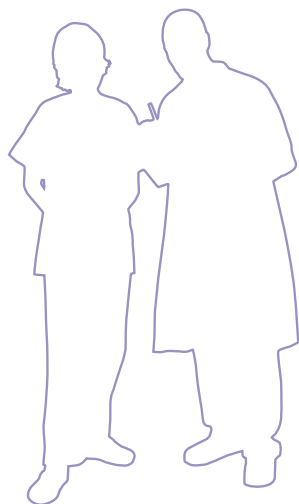


Sector Employability Toolkit

Recruitment and Selection



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

Sector Employability Toolkit

Materials and Resources

Section 2

Recruitment and Selection

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NB For guidance on how and when to use these materials please see
Sector Employability Toolkit Guidance Notes

Sector Employability Toolkit Employability Checklist

Job Title

Support Services Worker (Health)

This document describes and details the baseline skills and attributes which are expected of a worker at this level within the health sector.

It is likely that a trainee may not meet all of these criteria on initial recruitment to this course, and the course has therefore been designed to enable and support trainees to meet these criteria on successful completion, and therefore be deemed job ready.

Work Activities

Support Services Worker (Health) refers to Level 1 posts (Career Framework for Health) and includes the following work roles:

- **Hospital Porter**
- **Domestic Assistant**
- **Catering Assistant**
- **Laundry Assistant**

Details of associated work related activities can be found in the **Recruitment Checklist**.

Functional Skills – practical skills in communication, mathematics and technology

Communication and customer care

- Communicate appropriately with others at work
- Actively seek to reduce barriers to good communication
- Listen and respond to simple information, ask questions to clarify understanding
- Respond appropriately to queries and complaints
- Take part in discussions on familiar topics
- Complete simple forms
- Read and understand short text

Use mathematics

- Read and understand simple symbols, diagrams and charts
- Extract numerical information from lists, tables, diagrams and simple charts
- Tackle practical number problems using simple calculations
- Contribute to simple audits or surveys relevant to own work area
- Record simple numerical information

Use technology

- Use technology appropriately
- Follow and understand the need for security practices

Teamwork Skills – team working skills and attributes needed to contribute towards productive health

Work with Others

- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others
- Recognise and respect people's diversity, individual differences and perspectives
- Accept and provide feedback in a constructive and considerate manner
- Learn from your mistakes and accept feedback

Solving Problems

- Remain calm in stressful situations
- Follow a given procedure in response to a problem
- Report problems promptly as they arise, and contribute to resolving them
- Identify anything which may cause problems and report these promptly

Personal – personal skills, qualities and behaviour that contribute towards productive healthcare

Demonstrate positive attitudes and behaviour

- Deal with people, problems and situations with honesty and integrity
- Recognise and reflect on your own and other people's good efforts
- Take care of your personal health, including hygiene and appearance
- Make an effort and show interest in your work
- Suggest alternative ways to get the job done
- Understanding and empathy towards those with a health problem, their visitors and companions

Be responsible

- Meet timekeeping and attendance requirements
- Be aware of health and safety practices and procedures (including preventing infection), and act in accordance with these
- Understand your rights and responsibilities in the workplace
- Act within limits of own responsibility and competence
- Prioritise tasks when necessary
- Understand and respect confidentiality
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve goals under supervision
- Be accountable for your actions
- Work with minimal supervision

Be adaptable

- Be open and respond constructively to change
- Cope with uncertainty

Learn continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development, with support
- Make use of learning sources and opportunities
- Plan for and achieve your learning goals with support from your supervisor

Skills

Communication

- Pass on information in a timely and accurate way
- Use telephone and other technology to obtain, give and receive information (e.g. voicemail, e-mail, computer printouts)

Self management

- Refer or check decisions with others, when necessary, before taking action
- Carry out tasks to satisfactory completion

Attitudes

- Take pride in doing a job well
- Adapt own practice and actively work to improve quality of service
- Assess situations and seek further guidance prior to taking action
- Share information and expertise to improve service

Personal Attributes

- Reliable and responsible
- Appropriate degree of self confidence

Sector Employability Toolkit Recruitment Checklist

Job Title

Support Services Worker (Health)

Hospital Porter

- Movement of items of furniture and equipment around site
- Assist with security arrangements around site
- Messenger and delivery duties within the hospital
- Collection and delivery of mail, records, specimens and stores
- Assist in movement and lifting of patients and deceased
- Collection and dispose of refuse/clinical waste
- Movement of meals and supplies around hospital site

