

# Values Based Recruitment Framework



March 2016

Get started



**“The NHS belongs to the people...it touches our lives at times of basic human need, when care and compassion are what matter most.”**

NHS Constitution

# What's in the framework?

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# Foreword

Values Based Recruitment is a hugely important programme of work and we are both delighted to have been a part of delivering this framework.

Not only is it important to Health Education England, but it will transform the way that our students and employees are recruited, in a single standardised way, to ensure we recruit the best people to give our patients the best care possible.

We couldn't have got to this stage without our stakeholders, particularly those involved in our VBR Stakeholder Advisory Group, whose support and guidance was invaluable in developing this framework.

VBR will ensure that we recruit our students and employees on the basis that their values align with those of the NHS Constitution, as well as having the right skills and aptitude. HEE has a statutory duty to promote the NHS Constitution, but it is also something which is close to our hearts and we are really pleased to see the values brought to life through VBR and this framework.

The framework will continue to evolve, and we would welcome hearing from any recruiters from HEIs or NHS employing organisations about how they have used it and their experience of VBR.

Finally, HEE cannot tackle the NHS values agenda in isolation from our partners across the system. We look forward to continued collaboration to ensure that the NHS as a whole provides excellent care and experience for all.



**Sir Keith Pearson JP DL**



**Professor Nicki Latham**

# Executive summary

## What's it all about?

Values Based Recruitment (VBR) is an approach which attracts and selects students, trainees or employees on the basis that their individual values and behaviours align with the values of the **NHS Constitution**. It is about enhancing existing processes to ensure that we recruit the right workforce not only with the right skills and in the right numbers, but with the right values to support effective team working and excellent patient care and experience.

The NHS Constitution establishes the principles and values of the NHS in England, and sets out rights to which patients, public and staff are entitled. Health Education England (HEE) has a statutory duty to promote the NHS Constitution. A key aim of HEE's work

on VBR is to promote and support the embedding of the values of the NHS Constitution in healthcare, education and training.

There has been an increasing focus on the values agenda across the NHS, in part due to the report of **Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis, 2013)** which highlighted the vital role of the workforce in providing high quality and safe healthcare. In particular, the report emphasised the importance of staff values and behaviours for the level of care and patient experience. HEE's Mandate (April 2014 to March 2015) required HEE to contribute to the values agenda by developing and supporting VBR:

'HEE will oversee delivery of a national values based recruitment framework and associated tools and resources by October 2014 and ensure that selection into all new NHS funded training posts incorporates testing of values based recruitment by March 2015.'

Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values – A Mandate from the government to Health Education England: April 2014 to March 2015 (page 25).

VBR may not solve all the issues presented in reports such as the Francis Inquiry, indeed Francis himself believed one of the main causes to be institutional and cultural<sup>1</sup>. VBR is just one of many national programmes of work and initiatives being undertaken across the health and social care system to address values, and it is important the sector takes a whole system approach to the values based employment journey in order to provide excellent patient care and experience for all.

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<sup>1</sup> Dixon-Woods M, Baker R, Charles K, et al. *BMJ Qual Safe* Published Online First: 9 September 2013 doi: 10.1136/bmjqs-2013-001947 Accessed 24 December 2013

# Executive summary

## Development of the framework: the evidence, stakeholder engagement and annual review

HEE is committed to being an evidence based organisation and the VBR programme is no exception. Right from its inception in 2013, the VBR programme sought to build on the evidence for recruiting for values to ensure successful implementation of VBR across the system.

To inform the development of this framework, HEE undertook a literature review of the current evidence on VBR methodology and reviews of existing VBR being used by both Health Education Institutions (HEIs) and NHS trusts. The evidence suggests that the following methods are effective in recruiting for values:

- Structured interviews;
- Multiple mini interviews;
- Selection centres; and
- Situational Judgement Tests (for screening).

Despite its high profile, research into VBR is still in its infancy. There is much literature which explores VBR and the various theories, as well as methods and approaches which may be used. However, there is very little empirical evidence regarding the long term impact of VBR. Identifying these long term benefits is the focus of a longitudinal study commissioned by the Department of Health on behalf of HEE. The three year study commenced in April 2015 and will determine the impact of VBR on staff, trainees, patient experience and, most importantly, patient care.

In addition to the emerging evidence-base, this framework has been developed and shaped by the valuable contributions of key stakeholders from across health education and employment who have shared their experiences and expertise.

HEE's national VBR programme ran from April 2013 to March 2015, though HEIs continue to be supported by HEE's local teams in implementing VBR. This framework will be subject to an annual review with this latest version published in March 2016.



# Executive summary

## The national VBR core requirements

Stage of recruitment

Ensure local values can be mapped to those of the <b>NHS Constitution</b> .	Involve patients and the public at some stage of the selection process.
Include explicit reference to the values of the <b>NHS Constitution</b> (or mapped local values) in marketing materials and websites as well as entry requirements (HEIs) or person specifications (employers).	
Conduct an individual, face-to-face <b>structured interview</b> to include an assessment of values. This could also take place: <ul style="list-style-type: none"><li>• As a <b>Multiple Mini Interview</b></li><li>• As part of a wider selection process such as a <b>selection centre</b></li><li>• In conjunction with a screening method such as a <b>Situational Judgement Test</b>.</li></ul>	
Provide feedback to unsuccessful candidates if requested.	Embed the NHS Constitution in curricula (HEIs) and induction and appraisal processes (HEIs and employers).

As of 1 April 2015, all HEIs contracted by HEE to deliver NHS funded training programmes are assessing students for the values of the NHS Constitution using the national core requirements, alongside their aptitude and skills. NHS employing organisations are encouraged to do the same.

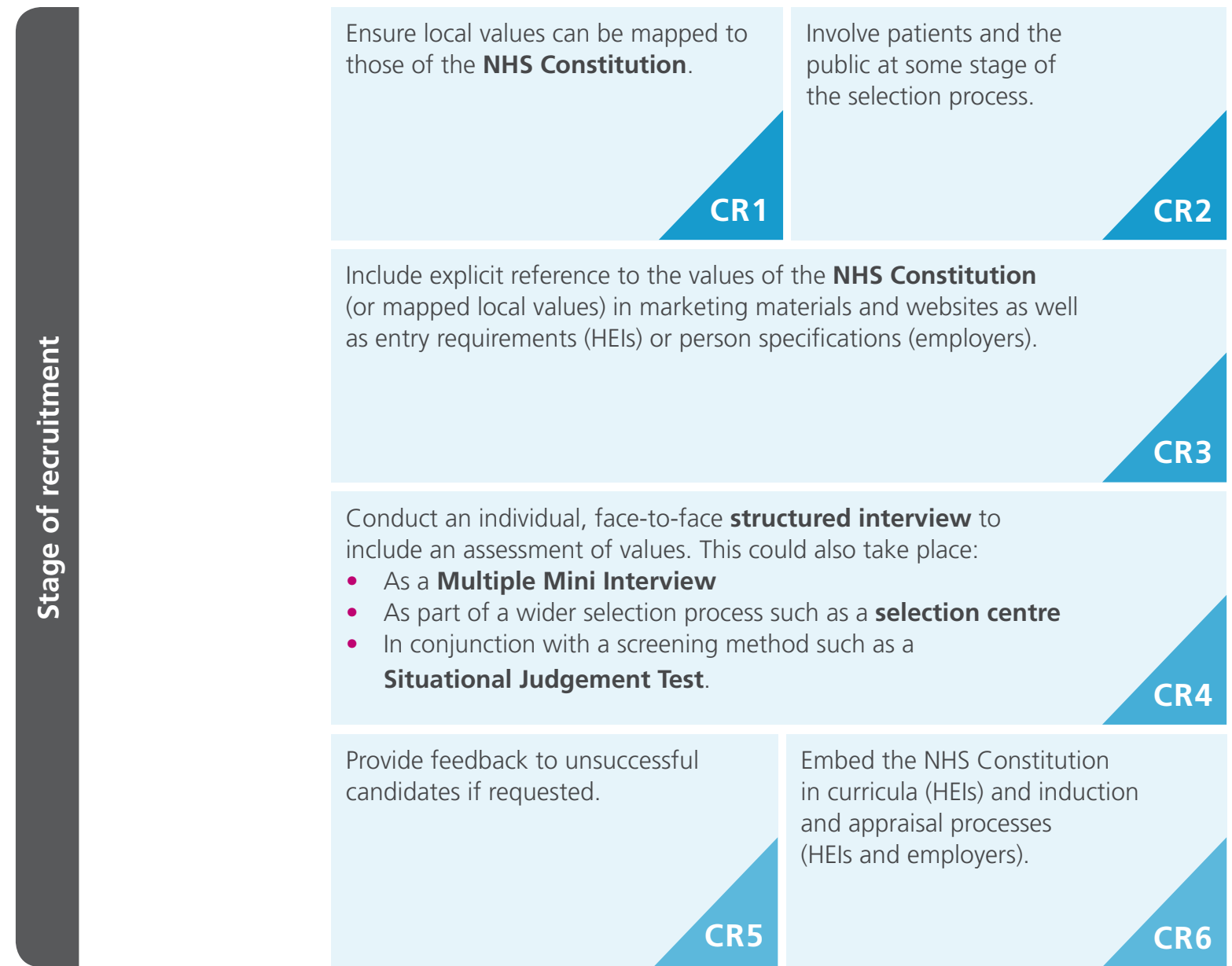
This framework presents a collation of the evidence behind VBR methodology and a collection of helpful resources to support organisations recruit healthcare students and NHS employees for their values, including: case studies from much of the good practice which already exists, guidance documents and tools. This framework enables users to:

- gain a thorough understanding of VBR and the evidence behind it;
- reflect on their own practice;
- share good practice; and
- support the effective embedding and on-going development of VBR working towards a values based culture across the NHS.

