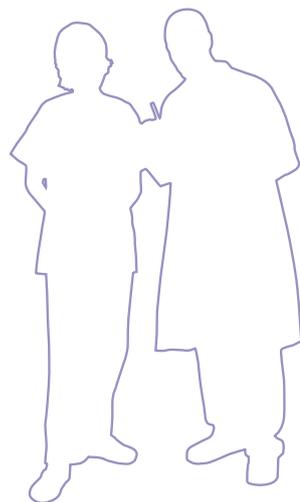


# Sector Employability Toolkit

## Guidance Notes



better **skills**  
better **jobs**  
better **health**

## SET Guidance Notes

### Stage 1: Planning and Preparation

#### Who should be involved?

Employer  
Jobcentre Plus (JCP)  
Training Provider

#### List of relevant SET materials:

Action Plan Template  
SET Roles Outline Checklist  
Flowchart

#### Good practice in planning and preparation:

##### Core elements:

- Formation of a Local Employment Partnership (LEP).
- An employer led approach based on identified workforce planning and development priorities.
- Clear understanding of the contribution / role of each partner.
- Appointment of a co-ordinator who has a clear mandate, with authority to act, agreed by all partners.

##### Flexible elements:

- Number and range of job roles available.
- NHS or private healthcare employer / contractor.

#### Guidance Notes:

1. Implementing the SET model requires the formation of a Local Employment Partnership (LEP). You can find out more about LEPs by contacting your local JCP office or via their website: <http://www.jobcentreplus.gov.uk/JCP/Employers/lep/>.
2. Use the **Action Plan Template** which sets out in detail the actions that need to be taken and by whom. Phase one of the template sets out what needs to happen in the planning and preparation stage. The **Flowchart** may also be used to help in understanding the process.
3. Formulating a LEP agreement is one of the first important steps in the action plan:
  - Use the 'LEP diagram' overleaf and the **SET Roles Outline Checklist** (along with the **Action Plan Template**) to form the basis of a LEP agreement.
  - Ensure that all partners are clear about their contribution and commitment to the LEP.
  - Include as much detail as possible (for example, number of vacancies and range of job roles, minimum number of candidates etc).
4. Appoint a suitably qualified co-ordinator as soon as possible to ensure smooth implementation of the action plan from the outset. Agree a job description based on the outline in the '**SET Roles**' document.

## The Local Employment Partnership (LEP)

All the partners in a Local Employment Partnership make an essential contribution and play a key role to the process of successfully recruiting candidates into the workplace.



## Stage 2: Recruitment and Selection

### Who should be involved?

Jobcentre Plus (JCP)	Co-ordinator
Employer	Employing Manager / Line Manager
Training Provider	Current employees

### List of relevant SET materials:

Recruitment Checklist	Selection Event Group Activities
Employability Checklist	Interview Questions
Selection Event Templates and Accompanying Notes	Interview Benchmarking Guidelines

### Good practice in recruitment and selection:

#### Core elements:

- Planning and implementing a process which supports entry into employment for individuals who may find it difficult to access employment via more 'traditional' routes.
- JCP and employer working in partnership to address employer's identified recruitment challenges and skills needs.

#### Flexible elements:

- Number recruited to selection event.
- Selection event may be planned over one day or as a two stage process, for example, over two mornings / afternoons etc.

### Guidance Notes:

#### Initial Recruitment:

1. Recruitment of potential candidates to the selection event is the responsibility of JCP. However, the employer's involvement in preparing for the recruitment stage is crucial.
2. Prior to the recruitment stage, the employer (e.g. HR manager / departmental manager) should arrange to brief JCP advisers. The briefing should:
  - Provide background information on the NHS and the employer's specific recruitment challenges and skills needs.
  - Clarify job roles on offer / provide job descriptions.
  - Clarify any specific HR procedures e.g. concerning applicants with criminal records, CRB checks and occupational health forms etc.
3. Specific methods of recruitment to the Selection Event may vary at a local JCP level.
4. Use of the **recruitment and employability checklists** as part of this process will ensure an equitable and skills based approach that is relevant to the health sector. The employer and JCP may wish to select the key requirements for the specific post from these lists. (JCP advisers may find the recruitment checklist useful when speaking to potential candidates; the employability checklist will be helpful to employers as this cross referenced to the Skills for Health Employability Skills Matrix and the Career Framework for Health.)

