OCR
Oxford Cambridge and RSA

Unit title:	Managing human resources in health and social care
Unit number:	15
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	A/601/1611

UNIT AIM AND PURPOSE

The ability to recruit the best workers is vital to any health and social care organisation and this unit explores the approaches involved in selecting, training and developing the most appropriate individuals. Learners will understand the systems used for monitoring and promoting the development of individuals when working on their own and in teams.

This unit will also equip learners with an understanding of the legislative framework relevant to the recruitment process, theories of leadership and building effective teams with an understanding of how these relate to health and social care settings. This unit is particularly useful for learners who wish to progress to leadership and management of work groups and in the recruitment process for staff in health and social care organisations.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The Learner will:	Pass The assessment criteria are the pass requirements for this unit. The Learner can:
LO1 Understand processes for recruiting individuals to work in health and social care	1.1 explain the factors to be considered when planning the recruitment of individuals to work in health and social care 1.2 explain how relevant legislative and policy frameworks of the home country influence the selection, recruitment and employment of individuals 1.3 evaluate different approaches that may be used to ensure the selection of the best individuals for work in health and social care
LO2 Understand strategies for building effective teams for working in health and social care	2.1 explain theories of how individuals interact in groups in relation to the types of teams that work in health and social care 2.2 evaluate approaches that may be used to develop effective team working in health and social care
LO3 Understand systems for monitoring and promoting the development of individuals working in health and social care	3.1 explain ways in which the performance of individuals working in health and social care can be monitored 3.2 assess how individual training and development needs can be identified 3.3 analyse different strategies for promoting the continuing development of individuals in the health and social care workplace

LO4 Understand approaches for managing people working in health and social care	4.1 explain theories of leadership that apply to the health and social care workplace
	4.2 analyse how working relationships may be managed
	4.3 evaluate how own development has been influenced by management approaches encountered in own experience

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3) (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	Distinction Criteria (D1, D2, D3) (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand processes for recruiting individuals to work in health and social care	
Factors	(e.g. workforce planning – organisational needs analysis, skills, qualities, experience, qualifications required, job description, remuneration, advertising)
Legislation	(e.g. Equality Act 2010, Data Protection Act 1998, Disclosure and Barring Service)
Policies	(e.g. Safer Recruitment Policy, Equal Opportunities Policy, Equality and Diversity Policy)
Frameworks	(e.g. National standards, CQC)
Approaches to selection	(e.g. short-listing criteria; testing – cognitive, personality, psychometric; interviewing – panel, group, sequential, structured; interviewers – line managers, co-workers, service users).
LO2 Understand strategies for building effective teams for working in health and social care	
Theories	(e.g. Tuckman's stages of group interaction, Belbin's team roles, Woodcock's nine building blocks of effective teams, McClelland's motivation theory, Sirota's three factors theory)
Teams in health and social care	(e.g. multidisciplinary, multi-agency, focus groups, collaborative working, isolated)
Approaches to effective team working	(e.g. motivation, leadership, cooperation, achieving targets, integrated working, service user at the centre, feedback mechanisms).

LO3 Understand systems for monitoring and promoting the development of individuals working in health and social care	
Monitoring performance	(e.g. structured induction programme, performance standards and expectations, observations, appraisal, review interview, supervision meetings, target setting, self-assessment, peer assessment, mentoring)
Identifying training and development needs	(e.g. SWOT analysis, organisational training needs, job/occupational training needs, work sampling, skills audit, personal training needs, appraisal)
Strategies for promoting continuous development	(e.g. constructive feedback, personal development plans, learning plans, reflective practice, mentoring, coaching, sharing best practice, internal and external training) (e.g Investors in People, Skills for Care, Skills for Health, occupational standards).
LO4 Understand approaches for managing people working in health and social care	
Leadership theories	(e.g. Burn's transforming and transactional leadership styles, Fiedler's situational contingency, Vroom Yetton decision model, Mintzberg's management roles, Stogdill leadership skills and traits, NHS leadership qualities framework)
Working relationships	(e.g. line manager/employee, employee/employee, service/service)
Management approaches	(e.g. micro-management, distance management)
Evaluation considerations	(e.g. review of own practice in the workplace, competencies and training needs identified, qualifications and experience gained, skills and competencies).

GUIDANCE

Delivery guidance

It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area.

Learners will benefit from being encouraged to exercise autonomy and judgement to gain an understanding of the strategies for developing effective teams when working in health and social care. Learners could adapt their thinking and reach considered conclusions, when analysing the effectiveness of systems for monitoring performance and managing people in the workplace.

Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives, and being given the opportunity to explore them using diverse approaches and schools of thought. For example, leadership theories could be examined to develop understanding of how effective staff development is achieved in different care settings.

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in the form of assignments, essays, project portfolios, presentations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Leatherbarrow, C. Fletcher, J. Currie, D. *Introduction to Human Resource Management*. Chartered Institute of Personnel and Development. 2010. ISBN: 978 1 843 982 58 6

Marchington, M. And Wilkinson, A. *Chartered Institute of Personnel and Development*. 2008. ISBN: 978 1 84 398 200 5

Searle, R. *Selection and Recruitment: A Critical Text*. Palgrave Macmillan. 2003. ISBN: 978 1 403 921 46 8

Thompson, N. *People Skills*. Palgrave. 2009. ISBN: 978 0 230 221 12 3

Torrington, D. Hall, L. Taylor, S. *Human Resource Management*. Prentice Hall. 2008. ISBN: 978 0 273 710 75 2

Journals

Workspan
Factsheet: *Recruitment An Overview. Chartered Institute of Personnel and Development*
A Review Of Leadership Theory and Competency Frameworks, Bolden, R., Gosling, J., Marturano, A. and Dennison, P.

Websites

www.businessballs.com – leadership theories
www.cipd.co.uk – Chartered Institute of Personnel and Development
www.mindtools.com/pages/article/human-motivation-theory.htm - theories of group behaviour, leadership theories
www.nhsleadershipqualities.nhs.uk – leadership framework for the NHS
www.cipd.co.uk – HR news, comment and jobs
www.skillsforcare.org.uk – Sector skills council for social care workers
www.skillsforhealth.org.uk – Sector skills council for health
www.universityofexeterbusinessschool.com – centre for leadership studies

Signposting to other units within the qualification

Unit 2:   Personal and professional development in health and social care
Unit 4:   Managing quality in health and social care
Unit 16:   Managing financial resources in health and social care
Unit 20:   Influences on health and social care organisations