# National core requirements at a glance

Higher Education Institutions (HEIs) are expected to and NHS employing organisations are encouraged to:

## Tools and resources







## Introduction and overview

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# Background

## Introduction

As of 1 April 2015, all Higher Education Institutions delivering NHS funded training programme are required to assess students for the values using the core requirements set out in this framework. This takes place as part of existing recruitment processes which assess aptitude and skills. Employers are also encouraged to do the same in recruiting NHS employees.

In recent years, there has been an increasing focus, both within the NHS and from the public and commentators, on the quality of care provided by the NHS, alongside reports in the media of the unacceptable treatment of patients. A number of high profile **reviews and public inquiries** have been conducted, each making recommendations for the improvement of patients' experiences. Not least of these was the **Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis, 2013)**.

The Francis Inquiry highlighted the vital role of the workforce, and the particular importance of staff values and behaviours in providing high quality, safe and compassionate healthcare. Health Education England (HEE) developed this national Values Based Recruitment Framework to:

- help those who train and employ NHS staff recruit people with the right values;
- help foster a values based environment.

The **NHS Constitution** establishes the principles and values of the NHS in England and sets out the rights to which patients, public and staff are entitled. It also details the pledges made by the NHS, together with responsibilities, which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.

More information on the NHS Constitution values can be found in this section and on the **Health Careers website**.

# Background

Two of the strategic drivers for HEE's VBR programme were:

## Directions

When HEE was established on 1 April 2013, the following was included in the **Health Education England Directions 2013** (paragraph 2.4): **'The Secretary of State directs that HEE must exercise its functions under the HEE directions with a view to ensuring that education and training for healthcare workers is provided in a way which promotes the NHS Constitution.'**

## Mandate

Values based recruitment was a core objective in the HEE Mandate (April 2014 to March 2015) and is also recognised as a key priority for HEE and its Local Education and Training Boards (LETBs):

**'HEE will oversee delivery of a national values based recruitment framework and associated tools and resources by October 2014 and ensure that selection into all new NHS funded training posts incorporates testing of values based recruitment by March 2015.'** **Delivering high quality, effective, compassionate care: Developing the right people with the right skills and the right values – A Mandate from the government to Health Education England: April 2014 to March 2015** (page 25).

Furthermore, the Mandate stated: (page 25),

- HEE should ensure that recruitment, education, training and development of the healthcare workforce results in patients, carers and the public reporting a positive experience of healthcare consistent with the values and behaviours identified in the **NHS Constitution**.
- HEE must work with healthcare providers, regulators and educational institutions to ensure both recruitment processes and education and training curricula identify and consistently reinforce these values.
- Building on the work already underway, HEE will work with stakeholders, including employers, professional bodies and education providers, to develop evidence-based approaches to recruitment and selection for training based on values and behaviours as well as technical and academic skills.
- HEE should work with providers to ensure that the continuing personal and professional development of staff reinforces these values.

# Background

## HEE's VBR Programme

The Mandate duty and statutory responsibility signalled the starting point for HEE's VBR programme to work with HEIs to embed VBR in their recruitment processes. Following feedback from stakeholders, and to fully embrace values based employment, HEE embarked on a partnership with NHS Employers to address recruiting for values into NHS employment to complement VBR within HEIs. Finally, to underpin all of this activity, a third strand of work was developed to establish an evidence base for the programme and support HEE's aspirations to be an evidence-based organisation.



An extensive **literature review** was conducted early on in the programme, which highlighted that a single tool to assess values would not be appropriate for an organisation as large and complex as the NHS. The evidence suggested that a tailored approach would be more likely to accurately assess the values required for the diverse range of roles across the NHS.

This idea was tested further with **stakeholders** and a growing body of support emerged for a single framework, rather than a single tool, which can be tailored per profession at a local level in organisations. All the tools and resources included in the framework have been reviewed against key criteria including the impact on our diverse workforce.

# Background

## Framework 15

**Framework 15** is HEE's 15 year strategy in which values are integral to developing the future workforce. The strategy identifies five characteristics of the future workforce, of which two are most relevant to VBR.

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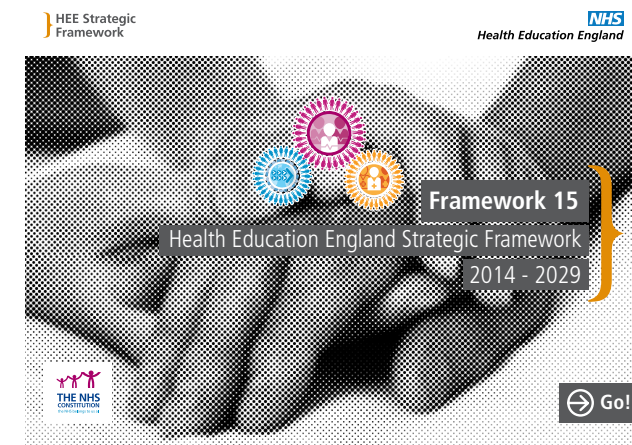
The workforce will have the skills, values, behaviours and support to provide safe, high-quality care wherever and whenever the patient is, at all times and in all settings;

2

Delivering the NHS Constitution 'will be able to bring the highest levels of knowledge and skill at times of basic human need when care and compassion are what matter most.'

As a long-term strategy, Framework 15 will remain relevant for all healthcare professionals working in the NHS for years to come.

As technology improves and the population changes, the way in which we train our future workforce may change. However, the one thing we do know is that the values we require from people in the NHS will stay the same. It is, therefore, important that all students on NHS funded training programmes and all employees are recruited for values to support and enhance a culture that delivers excellent patient care and experience.





# Background

**What's in this section?**



## What do the core requirements mean for you?

As of 1 April 2015, all Higher Education Institutions delivering NHS funded training programmes are required to assess students for values using the core requirements set out in this framework. This takes place as part of existing recruitment processes which assess aptitude and skills.

Employers are also encouraged to use evidence-based approaches as good recruitment practice using the national core requirements as set out in this framework. This framework includes resources such as case studies and tools to support organisations to both implement VBR and enhance existing recruitment processes.

Many organisations have invested a great deal of time and effort in developing VBR approaches, tools and techniques. For others, this represents a new approach to recruitment. This framework will help organisations:

Develop a thorough understanding of VBR and the evidence behind it.

Reflect on their own practice.

Share good practice.

Support the effective embedding and on-going development of VBR.

# What do the core requirements mean for you?

## If you are recruiting students to an HEI

- As of 1 April 2015, all Higher Education Institutions delivering NHS funded training programmes are required to assess students for values using the core requirements set out in this framework. This should take place as part of existing recruitment processes which assess aptitude and skills.
- VBR is not an entirely new step in a recruitment process: in most cases is an enhancement of what is already being done.

## If you are recruiting employees into the NHS

Employers are encouraged to use evidence-based approaches as good recruitment practice using the national core requirements as set out in this framework. This framework includes resources such as case studies and tools to support organisations to both implement VBR and enhance existing recruitment processes.



# What are values?

According to the **literature**, there is a complex relationship between values and other attributes such as personality, ability and motivation.

Values are motivational goals that influence behaviour.

Values primarily affect the goals that individuals choose to pursue (goal content) while personality traits primarily affect the amount of effort that individuals exhibit in pursuit of those goals (goal striving).