5. If the employer is able to provide job descriptions the recruitment checklist could be modified to reflect the specific job roles on offer.

### **Selection Event:**

1. All partners need to be actively involved in the planning and co-ordination of the selection event. (See diagram below, 'Roles during Recruitment and Selection').
2. The event may be planned over one day or as a two stage event, over two days. There are **selection event templates** for both options and one set of **accompanying notes**.
3. Wherever possible a two stage event should be organised as the timetable for a one day event is a demanding schedule.
4. If a one day event is to be held consideration should be given to:
  - Organising literacy and numeracy assessments outside the selection event. This would be particularly suitable where the local Jobcentre Plus already arranges these assessments as part of their services to job seekers.
  - Criminal Records Bureau (CRB) and occupational health forms are completed by applicants prior to the selection event day, with support from JCP advisers.
5. A key role for the employer during the selection event is to conduct one to one interviews with each candidate. This may be undertaken by, for example, a HR manager and/or departmental manager.
6. It is crucial that the interviewer has the skills to facilitate an interview with candidates who may present with poor communication skills and low levels of confidence. This requires specialist interviewing and questioning skills, which should include an understanding and awareness of literacy, language and numeracy skills (LLN).
7. It is the responsibility of the employer to ensure that prior to starting recruitment to the programme all partners understand the employer's rules regarding eligibility, particularly in relation to CRB and occupational health checks.

**NB The SET materials for this stage have been specifically designed to be used with candidates who may find an employer's existing recruitment resources less accessible.**

**Therefore, it is strongly recommended that partners utilise the SET resources provided, even if they have existing recruitment resources of their own.**

## Roles during Recruitment and Selection

### **Employer**

- Brief JCP on your organisation and available job roles
- Meet the candidates
- Provide information about the organisation, the job roles and answer any questions
- Interview the candidates
- Review and discuss results of initial assessments with the training provider
- Decide on the candidates suitable for selection
- Confirm process for informing candidates of outcomes

### **Co-ordinator**

- Liaise with employing manager, JCP and training provider prior to and during the event
- Arrange the activities for the selection event including suitable rooms
- Co-ordinate the activities on the day ensuring everybody understands their role
- Welcome the candidates, answer their questions and direct them as appropriate during the event

### **Training Provider**

- Meet the candidates
- Provide information about the training
- Answer any questions
- Provide literacy and numeracy initial assessments and feedback on results
- Interview candidates with employer
- Help decide on the candidates' suitability for the programme of learning

### **Recruitment Selection Event**

**1 stage or 2  
stage event**

### **Jobcentre Plus (JCP)**

- Recruit candidates prior to the selection event
- Provide information about benefits, expenses and signing on during the programme of learning
- Answer any questions
- Confirm details of ongoing support available from JCP during the learning

## Stage 3: Two Week Training Programme

### Who should be involved?

Training Provider  
Employer  
Jobcentre Plus  
Co-ordinator

### List of relevant SET materials:

Training Programme Timetable  
Training Programme Accompanying Notes  
Detailed Session Plans & Materials  
Resources (handouts and slides)

### Good practice in planning and delivering the training programme:

#### Core elements:

- Development of a training programme which meets local employer's expressed needs and requirements.
- Content which is contextualised to the health sector and, where possible, to specific job roles on offer.