Domestic Assistant

- Cleaning, dusting and polishing of clinical, public and office areas
- Cleaning of sanitary ware and bathrooms
- Removal of waste and emptying of bins
- Replace and maintain sanitary, bathroom and toilet consumables
- Serve beverages and meals to patients under supervision
- Use cleaning machinery and equipment
- Use chemical cleaning agents

Catering Assistant

- Assist with preparation and cooking of food
- Serve food and beverages
- Use cleaning products and chemicals
- Removal and security of refuse to/in designated areas
- Prepare servery counters and display units
- Serve meals/snacks/beverages to staff and visitors, and at functions
- Maintain cleanliness of service, dining and surrounding areas
- Operate a till

Laundry Assistant

- Prepare clean linen for wards and departments
- Fold gowns and uniforms
- Moving and handling of linen items
- Assist with linen count/audits
- Deal with soiled linen and clinical items
- Use of specialist laundry equipment and machinery
- Handling and use of chemical cleaning agents

Functional Skills – practical skills in communication, mathematics and technology

- Communicate appropriately with others at work
- Take part in discussions on familiar topics
- Listen and respond to simple information, ask questions to clarify understanding
- Respond appropriately to queries and complaints
- Read and understand simple symbols, diagrams and simple charts
- Read and understand short text
- Complete short forms
- Obtain and use basic information to make decisions or refer to others
- Record and pass on messages and information accurately
- Extract numerical information from lists, tables, diagrams and simple charts
- Record simple numerical information
- Tackle practical number problems using simple calculations
- Contribute to simple audits or surveys relevant to own work area
- Use technology appropriately
- Follow and understand the need for security practices

NB: Entry Level 3 or above in Literacy and Numeracy, to be assessed at Selection Event

Teamwork Skills – team working skills and attributes needed to contribute towards productive health

Work with Others

- Work with others towards achieving shared goals
- Respect and be open to the thoughts, opinions and contributions of others
- Recognise and respect people's diversity, individual differences and perspectives
- Accept and give feedback in a constructive and considerate manner
- Learn from your mistakes and accept feedback

Solving Problems

- Remain calm in stressful situations
- Follow instructions given by team leaders
- Follow a given procedure in response to a problem
- Be resourceful and solve minor problems within scope of own job role
- Refer or clarify more complicated decisions before taking action

Participate in Projects and Tasks

- Work to agreed quality standards
- Complete your part of team project within the timescales agreed
- Select and use appropriate tools, equipment and technology for a task
- Carry out tasks following written, spoken or graphical information

Customer Care

- Respond appropriately to customer queries, requests and complaints
- Develop good relationships with customers
- Use discretion, tact and respect for confidentiality when dealing with customers

Personal – personal skills, qualities and behaviour that contribute towards productive healthcare

Demonstrate positive attitudes and behaviour

- Deal with people, problems and situations with honesty and integrity
- Recognise and reflect on your own and other people's good efforts
- Take care of your personal health, including hygiene and appearance
- Make an effort and show interest in your work
- Suggest alternative ways to get the job done
- Work effectively under pressure

Be responsible

- Meet timekeeping and attendance requirements
- Be aware of health and safety practices and procedures (including preventing infection), and act in accordance with these
- Understand your rights and responsibilities in the workplace
- Understand and respect confidentiality
- Manage the balance of your work and personal life
- Plan and manage time and resources to achieve goals under supervision
- Be accountable for your actions
- Work with minimal supervision

Be adaptable

- Be open and respond constructively to change
- Cope with uncertainty

Learn continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development, with support
- Make use of learning sources and opportunities
- Plan for and achieve your learning goals with support from your supervisor

Health, Fitness and Physical Requirements

- Perform safe lifting and handling tasks in relation to work role
- Sufficient manual dexterity and mobility to perform work tasks safely and effectively
- Meet organisations requirements for reportable diseases or conditions which may adversely affect the safe carrying out of tasks
- Occupational Health assessment in line with organisation's policies

NB: All the above are subject to reasonable adjustment requirements within the DDA. Adjustments may include with or without the use of mechanical aids or other assistive technologies or aids.

Legal Requirements

- Age restrictions may apply on some work activities in the clinical environment, and activities requiring use of cutting equipment/machinery
- Criminal Records Bureau (CRB) check required
- Driving or Operator licence requirements, if required for job as porter

NB: All the above are in context and job requirements of the specific work role, and require employer assessment based on the individual work role.