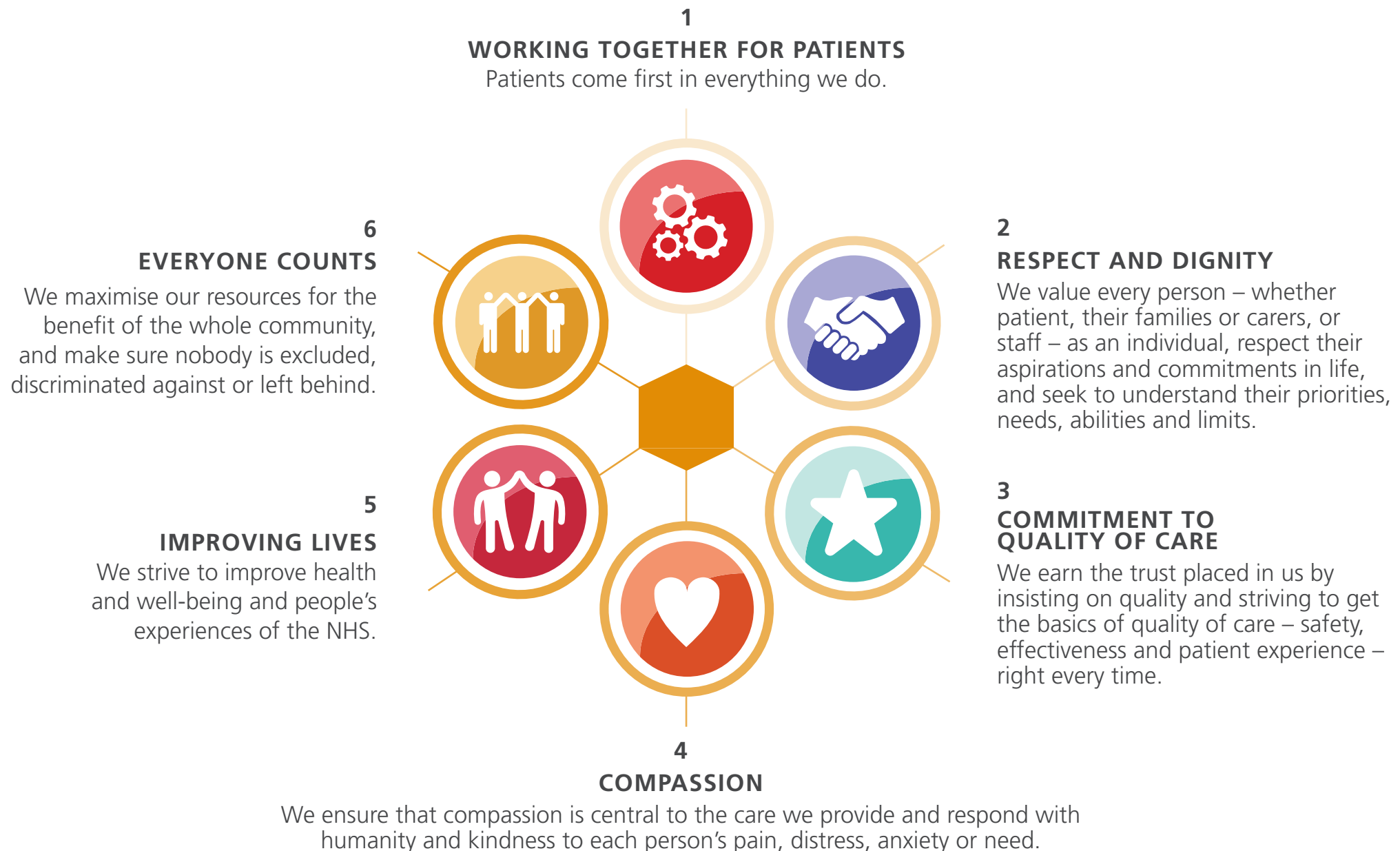
Personality represents behaviours that come more naturally, whereas values reflect effort (a choice) to behave a certain way. This is an important distinction when considering selection tools.

The **NHS Constitution** establishes the principles and values of the NHS in England and sets out rights to which patients, public and staff are entitled. It also details the pledges which the NHS is committed to achieve, together with responsibilities, which the public, patients and staff owe to one another to ensure that the NHS operates fairly and effectively.

When we talk about values as part of the VBR programme, we mean the values that are included in the NHS Constitution that are expected of all NHS employees. These values were developed by patients, public and staff to inspire passion in the NHS and underpin everything it does.

# What are values?

## The values of the NHS Constitution



# What are values?

## Young people and NHS values

Many embark on their career in the NHS after leaving secondary education, so it is important to ensure young people understand the values required to work in the NHS. HEE's local team in the East of England asked young people in Essex what the values of the NHS Constitution meant to them:

**EVERYONE COUNTS**

We will always use what we have to help everyone, some people need more help than others and we will make sure they get that help. We all need to be part of helping everyone stay healthy.

1/6

**IMPROVING LIVES**

Everyone is special to the NHS. We will work together and use all our experience to improve patients' health and overall experience of the NHS.

2/6

**COMMITMENT TO QUALITY OF CARE**

Patients' trust is earned by us insisting on quality of services and aiming to get the basics right all of the time, such as: safety, confidentiality, professional and managerial honesty, responsibility and communication. People's feedback is welcome to help us learn from our mistakes and build on our success.

3/6



HEE knows that many NHS organisations have worked hard to establish and embed their own values. To build on this work, NHS Employers and HEE developed an easy and quick to use **tool** to help map local values against those within the NHS Constitution. The tool is now available on the **NHS Employers website**.

# What are values?

## Young people and NHS values

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### RESPECT AND DIGNITY

Each person's individuality is valued and we respect their life choices as well as trying to understand their priorities, needs, strengths and weaknesses. What people say is taken seriously and we will be honest in what we say as well as highlighting what we can and cannot do.

4/6



### WORKING TOGETHER FOR PATIENTS

We will always put the patients first by working as a team with the patient, their family, carers, and other professionals before organisational boundaries.

5/6



### COMPASSION

We will make time to be kind and comfort you; to help ease your pain and distress when you need us.

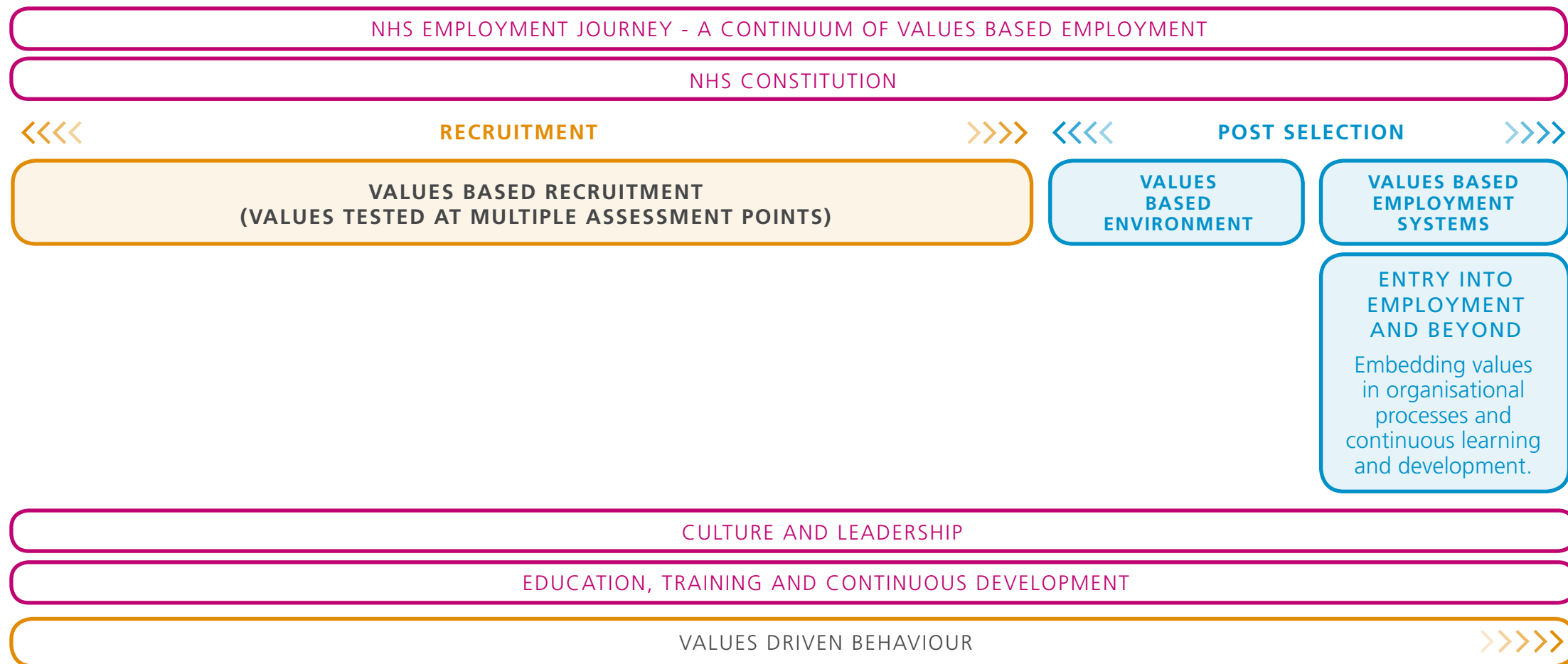
6/6



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# What is Values Based Recruitment?



Following consultation with key stakeholders, HEE defined VBR as an approach which attracts and selects students, trainees or employees on the basis that their individual values and behaviours align with the values of the NHS Constitution. This takes place as part of existing recruitment processes which assess aptitude and skills. The purpose of HEE’s VBR programme was to ensure that the future and current NHS workforce is selected against

the values of the **NHS Constitution**, so that we recruit the right workforce not only with the right skills and in the right numbers but with the right values to support effective team working in delivering excellent patient care and experience.