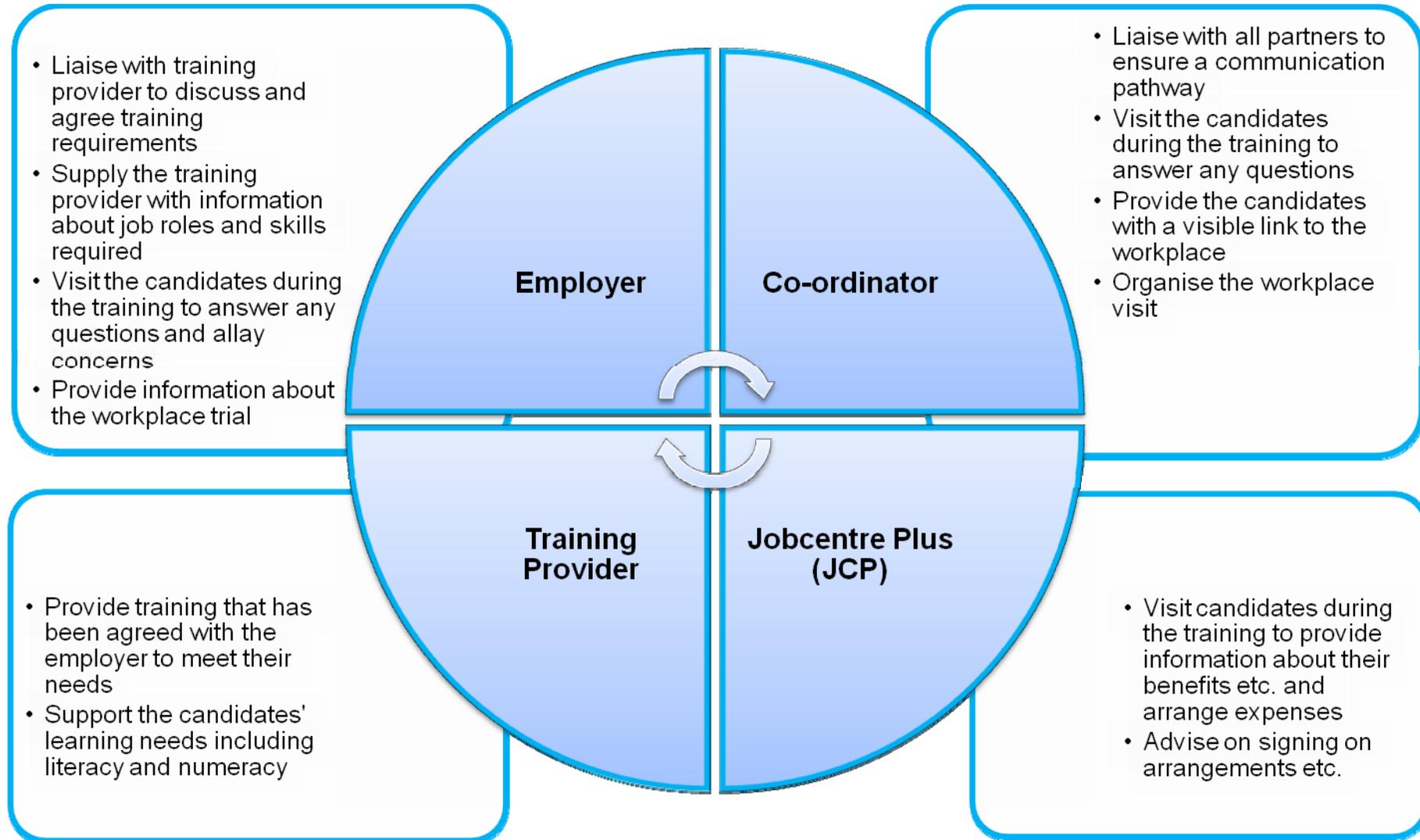
#### Flexible elements:

- The materials provided are for guidance only. Content should be developed to meet local needs:
  - The content should primarily be employer led (joint planning and /or delivery of material is key).
  - The level and scope of the programme should take account of the results of each individual's literacy and numeracy assessments.

### Guidance Notes:

1. The training programme provides a general induction to employment in the sector and also prepares candidates for the three week work trial.
2. Essential preparation for the training programme should include close liaison between the employer and the training provider to discuss the employer's specific requirements, including:
  - Content necessary to meet mandatory training requirements of the employer.
  - Sector and job specific knowledge and skills, which can then be put into practice during the three week work trial.
  - Aspects of the training which could be delivered in partnership with the employer (e.g. mandatory training).
  - Any certificated training which might be incorporated. For example, First Aid, Hygiene, Literacy and Numeracy, Basic IT skills.
  - Arranging a familiarisation visit to the workplace prior to the three week work trial. This should include a one to one interview between the candidate and the employer (preferably departmental manager).
4. For a summary of the role of each partner during the two week training programme see diagram below, 'Roles during planning and delivery of the two weeks training programme'.

