

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Recruitment, Retention and Workforce Sustainability

Unit Reference Number: L/652/0866

Level: Five (5)

Credit Value: Nine (9)

Minimum Guided Learning Hours: 45

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand workforce challenges	1.1 Analyse workforce trends and challenges at local and national level
2. Be able to lead recruitment and retention strategies	2.1 Analyse how they have implemented safe, inclusive and values-based recruitment practices
	2.2 Lead induction and retention strategies to support workforce stability
	2.3 Analyse the effectiveness of recruitment and retention approaches
3. Be able to plan for workforce sustainability	3.1 Analyse the effectiveness of succession and contingency planning
	3.2 Analyse own role in developing future leaders within the workforce

Indicative Content	
LO1	<p>AC1.1</p> <ul style="list-style-type: none"> • Current workforce trends in adult social care at local, regional and national level • Recruitment shortages, vacancy rates and competition for staff • Workforce turnover, stability and retention challenges • Demographic change, ageing workforce and retirement patterns • Use of workforce metrics (e.g. turnover, vacancy, sickness, agency use) to identify risk • Migration, international recruitment and ethical recruitment considerations • Skills gaps, digital capability and future workforce demands

	<ul style="list-style-type: none"> • Impact of workforce challenges on quality of care, outcomes, safety and sustainability
LO2	<p>AC2.1</p> <ul style="list-style-type: none"> • Principles of safe, fair and inclusive recruitment in adult social care • Safer recruitment requirements, including DBS checks, identity checks and references • Values-based recruitment approaches aligned to organisational values and care standards • Equality, diversity and inclusion in recruitment advertising, selection and decision-making • Legal and ethical considerations, including discrimination and safeguarding • Leadership decision-making and accountability in recruitment outcomes • Monitoring recruitment practices to ensure fairness, safety and effectiveness <p>AC2.2</p> <ul style="list-style-type: none"> • Purpose and components of effective induction and onboarding programmes • Supporting new starters through supervision, mentoring and buddying • Early engagement strategies to reduce turnover • Retention strategies, including recognition, wellbeing, flexibility and support • Career development, learning pathways and progression opportunities • Creating positive, inclusive workplace cultures that support belonging and commitment • Leadership responsibility for workforce engagement and stability <p>AC2.3</p> <ul style="list-style-type: none"> • Measuring recruitment and retention outcomes • Use of workforce data, KPIs and performance indicators • Analysing feedback from staff, surveys and exit interviews • Identifying strengths, weaknesses and patterns in workforce data • Assessing cost, quality and sustainability of recruitment approaches • Using evaluation findings to refine and improve workforce strategies
LO3	<p>AC3.1</p> <ul style="list-style-type: none"> • Workforce planning tools and techniques • Identifying critical roles and succession risks • Succession planning approaches for leadership and specialist roles • Contingency planning for staffing shortages and emergencies • Links between workforce planning, risk management and business continuity • Reviewing and updating workforce plans to reflect service change • Evaluating effectiveness of succession and contingency arrangements <p>AC3.2</p> <ul style="list-style-type: none"> • Identifying leadership potential and talent within the workforce • Talent management and leadership development pathways • Coaching, mentoring and stretch opportunities • Supporting progression through career and qualification pathways • Creating inclusive access to development opportunities • Reflective evaluation of own leadership role in developing others • Contribution of leadership development to long-term workforce

Assessment Requirements

This unit must be assessed in line with Open Awards' assessment requirements and Skills for Care & Development assessment principles. Assessment must be work-based and grounded in the learner's real work practice within an adult social care setting.

Learners must generate evidence that demonstrates full achievement of all learning outcomes and associated assessment criteria for each unit.

AC2.1 - Evidence must demonstrate leadership decision-making in safer recruitment, not process description alone.

AC3.1 – Evidence must include succession and contingency planning documentation, including review and update cycles.

While some knowledge evidence may be generated outside of the workplace, final assessment decisions must confirm that knowledge and understanding have been applied effectively in the real work environment, in line with Skills for Care expectations.

Assessment evidence may include a range of methods, selected to ensure validity and reliability, including but not limited to:

- Direct observation of practice in the workplace
- Reflective accounts demonstrating application of learning to practice
- Professional discussion to explore understanding, reasoning and decision-making
- Work-based documentation relevant to the learner's role (e.g. policies, procedures, plans, audits, reports)
- Witness testimony from managers, colleagues or relevant professionals
- Feedback from individuals, staff or partner organisations, where appropriate.

Where learning outcomes require demonstration of competence, direct observation of practice should form the primary source of evidence. Observation should normally take place in person in the learner's work setting.

All assessment evidence must be valid, authentic, current, sufficient and reliable, and clearly attributable to the learner. Assessors must ensure that evidence is fit for purpose, reflects the learner's role and level of responsibility, and demonstrates both knowledge and effective practice, where required.

Evidence must be clearly attributable to the learner and reflect their role, responsibilities and level of autonomy within the adult social care setting.

Confidential, sensitive or personal information must not be included in learner portfolios. Such evidence may be referenced, anonymised or summarised in line with organisational policies, data protection legislation and Open Awards requirements.

Assessment decisions must be made by an appropriately qualified assessor and are subject to internal and external quality assurance in accordance with Open Awards policies and procedures and Skills for Care expectations.