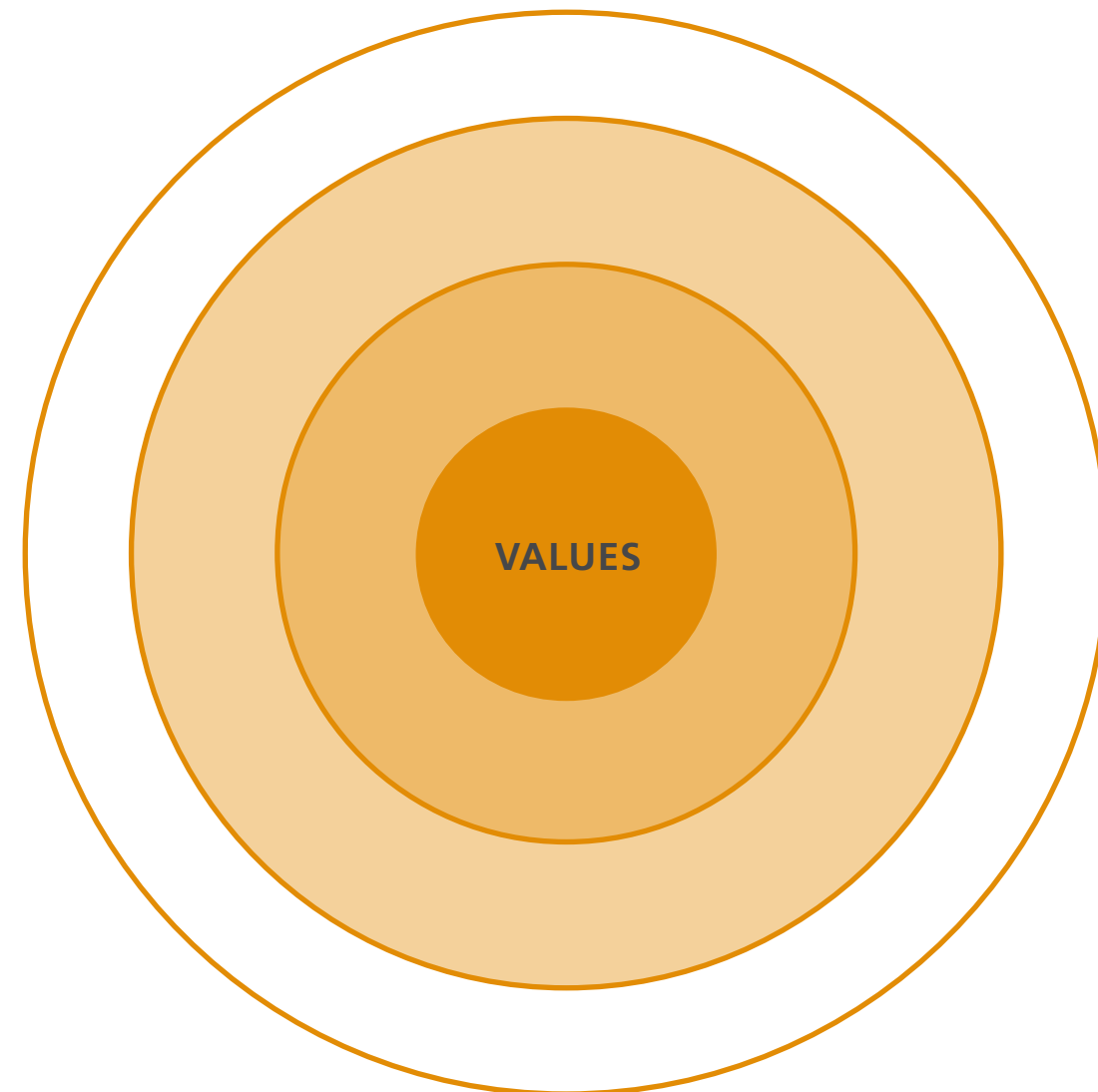
This definition reflects the specific scope of VBR which is just one part of the values based employment journey.

# Values based employment

Whilst HEE was tasked with ensuring that people with the right values are recruited into the NHS, there are many national pieces of work being conducted by other organisations that address other aspects of the values based employment journey.

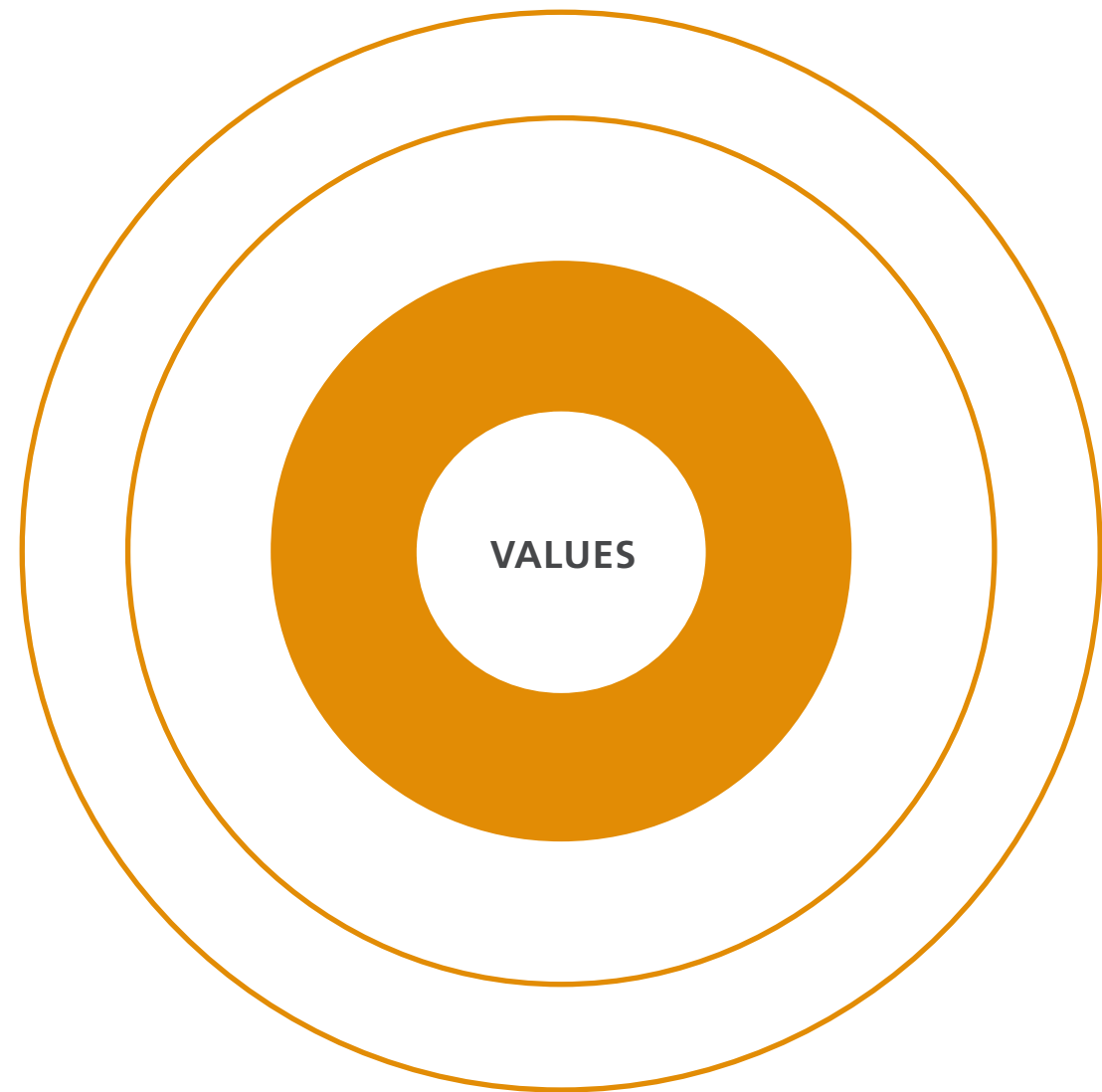
Some examples of this work are explained further in this diagram and the VBR programme forged links with these to work together in addressing the wider values based agenda.