Selection Event Template Option 1

One Day Event			
Introduction			
09.30	Registration and Coffee		
10.00	Welcome and Introduction – JCP / Local Co-ordinator		
10.10	Health and Safety and Domestic Arrangements – JCP / Local Co-ordinator		
Session 1			
10.15	Overview of Day: - JCP / Local Co-ordinator <ul style="list-style-type: none"> • purpose • activities • timings • questions and answers 		
10.30	Introduction to Working in the Health Sector/DVD - Employer Job Roles/Opportunities in Support Services - Employer Overview of Training Programme – Training Provider / Local Co-ordinator		
Session 2			
11.15	Group activity – Training Provider Introduction to Literacy and Numeracy – Training Provider Literacy and Numeracy Initial Assessment – Training Provider/SfL Specialist		
Lunch			
12.30	IAG Signposting – IAG Adviser and opportunity to meet Support Services staff Refreshments		
Session 3			
13.00	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Interviews Employer / Training Provider </td> <td style="width: 50%; vertical-align: top;"> CRB forms - Employer Occupational Health forms - Employer Initial Assessment feedback and Individual Learning Plans – Training Provider/SfL Specialist </td> </tr> </table>	Interviews Employer / Training Provider	CRB forms - Employer Occupational Health forms - Employer Initial Assessment feedback and Individual Learning Plans – Training Provider/SfL Specialist
Interviews Employer / Training Provider	CRB forms - Employer Occupational Health forms - Employer Initial Assessment feedback and Individual Learning Plans – Training Provider/SfL Specialist		
Session 4			
15.30	Next Steps – Local Co-ordinator / JCP Questions and Answers - All Close - Local Co-ordinator / JCP		

Selection Event Template 2 (Option 2)

Two Stage Event	
Stage One	
Introduction	
09.30	Registration and Coffee
10.00	Welcome and Introduction – JCP / Local Co-ordinator
10.10	Health and Safety and Domestic Arrangements – JCP / Local Co-ordinator
Session 1	
10.15	Overview of selection process: - JCP / Local Co-ordinator <ul style="list-style-type: none"> • purpose • activities • timings • questions and answers
10.30	Introduction to Working in the Health Sector/DVD - Employer Job Roles/Opportunities in Support Services - Employer Overview of Training Programme – Local Co-ordinator / Training provider
11.00	Coffee Break / Informal opportunity to meet support services staff
Session 2	
11.30	Introduction to Literacy and Numeracy – Training Provider Literacy and Numeracy Initial Assessment – Training Provider/SfL Specialist IAG signposting available after assessments – IAG advisers
Closing Session	
12.45 -1.00	Next steps – invitation to stage 2 (for those who decide to attend) and explanation of what will happen, including documents and information required on the day, for CRB and Occupational Health Forms. – JCP / Local Co-ordinator Questions – All

Stage Two	
Introduction	
09.30	Registration and Coffee
10.00	Welcome / Health and Safety and Domestic Arrangements - Local Co-ordinator / JCP

Session 1	
10.15	Overview of stage two : - Local Co-ordinator / JCP <ul style="list-style-type: none"> • purpose • activities • timings • questions and answers
10.25	Initial Assessment Feedback and Individual Learning Plans – Training Provider (plus key personnel present to offer support / signposting for those below Entry Level 3 – JCP adviser, IAG adviser, Training provider).
11.00	Coffee Break
Session 2	
11.15	Group Activity
11.45	Completion of CRB and Occupational Health Forms – Employer Interviews – Employer / Local Co-ordinator

Selection Event Templates

Accompanying notes

Introduction

- JCP, Training Provider and Employer jointly co-ordinate the Selection Event.
- JCP outlines aims of the day and purpose of the event, emphasising that it is a two way process – for the employer to interview the trainees and for the trainees to ensure that it is the right opportunity for them.
- During the course of the event, trainees will be given a complete overview of the training programme, undergo diagnostic testing and a selection process.
- They will learn more about what it is like to work in a health sector environment and about the Support Services jobs they are interested in.
- There will be opportunities for both group and 1-1 discussion about any issues which may be concerning them – now is the time to ask questions!

Introduction to Working in the Health Sector

- Employer talks about working in the health sector, using video 'Introduction to Working in the NHS', if available.
- Employer provides information about the variety of job roles in Support Services, stressing that staff working in these jobs play a significant role in ensuring that patients and clients experience an efficient and friendly service.
- Outlines generic employability skills required and progression opportunities.
- Use of case studies and/or employees/mentors/buddies/Union Learning Representatives (ULRs) to talk about their jobs, what they involve and to answer questions.