## Roles during planning and delivery of the two week training programme



## Stage 4: Three Week Work Trial

### Who should be involved?

Employer  
Jobcentre Plus  
Training Provider

Co-ordinator  
Buddies / ULRs  
Line Managers / Supervisors

### List of relevant SET materials:

Work Trial Checklist  
Outline Timetable and Accompanying Notes  
Reflective Learning Log

### Good practice in planning and delivering the work trial:

#### Core elements:

- A **structured** work trial where candidates can **gain and demonstrate** the necessary skills, personal attributes and behaviours to work within a health setting in a Level 1 post.
- Allocation of a buddy (e.g. ULR), or mentor, who has been prepared for the role and can support candidates on a daily basis.
- Completion of a **Reflective Learning Log** by each trainee.
- Candidates provided with regular feedback on their performance.

#### Flexible elements:

The **Outline Timetable and Checklist** aim to highlight the key activities that should take place during the three weeks. Local planning will require flexibility in:

- Learning and development needs of each individual on the programme.
- Skills and competences required of different job roles.
- How the learning and development is facilitated.

### Guidance Notes:

1. The SET materials have been developed to ensure that employers provide a three week work trial which builds on the two week training programme.
2. Using the SET materials will ensure that the work trial is organised so that candidates have an opportunity to demonstrate their skills in a real work setting *and* to become competent in day to day work tasks.
3. Prior to candidates starting the work trial **ALL** current staff within the relevant part(s) of the workplace should be carefully briefed. This briefing should include information about the programme, why it is being implemented and should include an opportunity for staff to ask questions and raise any concerns.
4. The candidates may have been out of the workplace for some time. (In some cases it may be their first real experience). Therefore, it is important that appropriate support is provided. See diagram below, 'Roles during the three week work trial'.
5. This will ensure that the work trial is not only an opportunity for the employer to assess each candidate's suitability for the job vacancy but also for the candidate to have the best possible chance of succeeding in gaining employment.
6. In the event that the candidate is not considered ready for an offer of employment at the end of the three weeks, specific feedback on why s/he does not meet the requirements should be requested by the appropriate partner in order for the appropriate ongoing support to be provided.

## Roles during the three week work trial

### Employing Manager

Arrange and brief buddies/ULRs/mentors  
Organise a range of work experience opportunities  
Meet the candidates on their first day and have regular contact with them  
Provide feedback on candidates' performance  
Interview candidates for available jobs  
Ensure that the candidates are informed of the interview outcome

### Co-ordinator

Co-ordinate buddies/ULRs/mentors for the candidates  
In conjunction with the employing manager allocate buddies/ULRs/mentors to the candidates  
Liaise with employing manager and candidates throughout work trial  
Signpost unsuccessful candidates back to JCP for advice on other opportunities

### Buddies/ULRs/mentors

Introduce candidates to the workplace and to colleagues  
Provide support, advice and information for the candidates  
Introduce candidates to key individuals and equipment etc.  
Explain working practices and key locations  
Help to overcome any problems or direct candidates to the appropriate person

### Jobcentre Plus (JCP)

Visit candidates to answer any questions or overcome any problems relating to benefits or travel expenses etc.

### Training Provider

Maintain contact with employer to clarify that training has met the needs of the employer and the candidates  
Arrange to meet with the employer to agree any changes to the course content

## Stage 5: Post Three Week Work Trial

### Who should be involved?

Employer  
Co-ordinator  
Buddies/Union Learning Reps (ULR)

Jobcentre Plus (JCP)  
Training Provider

### List of relevant SET materials:

Flowchart

### Good practice in running a successful three week work trial:

#### Core elements:

- Employer supports successful candidates to continue in a planned programme of learning and development.
- Employer provides feedback to unsuccessful candidates and informs JCP / training provider so that appropriate support may be offered.
- LEP partners to engage in an evaluation process, to share experiences and establish learning points.