**Click on a section to find out more about the different initiatives.**



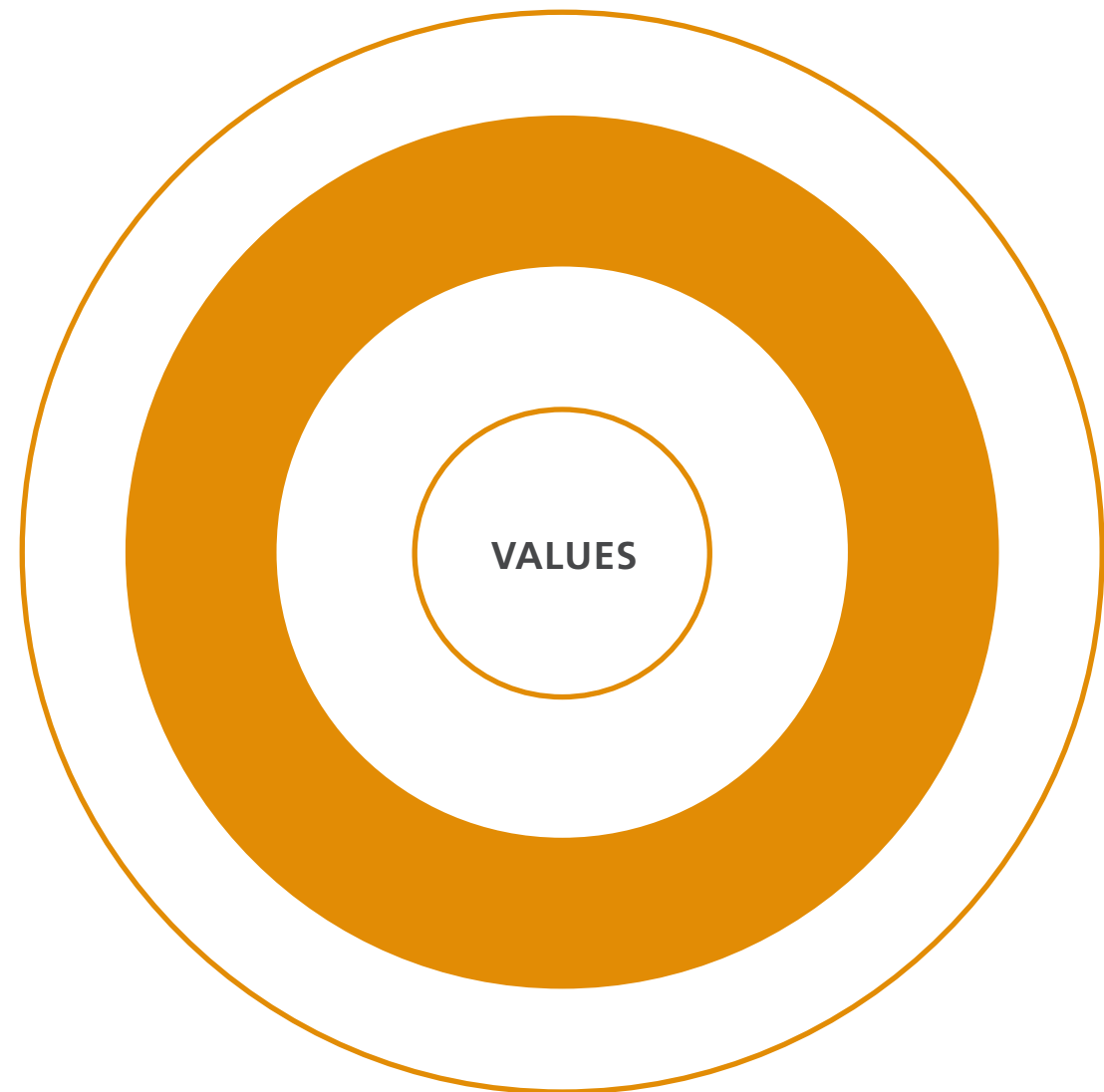
# Values based employment

## Attraction and selection



# Values based employment

## Post-selection



# Values based employment

## Attraction and selection

### Fast-track leadership programmes

#### Fast-track leadership programmes

The NHS Leadership Academy delivers a range of fast-track leadership development programmes accessible to existing NHS staff as well as individuals external to the service. These include: the Graduate Management Training Scheme, Executive Fast-track Programme and Intersect (a systems-wide leadership development programme spanning health, social care, local government and other sectors). Central to each of these programmes is the clear drive to recruit participants for values, utilising a rigorous and multi-faceted approach. Recruitment capitalises on elements such as psychometric testing, structured interviewing and selection assessment centres, against the backdrop of the Healthcare Leadership Model.

Find out more [here](#).



# Values based employment

## Attraction and selection

### Executive search

#### Executive search

The NHS Leadership Academy's board executive search works at the heart of the NHS's talent identification, management and leadership development activity, working with NHS organisations to support appointments to key executive board positions – particularly Chief Executive, Chief Nurse, Chief Operating Officer and Director of Finance. Interviews cover all the expected technical questioning and also test candidates' leadership style, approach, underpinning values and motivations through competency based questioning. Questions may be generic but, where appropriate, may also address specific values and behaviours a trust might highlight as especially important to them.





# Values based employment

## Attraction and selection

### Pre-nursing care experience pilots

#### Pre-nursing care experience pilots

In response to the Francis Inquiry, HEE was asked to pilot a scheme for aspiring nurses to obtain hands-on care experience before entering nurse education and training. From September 2013, HEE established six pilot sites across England, involving nearly 30 employers and around 20 universities, for 250 people to work as a Healthcare Assistant (HCA) for up to a year.

Find out more on the **HEE website**.



# Values based employment

## Attraction and selection

### NHS Constitution values project

#### NHS Constitution values project

HEE working across East of England undertook a project to ensure that recruitment, education and training has a central values focus, and results in staff who demonstrate behaviour consistent with the values of the **NHS Constitution**. This should result in patients, carers and the public reporting a positive experience of the care and service they receive. The three areas of the project were:

- Recruiting for values into HEIs as part of HEE's VBR programme.
- Influencing providers and quality assuring the clinical learning environment.
- Raising awareness through materials, training and education.



# Values based employment

## Attraction and selection

### Values Based Recruitment into HEIs

#### Values Based Recruitment into HEIs

HEE led work to ensure that, by March 2015, all students on NHS funded training programmes are recruited for the values of the **NHS Constitution** as well as their aptitude and skills.

Find out more the **HEE website**.



# Values based employment

## Attraction and selection

Values Based Recruitment into the NHS

### Values Based Recruitment into the NHS

HEE worked with NHS Employers to support NHS employing organisations to recruit for the values of the **NHS Constitution**. This was part of a wider programme promoting values based employment behaviours and processes within organisations.

Find out more on the **NHS Employers website**.



# Values based employment

## Attraction and selection

### Framework 15

#### Framework 15

**Framework 15** is HEE's fifteen year strategic framework guiding the investments, decisions and actions the healthcare system will take in the short, medium and longer term to improve the chances of success. The form of the future NHS may be difficult to predict but the core values around which the NHS is built, such as respect, dignity and compassion, will never change.

Find out more the **HEE website**.



# Values based employment

## Attraction and selection

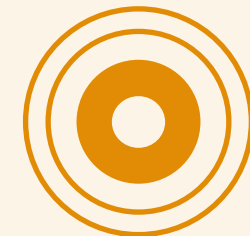
Health Careers

### Health Careers

Health Careers provides detailed information about more than 350 roles in the health sector. It encourages potential employees to consider a career in health and provides information for existing staff about career development.

Health Careers has a key role to play in ensuring those who are attracted to work in health are aware of the values needed to be successful within it.

Find out more **Health Careers website**.





# Values based employment

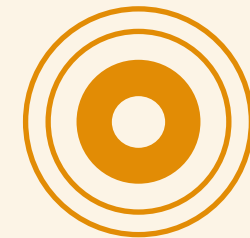
## Attraction and selection

Care Certificate

### Care Certificate

Recommendation 1 from the **Cavendish Review** into the health and social care support workforce asked that HEE, in partnership with Skills for Care and Skills for Health, develop and introduce the Care Certificate. The Care Certificate seeks to introduce consistency and quality in the training delivered to support workers across health and social care. This is to ensure that they have the right knowledge, competence and values in order to be able to care and be safe to care. The certificate has 15 standards against which learners are assessed. The delivery, assessment and award of the Care Certificate is the responsibility of employers.

Find out more the **HEE website**.



# Values based employment

## Attraction and selection

### VBR toolkit for social care employers

Skills for Care has developed a VBR toolkit for social care employers. The toolkit has a range of resources to assist employers to recruit on the basis of a set of appropriate values. It is designed to help employers get a real sense of whether their potential recruit has the right values and behaviours to work in the care and support sector. The Department of Health is supporting this in order to help employers improve care, reduce the cost of recruitment by reducing turnover, and lead to more consistent service delivery.

Access the toolkit on the **Skills for Care website**.

VBR toolkit for social care employers



# Values based employment

## Post-selection

### Fast-track leadership programmes

The NHS Leadership Academy delivers a range of fast-track leadership development programmes accessible to existing NHS staff as well as individuals external to the service. These include: the Graduate Management Training Scheme, Executive Fast-track programme and Intersect (a system-wide leadership development programme spanning health, social care, local government and other sectors). Central to each of these programmes is the clear drive to recruit participants for values, utilising a rigorous and multi-faceted approach. Recruitment capitalises on elements such as psychometric testing, structured interviewing and selection assessment centres, against the backdrop of the Healthcare Leadership Model.

Find out more about the programmes on the **NHS Leadership Academy website**.



# Values based employment

## Post-selection

### Leadership programmes

#### Leadership programmes

The NHS Leadership Academy's leadership development programmes are for all staff across healthcare. These include: the Edward Jenner Programme, an open access online programme; Frontline, a programme supporting the development of frontline nursing and midwifery staff; the Mary Seacole Programme, for staff in their first leadership role; the Elizabeth Garrett Anderson Programme, for staff progressing in their career; the Nye Bevan Programme, for staff looking to move into executive roles; and the Top Leaders Programme, supporting the current senior and chief executive community.

Local delivery partners recruit participants to the Nye Bevan Programme assessing competencies and values, whilst all programmes look at both applicability for leadership and suitability before support is given to attend.

Find out more about the programmes on the **NHS Leadership Academy website**.