Literacy and Numeracy

- Literacy and Numeracy Initial Assessments introduced in a positive up beat manner as an opportunity to develop the skills employers are looking for and to progress in their jobs.
- Explain that they will provide trainees with an indication of the level they are currently working at and identify any learning needs support that may be required.
- Trainees can identify their strengths and find out which areas they need brush up.
- Emphasise that by brushing up skills, they have the potential to gain an up-to-date, nationally recognised qualification. Provide a full explanation of National Tests and why they are relevant to the job.
- Providers are recommended to use the DIUS generic workplace Initial Assessment (on screen and paper based versions available from Tools Library – www.toolslibrary.co.uk). **Please note:** there are also DIUS tools specifically developed for Health Care Assistants and the Cleaning Industry.
- Explain to trainees that results are confidential and will be fed back to them on an individual basis. If below Entry Level 3, trainees will be signposted to Skills for Life support and JCP adviser. If Entry Level 3/Level 1, Skills for Life can be built into
- Individual Learning Plans (ILPs) and additional learning support will be offered. Trainees will also have an opportunity to take the National Test as part of the training programme.

Interviews

- All prospective trainees are interviewed on a one to one basis by the employer (e.g. HR Manager or Facilities Manager) and JCP to ascertain suitability for the programme and the work placement.
- Interview questions will vary according to employer requirements. When selecting, as well as results from the interview, it is suggested that interviewers take into account the results of the Initial Assessment and feedback from the provider about participation in the day's group activities.

Please see pages 16-23 for sample interview questions and benchmarking guidelines.

A Criminal Records Bureau (CRB) Check

- The National Health Service is exempt from the provisions of the Rehabilitation of Offenders Act and has a 'no unspent convictions' policy.
- A criminal conviction does not necessarily exclude anyone from working within the NHS, but it would depend on the nature of the conviction and the occupational area that the participant would like to work in. The CRB report must be seen by the employer before the participant can start his or her placement.
- CRB forms are frequently completed inaccurately or in insufficient detail, which could have a potential impact on the trainee's ability to take up the work placement.
- It is important, therefore, that forms are completed accurately at the Selection Event with the advice and guidance of someone with relevant experience and expertise, so that clearance can be confirmed as quickly as possible.

An Occupational Health Check

- An Occupational Health Check is required to assess the trainee's physical capability to perform a specific role and give any vaccinations that may be required, thus ensuring patient safety.
- Some Trusts have developed a two part system to completing the Occupational Health Check and to 'fast track' trainees. This involves completion of the first section of the Occupational Health Check prior to the 5 week training programme.
- The second part is completed on the offer of a job.
- As above, it is important that forms are completed accurately at the Selection Event with the advice and guidance of someone with the relevant experience and expertise, so that they can be processed as quickly as possible.

Group activity

Aims:

- To provide trainees with a group activity 'taster'
- To encourage group interaction
- To informally assess communication and interpersonal skills

Please see page 15 for ideas on group activities.

Initial Assessment Feedback and Individual Learning Plan

- It is recommended that Initial Assessments are marked during the lunch break and that participants are given the opportunity for 1-1 feedback by an appropriately qualified Skills for Life Specialist on the day.
- Where this is not practical, the selection event may be conducted over 2 separate days to allow for marking of initial assessments, the arranging of interviews and decision by potential trainees about whether they wish to continue to interview stage.
- Results can be discussed and recorded on an Individual Learning Plan, which will be used on an on-going basis, as part of the training programme.
- Feedback can be in general terms, explaining that an Initial Assessment provides an indication of level of literacy or numeracy skills, areas of strength and areas to work on. A more in depth diagnostic would be required when starting a learning programme.
- If literacy or numeracy is offered as an additional option to the 2 week programme, trainees can be encouraged to brush up their skills and prepare to take the National Tests in Adult Literacy and Numeracy, alongside the training programme. If this provision is not available, trainees should be referred to local provision.
- The programme is written to be accessible by trainees at Literacy Entry Level 3/Level 1. Below Entry Level 3, trainees will benefit from more intensive support prior to coming on the training programme.
- It is important to be sensitive to a range skills levels and to stress that if trainees do require more intensive support, the programme will probably not suit their needs. They can then be referred to a provider to develop their skills so that they can apply again at a later stage.
- Each trainee is given a copy of the Individual Learning Plan.

Selection Event Group Activities

These activities involve all of the trainees and help them to focus on thinking about whether they would like working in a healthcare environment and how they might improve their chances of being selected. They also enable the group facilitator, as with the previous activities, to observe the communication and interpersonal skills of the group members. The choice of activity will vary according to the group and local circumstances.