#### Flexible element:

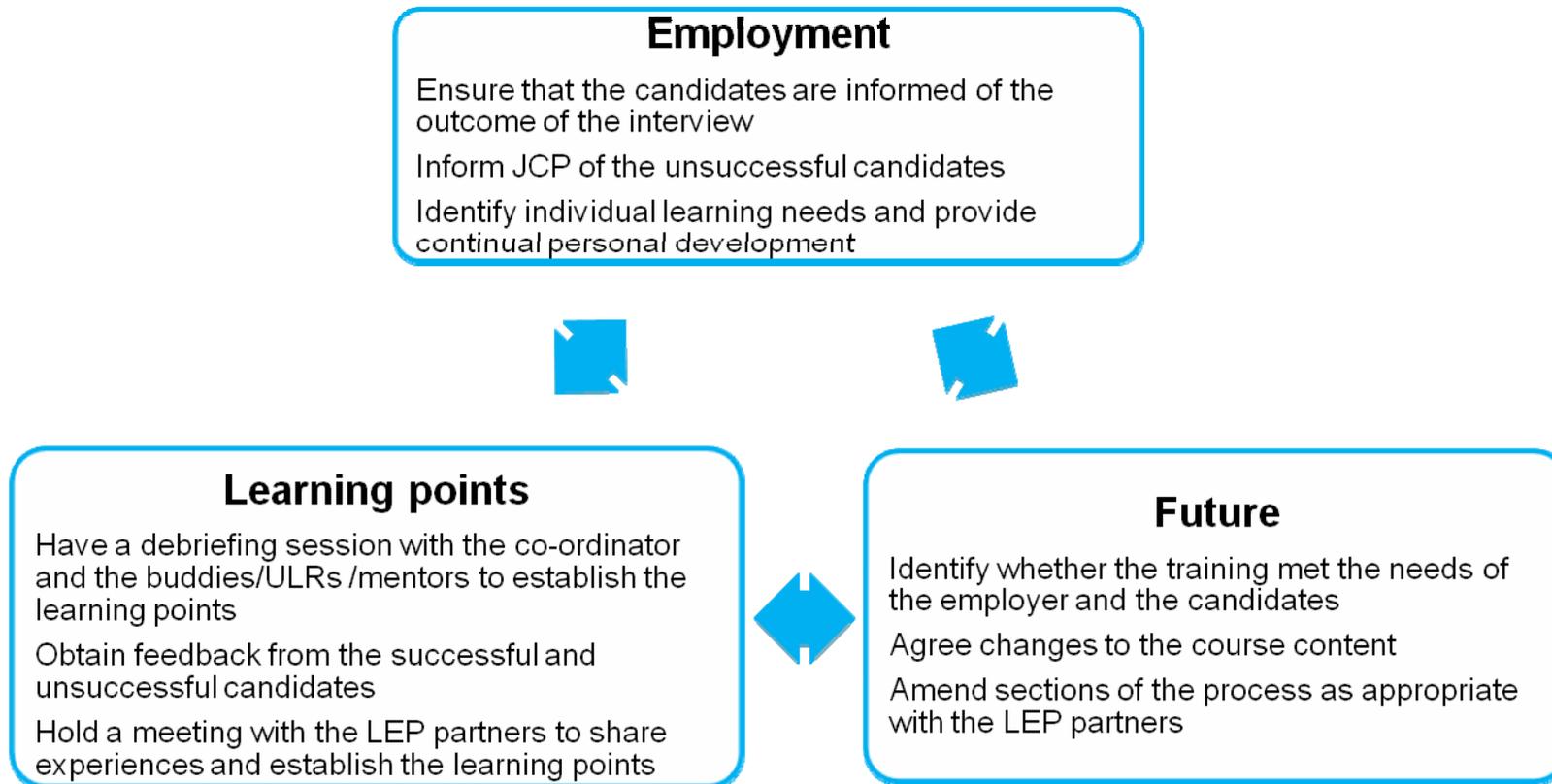
- The learning and development needs of each new employee will vary. Ongoing learning may include:
  - National Vocational Qualifications (NVQs).
  - Literacy, language and numeracy skills / qualifications.
  - Broadening experience and competence in the workplace.
  - Apprenticeships.