# Values based employment

## Post-selection

### Healthcare Leadership Model

#### Healthcare Leadership Model

The NHS Leadership Academy's Healthcare Leadership Model aims to help leaders understand how their leadership behaviours affect the culture and climate they, colleagues and teams work in. Consisting of nine 'leadership dimensions', it is useful for everyone as it describes the things leaders do at work. It applies equally to a whole variety of roles and settings that exist within health and care, whether it is a formal leadership responsibility or not, and can be particularly useful when thinking about recruitment criteria, job descriptions, talent management, and personal and professional development plans.

Find out more about the programmes on the **NHS Leadership Academy website**.



# Values based employment

## Post-selection

### Healthy NHS Board

#### Healthy NHS Board

There is strong evidence that effective leadership leads to a good organisational climate, in turn resulting in sustainable, high-performing organisations. Developed by the NHS Leadership Academy, the Healthy NHS Board guidance supports boards to develop a good understanding of the current values, behaviours and attitudes operating within the organisation, and to work with staff to shape the desired values, behaviours and attitudes – highlighting the critical role that boards play in shaping this. It identifies a key role for boards in prioritising the development of a people strategy that truly hears, supports and nurtures all staff, enabling and rewarding a culture of innovation and improvement.

Find out more about the programmes on the **NHS Leadership Academy website**.



# Values based employment

## Post-selection

### Compassion in Practice

#### Compassion in Practice

The **Compassion in Practice** vision and strategy was launched in December 2012 by the Chief Nursing Officer for England. The launch followed engagement with over 9,000 nurses, midwives, care staff and patients. What came out clearly, and has been the driving force behind the strategy, were the core values and behaviours recognised by patients and carers as essential to great care. The 6Cs – care, compassion, competence, communication, courage and commitment - are clearly linked to the values of the **NHS Constitution**. The aim is to re-energise people about what great care means and put changes in place that translate into real improvements for patients and staff.



# Values based employment

## Post-selection

### Care Makers

#### Care Makers

The Care Maker initiative was developed in autumn 2012, initially to support the Chief Nursing Officer conference and the newly published nursing, midwifery and care staff Compassion in Practice strategy. It built on the legacy of London 2012, capturing the volunteer spirit, and aimed to establish a vibrant network of student nurses who would act as ambassadors for the 6Cs. The programme is being led by NHS England.

The Care Maker initiative aims to:

- build on the legacy of London 2012 to establish a Care Maker network across the NHS using a non-traditional approach;
- spread and embed Compassion in Practice in the workplace and promote transformation of culture and care locally.

Find out more on the **NHS England website**.





# Values based employment

## Post-selection

### Curricula

As directed by the **Mandate** (April 2014 to March 2015) from government, HEE will ensure that recruitment, education, training and development of the healthcare workforce contributes to patients, carers and the public reporting a positive experience of healthcare consistent with the values and behaviours identified in the **NHS Constitution** (page 48).

Curricula



# Values based employment

## Post-selection

### Appraisal/ continuing professional development

As directed by the **Mandate** (April 2014 to March 2015) from government, HEE will work with providers to ensure that Continuing Professional Development (CPD) reinforces the values of the **NHS Constitution** (page 48).

Appraisal/CPD



# Values based employment

## Post-selection

### Staff experience

#### Staff experience

NHS Employers has a number of commissioned programmes of work; which are designed to help employers in the NHS deliver an improved experience at work for staff, with the aim of improving services for patients and users.

The programmes can be grouped under five main headings: staff engagement; health and well-being; pay and reward; equalities and inclusion; and organisational culture.

They are based on research evidence which demonstrates a clear link between staff and patient/user experience. Using values to embed values-driven behaviour forms a common thread across all of this work.

This **slide** acts as a signpost to the different programmes and the information, resources and toolkits available on the **NHS Employers website**.



# Values based employment

## Post-selection

### Do OD: Organisational Development

Do OD is the expert resource on organisational development for the NHS, delivered by NHS Employers in partnership with the NHS Leadership Academy.

Do OD exists to support OD, HR and workforce leaders to connect, share, learn and grow. It enables people to transform systems and is underpinned by the principles of co-production, creativity, curiosity and courage.

Find out more on the **NHS Employers website**.

Do OD: Organisational Development



# Values based employment

## Post-selection

### NHS Equality and Diversity Council

The NHS Equality and Diversity Council works to bring people and organisations together to realise a vision for a personal, fair and diverse health and care system, where everyone counts and the values of the **NHS Constitution** are brought to life.

The Council provides visible leadership on equality and health inequalities issues across health and social care. Its purpose is to shape the future of health and social care from an equality, health inequalities and human rights perspective, and to improve the access, experiences, health outcomes and quality of care for all who use and deliver health and care services.

Find out more **here**.

NHS Equality and Diversity Council



# Values based employment

## Post-selection

### Talent management

The NHS Leadership Academy, working with its regional delivery partners, has developed a suite of resources to support effective talent management processes which enable all NHS employees' potential to be maximised. Talent management describes the systematic attraction, identification, development, engagement, retention and deployment of individuals who are of particular value to an organisation, either in view of their high potential for the future or because they are fulfilling business/operation-critical roles. Specifically, attracting talent relates to how potential applicants view an organisation and whether they share enough of the values of that organisation to wish to join.

Access the **Talent Management Hub**.

Talent management



# Values based employment

## Post-selection

### Care Certificate

Recommendation 1 from the **Cavendish Review** into the health and social care support workforce asked that HEE, in partnership with Skills for Care and Skills for Health, develop and introduce the Care Certificate. The Care Certificate seeks to enhance consistency and quality in the training delivered to support workers across health and social care. This is to ensure that they have the right knowledge, competence and values in order to be able to care and be safe to care. The certificate has 15 standards against which learners are assessed. The delivery, assessment and award of the Care Certificate is the responsibility of employers.

Find out more the **HEE website**.



Care Certificate

# Values based employment

## Culture and leadership

Research has shown that there are links between poor quality of care and organisational culture which further add to the importance of considering VBR in the context of the values based employment journey. Key conclusions and recommendations for NHS trusts from research led by Professor Michael West (2013) and initiated by the Department of Health include:

- Organisations should develop person-centred cultures. Values and behaviours that underpin high quality care, patient safety and positive patient experience should be modelled and reinforced at all levels;
- Organisations should commit to nurturing the core values of compassion, patient dignity and patient safety through high-quality leadership;
- Goals should be clear and uniting at every level, from policy making through to patients' experiences;
- Good management is as important as good leadership. The well-being of staff is closely linked to the well-being of patients, and staff engagement is a key predictor of a wide range of outcomes in NHS trusts.

Click [here](#) to read the findings in more detail.







## The evidence

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HEE is committed to being an evidence-based organisation and the VBR programme is no exception. Right from its inception in 2013, the VBR programme has sought to build on the evidence for recruiting for values to inform the development of its framework and to ensure successful embedding of values based recruitment across the system.

To inform the development of the framework, HEE undertook:

- a **literature review** of the existing methods being used to test values during recruitment and their suitability for use recruiting students and employees into the NHS;
- an **extensive online survey** of VBR practice across all NHS funded undergraduate training programmes;
- a **review of VBR methods** being used by a sample of NHS trusts across England.

An overview of the evidence base for VBR, derived from both research and practice, with overall conclusions regarding the appropriateness of each of the eight selection methods for effective VBR, can be seen [here](#).

Following the launch of the national VBR framework, a longitudinal evaluation was initiated to evaluate benefits arising from embedding VBR across HEIs and employers. The research should help to determine to what extent the VBR programme has influenced the ways in which values are recruited for, and whether this has improved the quality of patient care and the patient experience delivered by the NHS workforce as a whole as well as staff and trainee experience.

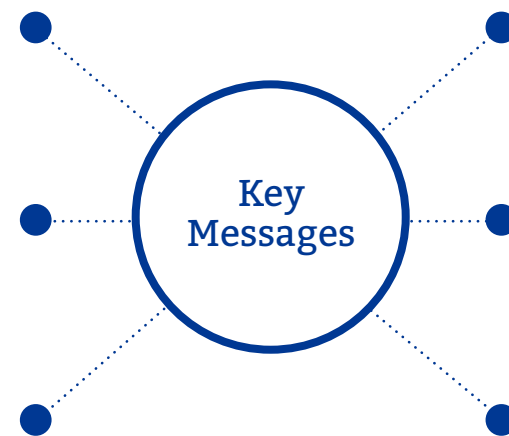
# What does the literature tell us?

## Key messages from the literature which helped inform the development of the VBR framework:

VBR is only one part of embedding the NHS values. Research emphasises the need for a multi-faceted approach to organisational values beyond recruitment alone.

There are many tools reported to be of use for VBR. However, given it is a relatively new concept, this evidence is likely to emerge in the next few years.

A single VBR tool used for attraction and marketing purposes may be appropriate. However, when making selection decisions, a more tailored approach is more likely to accurately assess the diverse requirements of different job roles across the NHS.



Individuals recruited with optimal values for the delivery of high quality compassionate care could lose these values if placed within teams with suboptimal values.

Shortlisting and selection methods utilising Situational Judgement Tests (SJTs), structured interviews and selection centres were found to have higher validity than other methods.

Recruiters (particularly when interviewing) should model the values the NHS is seeking to attract and should be trained to assess for values during recruitment.