Activity: 1

A selection of cards with pictures of people in Support Services roles is laid out on the floor/table. The trainees are asked to come forward and choose one. What will happen is that not everyone will get one they want. This can be helpful for discussing why they are interested in a particular job and how to improve their chances of getting the job they want.

Activity 2

Cornflake packet

In pairs/groups trainees are given a selection cornflakes packets and asked to discuss as many different job roles/people as they think were involved in getting the cornflake packet to the breakfast table.

Two key points can be drawn out of feedback. The first is the number of people who were involved and how they were all important members of a large team, dependent on each other. Comparisons can be made here with, for example, a large hospital where everyone, from cleaner to consultant, plays an important role in providing a quality service and a high standard of patient care.

Attention can also be drawn to the standard of marketing required in order to persuade us to buy a certain product, such as Kellogg's Cornflakes. Discuss what might make it stand out e.g. bright colours and cheerful appearance. Relate this to interviews where trainees need to make a good impression and be at their best.

1 2 3 4 5

4. What are the important things to remember when dealing with people? (e.g. colleagues, general public, patients and their relatives)

Comments

Score

1 2 3 4 5

5. Why is it important to work as a team? What makes you a good team player?

Comments

Score

1 2 3 4 5

6. Can you give us any examples of where you have had to work under pressure?

Comments

7. Can you give us any examples of where you had to keep a confidence?

Comments

8. Is there anything that would prevent you from completing the training programme or doing the full range of activities in this post?

Comments

9. How would you normally get to the training programme and to work (e.g. own transport, public transport)?

Comments

10. How do you feel about working shifts?

Comments

11. How do you feel about further learning and development?

Comments

**12. Is there anything else you would like to tell us about yourself?
Do you have any questions you would like to ask?**

Comments

Interviewer Observations

Include objective comments on overall performance, such as appearance, attitude etc.

Score questions 1 - 5 against the benchmarking guidelines and enter the total score in the box aside (half marks not permitted)

Please now complete the feedback sheet, bearing in mind that these comments will be fed back to the trainee. Comments *must* be objective and include information that will be helpful to the trainee's future job search.

Interview Benchmarking Guidelines

The purpose of these guidelines is to ensure fair and consistent scoring of candidates against a benchmark.

Candidates should be scored on their performance in answering questions 1 – 5 using the overall benchmark table below.

MAR K	PERFORMANCE
5	Demonstrates a clear understanding of the question. Gives a relevant response, with appropriate examples. Requires no prompting.
4	Demonstrates an understanding of the question. Gives a satisfactory response with some prompting.
3	Answers the question adequately, with a lot of prompting.
2	Lacks an understanding of the question. Gives some information, but requires extensive prompting.
1	Not able to give an adequate response.

In deciding the overall score, you should look for some of the typical evidence listed below.

These lists are not comprehensive, and *it is not necessary for the candidate to cover all the evidence listed to score 5.*

1. Why do you want to work in a Support Services Worker role in the health sector?

Refers to information given at the presentation
 Has knowledge of the work involved (may know someone who works in the health sector or have related experience)
 Appears enthusiastic about working in a health environment
 Made some effort to improve chances of success (taken classes, clean & tidy appearance)
 Mentions relevant hobbies, voluntary experience, life experience
 Prepared for the interview, e.g. looked on website, refers to literature, prepared questions to ask

2. In what ways do you think you would suit this type of work?

Mentions relevant experience or transferable skills (technical or non-technical)
 Mentions communication skills, teamwork, health and safety
 Understands need to be polite, courteous, considerate, helpful
 Shows empathy towards working in health environment
 Able to work on own initiative

3. How can you convince us that you have the commitment to complete the five week training programme?

Understands what is required of them on the training programme
Prepared to do extra hours, if necessary
Prepared to travel (if appropriate)
Recognises potential employment prospects
Understands the value of the training programme
Gives examples of past achievements, other courses completed
Prepared to make alternative arrangements for domestic commitments

**4. What are the important things to remember when dealing with people?
(e.g. colleagues, general public, patients and their relatives)**

Pleasant, helpful manner
Mentions need for patient respect, dignity and confidentiality
Keep people informed and report problems to supervisor
Supports others, team work
Take responsibility for presenting a positive impression of self and organisation

5. Why is it important to work as a team? What makes you a good team player?

Mentions health & safety, efficiency
Good at communicating with people, gets on well with people
Helpful and supportive
Receptive to feedback
Good listener
Gives examples of teamwork in previous jobs or hobbies



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