SCDLMCA3
Actively engage in the safe selection and recruitment of workers and their retention in care services

Overview	This standard identifies the requirements associated with planning to meet the workforce needs of the service provision, the safe selection and recruitment of workers and the management of systems, procedures and practice that supports the retention of workers.

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Performance criteria

Prepare for the recruitment of workers

You must be able to:

P1   follow legislative, regulatory and organisational requirements when preparing to recruit workers

P2   **critically analyse** the current and future requirements for the recruitment of workers for the service provision and the achievement of positive outcomes for **individuals**

P3   **critically evaluate** the knowledge, understanding, skills and experience of existing workers within the service provision

P4   gather feedback from individuals, **key people** and **others** on the knowledge, understanding, skills and experience that they think will make a positive contribution to the service provision and achievement of positive outcomes for individuals

P5   identify gaps in knowledge, understanding, skills and experience within the service provision

P6   develop a job description and person specification that meets the needs of the service provision

P7   ensure that information on vacancies is fair, clear and accurate and meets legislative requirements

P8   agree with individuals and others the **selection and recruitment process**

Select and recruit workers

You must be able to:

P9   ensure that the selection criteria are fair and takes account of equality, diversity and inclusion issues, legislative, regulatory and organisational requirements

P10   use the agreed selection and recruitment process to assess candidates against selection criteria

P11   prior to appointment, ensure that successful candidates meet **safe selection** requirements

P12   provide clear and accurate information to candidates, organisations and registration bodies about selection decisions

P13   keep clear and accurate records of the selection and recruitment process

P14   critically analyse how selection and recruitment processes have contributed to the delivery of the service provision and the achievement of positive outcomes for individuals

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Lead and manage systems, procedures and practice that supports the retention of new workers

You must be able to:

P15   ensure that new workers are provided with a written job description, person specification and contract that outlines their role, responsibilities and accountabilities

P16   ensure that arrangements are made for the induction of new workers that meets legislative, regulatory and organisational requirements

P17   ensure that new workers are clear about their role, responsibilities and accountabilities, legislative, regulatory and organisational requirements, Codes of Practice and systems, procedures and practice they must follow in their work

P18   ensure that new workers are provided with opportunities to regularly discuss practice issues and their development needs

P19   ensure that new workers receive regular supervision

P20   gather feedback from individuals, key people and others on the practice of new workers

P21   ensure that new workers have a **personal development plan** that takes account of their existing knowledge, understanding, skills and experience and learning and development needs

P22   ensure that all permanent or fixed term appointments are subject to the satisfactory completion of a **probationary period**

P23   keep up to date records about workers recruitment and retention that meet legislative, regulatory and organisational requirements

P24   critically evaluate feedback from workers on their reasons for leaving

P25   critically analyse staff turnover and the effectiveness of staff retention systems, procedures and practice for the service provision and the achievement of positive outcomes for individuals

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Knowledge and understanding

Rights

You need to know and understand:

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to **critically evaluate** and take informed action against discrimination

K5   the rights that individuals have to make complaints and be supported to do so

K6   how to ensure that individuals are informed about the service they can expect to receive

K7   your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand

K8   conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

K9   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K10   your own background, experiences and beliefs that may have an impact on your practice

K11   your own roles, responsibilities and accountabilities with their limits and boundaries

K12   the roles, responsibilities and accountabilities of others with whom you work

K13   how to access and work to procedures and agreed ways of working

K14   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K15   the prime importance of the interests and well-being of the individual

K16   the individual's cultural and language context

K17   how to build trust and rapport in a relationship

K18   how your **power and influence** as a leader and manager can

impact on relationships

K19 the role of independent representation and advocacy for individuals

K20 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K21 how to work in ways that achieve positive outcomes for individuals

K22 how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals

K23 how to distinguish between **outputs** and **outcomes**

K24 how to work in partnership with individuals, key people and others

K25 how to identify and manage ethical conflicts and dilemmas in your work

K26 how to challenge and address poor practice

K27 how to address concerns and complaints

K28 how and when to seek support in situations beyond your experience and expertise

K29 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support

K30 theories underpinning our understanding of human development and factors that affect it

Personalisation and resources

You need to know and understand:

K31 how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services

K32 how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change

K33 the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them

K34 the nature of **personalisation** and personalised services, including self directed support

K35 the range of resources available within informal networks, within the wider community, through formal service provision and through innovation

K36 how assistive technology can be used to support the independence of individuals

K37 how to lead, manage and support others to plan, deliver and review personalised services with individuals

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Continuing professional development

K38	principles of reflective practice and why it is important
K39	your role in developing the professional knowledge and practice of others
K40	how to promote **evidence based practice**
K41	methods of managing performance to meet targets and achieve positive outcomes
K42	how to assess performance
K43	how to provide constructive feedback to others on their practice and performance
K44	how to address performance that does not meet required standards
K45	how to use supervision to support the practice and performance of others
K46	how to use appraisal to support the practice and performance of others
K47	systems, procedures and practices for managing workloads
K48	methods for delegating work