What does the literature say about methods at the attraction stage?

What does the literature say about methods at the screening stage?

What does the literature say about methods at the selection stage?

**Read the full report or the executive summary of the literature review [here](#).**

# What does the literature tell us?

## What does the literature say about methods at the attraction stage?

### Key messages - Attraction

Values should be detailed in the **attraction material** and **specifications** for the position alongside key competencies and attributes to support self-selection and value congruence.

**Personality measures** may be useful at the attraction phases of VBR as part of self-assessment for roles within the NHS or to drive more focused questioning at interviews.

An **in-depth analysis of the job (or role)** is the foundation of an effective selection process, as the aim is to accurately identify appropriate selection criteria. In job analysis studies, researchers use various methods such as direct observation and interviews with jobholders. Having defined the criteria at a level appropriate for the career stage, this information is used to guide the choice of selection methods. Outputs from this analysis should detail the responsibilities in the target job and provide information about the particular competencies and characteristics required of the jobholder. The outputs from a job analysis must also include organisational values so that these are clearly represented alongside key competencies and aptitudes.

With regard to VBR, as well as individual applicants having key competencies and aptitudes, there needs to be a good fit between an individual's personal values and those of the organisation (**value congruence**). This is because when an individual's values closely match those of the organisation, they report a significant increase in job satisfaction and commitment to the organisation. Although often values are not made explicit within recruitment processes, recruitment systems can be designed to make this more explicit both in attraction and also in the assessment process.



# What does the literature tell us?

## What does the literature say about methods at the attraction stage?

### Key messages - Attraction

Values should be detailed in the **attraction material** and **specifications** for the position alongside key competencies and attributes to support self-selection and value congruence.

**Personality measures** may be useful at the attraction phases of VBR as part of self-assessment for roles within the NHS or to drive more focused questioning at interviews.

A single VBR tool used for attraction and marketing purposes may be appropriate in conveying the values and behaviours expected across the NHS. Individuals are attracted to an organisation with values that they recognise and identify with, and are selected by an organisation as a result of value congruence. In deciding to apply for a post (or a place in training), applicants will engage in self-selection where they can make an informed judgement about whether the particular role suits their skills, abilities and values.

**Personality measures** (or tests) are self-report questionnaires that assess a candidate's personality traits. Personality measures can be useful in predicting some aspects of job performance. However, the use of personality measures to assess characteristics of job applicants remains controversial as there is a risk of applicants intentionally distorting responses. Where there is a high risk of susceptibility to coaching, an organisation may choose to use a personality measure to drive more focused questioning at interviews (rather than a stand-alone instrument without verification).



# What does the literature tell us?

## What does the literature say about methods at the screening stage?

### Key messages - Screening

**Situational Judgement Tests (SJTs)** are an effective screening method for VBR.

The evidence suggests **references** are not an effective screening method for VBR.

Despite the widespread use of **personal statements** and **autobiographical submissions** in selection, the evidence fails to support the validity, effectiveness and utility of such methods.

Click on a method below to find out more:



SITUATIONAL JUDGEMENT TESTS (SJTs)



**Situational Judgement Tests (SJTs)** are designed to assess a candidate's judgement regarding work-relevant situations. Scenarios are presented to candidates, who then make judgements about possible responses which are assessed against a pre-determined scoring key (defined by subject matter experts).

Extensive research has found that SJTs show improved validity over other selection measures, including cognitive ability, and personality tests and can be mapped to organisational values. They can be designed to measure a variety of non-academic attributes beyond clinical knowledge but are relatively costly to design. SJTs are scored using a pre-determined key, are machine-markable and can also be delivered online. This can produce substantial cost savings in high volume selection as the tests can be machine-marked.

# What does the literature tell us?

## What does the literature say about methods at the screening stage?

### Key messages - Screening

**Situational Judgement Tests (SJTs)** are an effective screening method for VBR.

The evidence suggests **references** are not an effective screening method for VBR.

Despite the widespread use of **personal statements** and **autobiographical submissions** in selection, the evidence fails to support the validity, effectiveness and utility of such methods.

Click on a method below to find out more:



REFERENCES



Research has consistently shown that **references** tend to be unreliable and ineffective at predicting job performance. Although they are widely used in selection in a variety of occupations including healthcare, recruiters tend to favour references as an employment record rather than for use in ranking candidates.

# What does the literature tell us?

## What does the literature say about methods at the screening stage?

### Key messages - Screening

**Situational Judgement Tests (SJTs)** are an effective screening method for VBR.

The evidence suggests **references** are not an effective screening method for VBR.

Despite the widespread use of **personal statements** and **autobiographical submissions** in selection, the evidence fails to support the validity, effectiveness and utility of such methods.

Click on a method below to find out more:



CURRICULUM VITAE (CV)



A **Curriculum Vitae (CV)** enables the systematic collection of candidates' biographical information. Information collected from CVs is typically objective and verifiable; such as educational background and previous work experience. A CV is often the first form of contact between an applicant and an organisation and is usually comprised of hard, verifiable items such as education and work experience and softer items such as a candidate's interests. As they are unstandardised, the research considers the predictive validity of CVs questionable at best, and therefore deemed ineffective for VBR.



# What does the literature tell us?

## What does the literature say about methods at the screening stage?

### Key messages - Screening

**Situational Judgement Tests (SJTs)** are an effective screening method for VBR.

The evidence suggests **references** are not an effective screening method for VBR.

Despite the widespread use of **personal statements** and **autobiographical submissions** in selection, the evidence fails to support the validity, effectiveness and utility of such methods.

Click on a method below to find out more:



APPLICATION FORM

**Application forms** are often used as a more standardised alternative to CVs as they are more structured. However, research has found that the validity of this method is threatened by a developing industry of online resources and organisations that provide model answers. This method is therefore deemed ineffective for VBR.

# What does the literature tell us?

## What does the literature say about methods at the screening stage?

### Key messages - Screening

**Situational Judgement Tests (SJTs)** are an effective screening method for VBR.

The evidence suggests **references** are not an effective screening method for VBR.

Despite the widespread use of **personal statements** and **autobiographical submissions** in selection, the evidence fails to support the validity, effectiveness and utility of such methods.

Click on a method below to find out more:



PERSONAL STATEMENT

The quality of research evidence on use of **personal statements** and **autobiographical submissions** for use in selection is limited and suggests that candidates present themselves in ways they perceive as desirable but which are not necessarily accurate. They have high candidate acceptability as a method, but the susceptibility to coaching is also high, and therefore deemed ineffective for VBR.

# What does the literature tell us?

## What does the literature say about methods at the selection stage?

### Key messages - SELECTION

Where **interviews** (including **Multiple Mini Interviews**) are based on a thorough role analysis, and use structured and standardised questions with trained interviewers and appropriate scoring, these are an effective method for VBR. However, they are relatively resource intensive.

Across many of the key evaluation criteria, **unstructured interviews** perform poorly. The evidence suggests they lack reliability and validity and therefore are not suitable for VBR.

While **group interviews** may appear more cost-efficient in terms of assessor time, evidence for reliability and validity is lacking, and they are unlikely to be an effective method for VBR.

When designed appropriately, **selection centres** are valid predictors of job performance when the exercises are used in combination. Effective selection centre exercises require time to design and assessor and role actor input, and so they can be costly, but they can be an effective method for VBR.

Click on a method below to find out more:



# What does the literature tell us?

## Structured Interviews

Interviews are a popular selection method across all types and level of role internationally, and can be used either as the sole method of selection or in conjunction with other methods. Research has shown that interviews are preferred by supervisors, and perceived as fair in comparison to other methods, with applicants expecting to go through an interview as part of a selection process.

**Structured interviewing** is a selection method where an assessor asks the candidate a set of questions that are specified in advance and mapped to the selection criteria. This approach improves standardisation across interviewers. There are at least two types of methodology:

**1. Situational interviews** are scenario-based, and interviewees are asked to imagine a set of circumstances and then indicate how they would respond in that situation.

Questions are future-oriented which means candidates are all required to respond to the same set of hypothetical situations. Two core aspects of the situational interviews are the development of dilemmas that employees are likely to encounter in the role, and the development of scoring guides in advance for trained assessors to evaluate responses to each situation.

**2. Behavioural interviews** are competency-based and interviewees are asked to relate past experiences that are relevant to the particular job (past-oriented).

Research consistently shows that criterion-related validity is highest for interviews that are structured, ask relevant and standardised questions based on thorough role analysis, and utilise a panel of interviewers trained in best practice interview techniques and using validated scoring criteria.

Click on a method below to find out more:

- ✓ [STRUCTURED INTERVIEWS](#) ✗
- ✓ [BEHAVIOURAL INTERVIEWS](#) ✓
- ✗ [SITUATIONAL INTERVIEWS](#) ✗

# What does the literature tell us?

## Multiple Mini Interviews (MMIs)

Multiple Mini Interviews (MMIs) are a type of structured interview and are widely used for medical school admissions. MMIs comprise a series of short test stations that the candidate goes through, and each station employs a single standardised short interview scenario and a single assessor. There is evidence to demonstrate that the reliability of MMIs increases with the number of stations; however this also increases cost and resources required.

