality Act 2010, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, Rehabilitation of Offenders Act 1974, Safeguarding Vulnerable Groups Act 2006, Immigration, Asylum and Nationality Act 2006, Data Protection Act 1998, Human Rights Act 1998, Employment Act 2008.
- Regulatory requirements, e.g. Disclosure and Barring Service (DBS) checks.
- Professional codes of conduct, e.g. Skills for Care – Code of Conduct for healthcare support workers and adult social care workers in England.
- Development of policies and procedures through processes of serious case review studies and inquiries.
- Agreed ways of working, including policies and procedures where they exist.

##### **Meeting legal requirements**

- Personnel and procedures responsible for recruiting and selecting individuals in own organisation.
- Legal requirements at different stages, e.g. job postings, interview content and questions, references, job offers.
- Organisational policies and procedures.
- Support networks/organisations providing advice and support in recruitment and selection process, e.g. Advisory, Conciliation and Arbitration Service (ACAS), Skills for Care, human resources department.

#### **Learning outcome 2: Be able to participate in recruitment and selection processes in care settings**

##### **Others**

- Others, e.g. human resources personnel, workers/practitioners, carers, significant others.

##### **Recruitment process**

- Process can include consultation or practical involvement.

##### **Identifying staffing needs and requirements**

- Workforce plans in identifying immediate and future staff needs.
- Advantages and disadvantages of internal and external recruitment.
- Purpose and benefits of conducting a job-role analysis.
- Recruitment plans and processes:
  - personnel involved in development
  - recruitment plan elements, including posting period, placement goals.

## What needs to be learned

### **Job descriptions and person specifications**

- Importance of developing well-written recruitment documentation, e.g. providing a quality impression of the organisation, clear articulation, mitigates against discrimination, complaints.
- Purpose and content of job descriptions, e.g. work role, job title, main tasks, remuneration, benefits, minimum requirements.
- Purpose and content of person specifications, e.g. essential and desirable qualifications, experience and skills.
- Process of posting position through different media, e.g. advertising and recruitment agencies and sources, diversity agencies, resume banks, job fairs, conference and university campus recruiting, IT sources.
- Monitoring and updating recruitment plans.

### **Selection models and methods**

- Application forms.
- Curriculum vitae (CVs).
- References.
- Arranging interviews, e.g. points of contact.

### **The selection process**

- Selection committee, e.g. recruiting, roles and responsibilities.
- Protocols and legislative considerations for interviews.
- Shortlisting candidates, e.g. selection criteria, justifying selection, recording rationale.

### **The interview process**

- Shortlisting candidates.
- Preparing for interview, e.g. venue, interview panel, agreed format, interview guide, presentations, information applicant may need to know.
- Question types, e.g. introducing, problem, follow up, indirect.
- Reviewing job descriptions, applicants' CVs and applications.
- Types of interview, e.g. face-to-face, virtual, structured, semi-structured and unstructured.
- Interview process, e.g. introductions, description of job role, questions from panel and applicant, closing interview.
- Recording and analysing interviews.

### **Interviewer and applicant behaviours**

- Behaviours expected of applicants, e.g. timeliness, good presentation skills, positive attitude, knowledge of company, maintenance of interest and eye contact.
- Behaviours expected of interviewer, e.g. welcoming, positive body language, eye contact, good listening skills, putting applicants at ease, reframing questions rather than repeating, paying attention.
- Tests, e.g. IQ, psychometric, medical, attainment, aptitude.

## What needs to be learned

### Post interview

- Candidate selection and offer.
- References, e.g. postal, email, telephone.
- DBS checks.
- Finalising recruitment, e.g. formal offer, negotiating or countering the offer, informing candidates, issuing contracts, agreeing terms of reference.

### Learning outcome 3: Be able to evaluate recruitment and selection processes in care settings

#### Evaluating systems and practices

- Systems in own organisation and personnel involved.
- Policies and procedures.
- Recruitment planning.
- Development of job descriptions and person specifications.
- Roles and responsibilities of those involved in recruitment and selection.
- Organisational function and meeting outcomes for users of services.
- Effects on working practices.
- Ways to monitor and review policies and procedures for future recruitment and selection.

#### Own learning and professional development

- Own role in recruitment and selection processes.
- Developmental targets for own personal and professional development.
- Own role in leading and supporting recruitment and selection processes in own organisation.

## Information for tutors

---

### Suggested resources

#### Websites

<a href="http://www.acas.org.uk/index.aspx?articleid=1461">www.acas.org.uk/index.aspx?articleid=1461</a>	Advisory, Conciliation and Arbitration Service (ACAS), employer advice.
<a href="http://www.gov.uk/browse/employing-people">www.gov.uk/browse/employing-people</a>	Employment legislation and guidance.
<a href="http://www.scie.org.uk/workforce/peoplemanagement/recruitment/selection/">www.scie.org.uk/workforce/peoplemanagement/recruitment/selection/</a>	Social Care Institute for Excellence (SCIE), recruitment advice.
<a href="http://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf">www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf</a>	Skills for Care Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

## **Assessment**

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### **Unit assessment requirements**

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2 and 3 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2 and 3.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.