### Guidance notes:

1. At the end of the work trial the candidates will be interviewed by the employer for the available vacancies. The training and work trial should have prepared candidates for this interview.
2. Employers should then ensure that candidates are informed of the outcome of the interview and feedback on their performance.
3. Employers need to provide continual development for the successful candidates to fully develop in their new role. The Reflective Learning Log and Individual Learning Plan completed during the programme may be used to begin putting together a personal development plan (PDP). The **Flowchart** may be used to help in understanding the process.

**Identifying the key learning points from the process is essential to the future of successful staff recruitment through this method. This needs to involve all partners in the LEP and gathering the views of all others involved including the co-ordinator, line managers, supervisors, buddies/ULRs and candidates.**

## Actions to be taken post the Three Week Work Trial



## Sources of Further information

There is a range of websites and other sources of information about the NHS, job roles and careers. For example:

- **NHS Careers –**  
<http://www.nhscareers.nhs.uk/>
- **Skills Academy for Health –**  
<http://www.skillsacademyforhealth.org.uk/>
- **Skills for Health, in particular:**
  - Literacy, Language and Numeracy - an online Guide:  
<http://ln.skillsforhealth.org.uk/>
  - Careers Information and Advice website:  
<http://careersiag.skillsforhealth.org.uk/page/home-page>
  - Qualifications and Learning Pathways: <http://www.skillsforhealth.org.uk/qualifications-learning-pathways.aspx>
  - Careers and Individual Learning Pathways: <http://www.skillsforhealth.org.uk/careers-individual-skills-development.aspx>
- **The Health Learning and Skills Advice Line:**
  - <http://hlas.careers-advice.org/>
- **NHS Core Learning Unit (CLU):**
  - <http://corelearningunit.com/>

CLU provide a range of e-learning and face to face learning programmes for healthcare staff. For example:

- Fire Safety Awareness
- Health & Safety Awareness
- Manual Handling
- Infection Control

## Access and support for candidates with specific needs

UK legislation (notably the Disability Discrimination Act 1995, the Learning and Skills Act 2000, and the Special Educational Needs and Disability Act 2001) requires education providers and institutions to promote equality of opportunity for trainees with learning difficulties or disabilities. Learning provision needs to be organised so that it takes full account of the aspirations and needs of all trainees. Many organisations support those with particular needs and could offer specialist information, guidance and advice to support delivery of the programme. These are only a few:

- British Institute of Learning Disabilities (BILD) – [www.bild.org.uk](http://www.bild.org.uk)
- British Deaf Association – [www.signcommunity.org.uk](http://www.signcommunity.org.uk)
- Disability Information Services
- Disability Rights Commission (DRC) – [www.drc-gb.org](http://www.drc-gb.org)
- London Language and Literacy Unit (LLLLU) – [www.sbu.ac.uk/lluplus](http://www.sbu.ac.uk/lluplus)
- Mencap – [www.mencap.org.uk](http://www.mencap.org.uk)
- Mental Health Foundation (MHF) – [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)
- Mind – [www.mind.org.uk](http://www.mind.org.uk)
- National Institute of Adult and Continuing Education (NIACE) – [www.niace.org.uk](http://www.niace.org.uk)
- Refugee Council – [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)
- Royal National Institute of the Blind – [www.rnib.org.uk](http://www.rnib.org.uk)
- Royal National Institute for the Deaf – [www.rnid.org.uk](http://www.rnid.org.uk)
- Skill (National Bureau for Learners with Disabilities) – [www.skill.org.uk](http://www.skill.org.uk)
- British Dyslexia Association – [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
- Dyslexia Action – [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

General ongoing support (in the form of a 'buddy' or ULR or mentor) should be available for candidates on the programme.



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