Communication

K49	factors that can affect communication and language skills and their development in children, young people or adults
K50	methods to promote effective communication and enable individuals to communicate their needs, views and preferences
K51	factors that can affect communication within and between organisations
K52	methods to promote effective communication within and between organisations

Health and Safety

K53	legal and statutory requirements for health and safety
K54	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

Safe-guarding

K55	legislation and national policy relating to the safe-guarding and protection of children, young people and adults
K56	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K57	indicators of potential harm or abuse

	K58	how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties
	K59	what to do if you have reported concerns but no action is taken to address them
	K60	local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse
	K61	how to support others who have expressed concerns about harm or abuse

Multi-disciplinary working

You need to know and understand:

	K62	the purpose of working with other professionals and agencies
	K63	the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work
	K64	features of multi-disciplinary and interagency communication
	K65	how different philosophies, principles, priorities and codes of practice can affect partnership working

Handling information

You need to know and understand:

	K66	legal requirements, policies and procedures for the security and confidentiality of information
	K67	legal and work setting requirements for recording information and producing reports within timescales
	K68	principles of confidentiality and when to pass on otherwise confidential information
	K69	how to support the effective sharing of information to achieve positive outcomes for individuals
	K70	how to record written information with accuracy, clarity, relevance and an appropriate level of detail
	K71	how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports
	K72	how and where electronic communications can and should be used for communicating, recording and reporting

Leading and managing practice

You need to know and understand:

	K73	how to **critically analyse** theories about **leadership** and **management**
	K74	standards of practice, service standards and guidance relating to the work setting
	K75	national and local initiatives to promote the well-being of individuals

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	K76	models of practice for the use of early interventions
	K77	lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
	K78	methods of supporting others to work with and support individuals, key people and others
	K79	how to lead and manage practice that achieves positive outcomes for individuals
	K80	methods of supporting others to recognise and take informed action against discrimination
	K81	how to develop systems, practices, policies and procedures
	K82	how to implement, monitor and evaluate systems, practices, policies and procedures
	K83	how to promote the services and facilities of your work- setting
	K84	techniques for problem solving and innovative thinking
	K85	how to motivate others
	K86	how to critically evaluate evidence and knowledge based theories and models of good practice about change management
	K87	how to use change management techniques

Risk management

	K88	how to critically evaluate principles and frameworks of risk assessment and risk management
	K89	principles of positive risk-taking
	K90	how to lead others to develop practice that supports positive risk-taking

Managing people

	K91	legal and work-setting requirements for **employment practices**
	K92	internal and external governance arrangements for the work-setting
	K93	factors that can lead to pressures on the service, individual and team performance
	K94	how to manage time, resources and workload of self and others
	K95	how to manage team dynamics
	K96	how to create a culture that promotes openness, creativity and problem solving
	K97	how to create a culture that supports people to embrace change

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Specific to this NOS

You need to know and understand:

K98	sources of specialist expertise in relation to the recruitment, selection and retention of workers
K99	how to take account of legislative, regulatory and organisational requirements and Codes of Practice when recruiting and selecting people
K100	how to take account of equality, diversity and inclusion issues when recruiting and selecting people
K101	how to monitor compliance with equal opportunities, race relations and disability legislation in relation to selection, recruitment and retention of workers
K102	how to use lessons learned from successful interventions and serious failures of service and practice about the selection, recruitment and retention of workers
K103	how to support the participation and involvement of individuals in the selection and recruitment process
K104	workforce planning and its implications for service delivery and the achievement of positive outcomes for individuals
K105	the impact that the local economy and employment market has on the recruitment and retention of workers
K106	the impact that the image of social care has on the recruitment and retention of workers
K107	how to represent social care as a career of choice
K108	the importance of the comprehensive induction of new workers as a tool for workforce retention and the provision of quality care services
K109	the impact of organisational culture and workers' morale on workforce retention and turnover rates
K110	the impact of effective recruitment and retention for the service provision, the continuity of care and the achievement of positive outcomes for individuals

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are workers that you manage, your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

Personal development plan is a formal record of areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor

Probationary period would be the period of time within which recruited workers are expected to meet the standards set out within the person specification for their role. Some organisations may use different terminology

for this, in which case it would be the particular requirements and processes of the organisation that are used to confirm new workers in post

Safe selection this would include carrying out checks on criminal records, relevant registers and indexes, any gaps in employment history and ensuring that the person is legally entitled to work in the UK. It would also include seeking and checking reliable references, checking evidence of qualifications and that the person can meet the job, legislative and regulatory requirements.

Selection and recruitment process this would include agreeing the involvement and participation of individuals, selection panel members, selection criteria and assessment methods for shortlisting and interviewing

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Scope/range related to knowledge and understanding	The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures

Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of well-being or how they see or feel about themselves

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual
To be treated equally and not be discriminated against
To be respected
To have privacy
To be treated in a dignified way
To be protected from danger and harm
To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
To communicate using their preferred methods of communication and language
To access information about themselves

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