Click on a method below to find out more:



MULTIPLE MINI INTERVIEW (MMI)



# What does the literature tell us?

## Unstructured Interviews

By contrast, unstructured interviews, or traditional interviews as they may also be known, are more informal without pre-defined questions or scoring criteria to adhere to. They are widely used for selection in a variety of occupations despite their low reliability, low predictive validity and thus poor legal defensibility. They are also prone to potential biases and errors which are likely to distort interviewer ratings of candidates.

Click on a method below to find out more:



UNSTRUCTURED INTERVIEWS



## What does the literature tell us?

### Group Interviews

A group interview is a selection tool which involves an assessor asking questions of two or more candidates simultaneously. In facilitating a group interview, the assessor(s) will be responsible for delivering questions and recording responses for multiple candidates. This requirement to multitask and the potential for information overload may compromise the quality and validity of the interviewer's selection decisions. In the group interview, candidates will have the opportunity to hear one another provide responses which may cause a candidate to feel more apprehensive and self-conscious, but candidates are also likely to be influenced by responses from others. There is evidence to suggest that candidates are significantly more likely to perceive the group interview format as unfair in comparison to a one-to-one interview, which has implications for how the candidate views the recruiting organisation.

Click on a method below to find out more:



GROUP INTERVIEWS



# What does the literature tell us?

## Selection Centre

Selection centres, also known as assessment centres, are selection methods involving multiple exercises or techniques (for example, a group exercise, written/in-tray task, presentations, interactive exercises) and multiple assessors to rate a candidate's performance on a series of job-relevant competencies.

There are certain criteria to be fulfilled for a method to be deemed a selection centre:

1. Competencies must be explicit and derived from a thorough job analysis defining the key knowledge, skills and abilities to perform the role.

2. Multiple methods must be used to assess the different elements of the role.
3. Multiple, trained assessors must observe and evaluate each candidate.
4. There must be a systematic procedure to record and rate specific behaviours as they occur throughout the selection centre.

Selection centres are assumed to have good predictive validity because assessment is based on direct observation of job-relevant behaviours. However, compared to other methods they are costly to develop and deliver. Research has found that candidates are often positive towards selection centres as they have multiple opportunities to perform.

Click on a method below to find out more:



SELECTION CENTRES



# What does the literature tell us?

**Table A: Summary of VBR methods**

The table below provides a summary of the research evidence regarding the use of different selection tools against key evaluation criteria. The criteria are not mutually exclusive and any one criterion may conflict with another: for example, a highly reliable and valid selection tool may be very expensive. As a result, each criterion should be weighted depending on the recruitment context. Each criterion can apply to either a single selection tool or method, or to an entire selection process.

<b>SELECTION METHOD FOR VBR</b>	<b>RELIABILITY</b>	<b>VALIDITY</b>	<b>CANDIDATE ACCEPTABILITY</b>	<b>COST (TO THE ORGANISATION)</b>	<b>PROMOTES DIVERSITY</b>	<b>SUSCEPTIBILITY TO COACHING</b>
Unstructured interviews	LOW	LOW	HIGH	MODERATE TO HIGH	LOW	HIGH
Structured interviews e.g. competency-based, situational, Multiple Mini Interviews	MODERATE TO HIGH	MODERATE	HIGH	MODERATE TO HIGH	MODERATE	MODERATE
Group interviews	LOW	LOW	MODERATE	MODERATE	LOW	HIGH
Personal statements	LOW	LOW	HIGH	LOW TO MODERATE	LOW	HIGH
References	LOW	LOW	HIGH	LOW TO MODERATE	LOW	N/A
Situational Judgement Tests	HIGH	HIGH*	MODERATE TO HIGH	LOW TO MODERATE**	HIGH	MODERATE TO HIGH
Personality testing	HIGH	MODERATE	LOW TO MODERATE	LOW TO MODERATE	MODERATE	MODERATE TO HIGH
Selection centres using work samples e.g. group exercise, written/in-tray task, presentations, interactive exercises	MODERATE TO HIGH	HIGH***	HIGH	HIGH	MODERATE	MODERATE

\* Only if based on a robust psychometric methodology    \*\* If used for high volume selection

\*\*\* Only if exercises are used in combination based on a multi-trait, method approach

# What does the literature tell us?

**Table B: Evaluation criteria and rationale**

The literature review identified evaluation criteria which can be used to judge the effectiveness and efficiency of selection methods and were used in evaluating the methods described in **Table A**. These criteria have been reviewed consistently in research literature over several decades and are set out in the table below.

CATEGORY	EVALUATION CRITERIA	DESCRIPTION
<b>ACCURACY AND EFFECTIVENESS</b>	Evidence of reliability	A selection method is reliable if it is consistent in how it assesses candidates under varying conditions. For example, it should not make a difference if a candidate sits the test in the morning or afternoon.
	Evidence of validity	The selection tool measures what it claims to measure. It should be relevant, precise and accurate.
	Arrangements for on-going validation, evaluation and development are in place	Best practice selection is an iterative process, starting with a job analysis to define the selection criteria. After selection has taken place, the predictive validity of various selection tools can be evaluated. Results from validity studies are then used to review the original selection criteria and choice/design of selection methods. Information here can be used to make continual improvements and help to develop the process to optimise selection decisions.
	Susceptibility to coaching	The extent to which access to coaching taken to improve a candidate’s test-taking skills provides an advantage to a candidate’s standing in the selection process.
<b>MORE CATEGORIES</b>	Fairness, promotes diversity/widening access	This is based on three principles: 1) valid selection criteria; 2) accurate and standardised administration by trained staff; 3) monitored outcomes. Has been subject to an equality impact assessment.
	Legality	The extent to which the design of a selection process and the decisions generated are legally defensible. Selection processes that are perceived as unfair are more likely to result in legal case initiation.

# What does the literature tell us?

**Table B: Evaluation criteria and rationale**

CATEGORY	EVALUATION CRITERIA	DESCRIPTION
<b>COST EFFICIENCY</b>	Scalability for high volume recruitment	The extent to which a selection process can be scaled up or down and remains efficient and effective for different volumes of applicants.
	Efficiency	The costs involved and the time taken in developing and implementing the selection tool(s).
	Utility	The costs involved and the time taken to develop more accurate adequate procedures need to be balanced with the potential benefits (for example, improved performance).
	Generality of use	The degree to which a selection tool used in one context can be transferred or tailored for use in another context or role.
<b>PRACTICALITIES AND IMPLEMENTATION</b>	Practicality (ease of administration/ efficiency)	The procedures should be acceptable within the organisation and capable of being implemented effectively. Those responsible for administering the procedures may need to be trained.
	Expertise required for analysis and interpretation of information generated by the tool	Some selection tools (for example, personality tests) require an appropriately trained individual to administer, score and provide feedback. Similarly, assessors in selection centres must also be appropriately trained in how to evaluate a candidate in a work sample test, for example.
<b>MORE CATEGORIES</b>	Ease of interpretation	The degree to which the information generated by the selection tool provides clear and appropriate information relating to a candidate's competence and aptitude for the role.

# What does the literature tell us?

**Table B: Evaluation criteria and rationale**

CATEGORY	EVALUATION CRITERIA	DESCRIPTION
STAKEHOLDER ACCEPTANCE AND FEEDBACK	Positive employee/ trainee/ student perceptions	The extent to which employees, trainees or students react positively to the selection process and each selection method within that process. Positive perceptions will result in the candidate being more attracted to joining the organisation.
	Generates appropriate feedback	When using selection tools, for example, personality assessments, it is good practice to ensure that candidates receive appropriate and useful feedback.
	Educational impact/value	The extent to which candidates obtain useful information to inform their future education, learning and development.

## Reviewing VBR in HEIs

In April, May and June 2014, HEE undertook an extensive online survey with all NHS funded undergraduate training programmes to:

Provide a picture of existing VBR practice at the start of the VBR programme.

Identify tools and methods which could be shared as good practice case studies for inclusion in this framework.

Encourage programmes to review and enhance their approach to VBR.

Highlights from the survey included:

Most programmes already include values as part of their attraction strategy.

The vast majority review application forms in order to screen out candidates.

More than three quarters of programmes invite candidates to some form of face-to-face interview to enable a final selection decision to be made.

The most popular form of face-to-face interview is a structured interview, with group interviews and Multiple Mini Interviews also proving popular.

To find out more about the results, please see the report [here](#).

## Reviewing VBR in NHS trusts

Alongside the survey of HEIs, a review of VBR methods being used by a sample of NHS trusts across England was also undertaken. The aims of this work were to:

**1**

Identify the selection methods being used by the sampled trusts to recruit for values.

**2**

Evaluate the extent to which these sampled methods are in alignment with best practice using the evidence from the literature review.

**3**

Use the experience of the sampled trusts to generate a series of lessons learned and issues for consideration to serve as a useful reference point for other trusts reviewing their own approaches to VBR.

**4**

Ensure that the real-life, practical experiences of trusts already engaged in VBR activity informed the development of this framework.

To find out more about the results, please see the report [here](#).

## Measuring the long-term impact of VBR

Despite its high profile, research into VBR is still in its infancy and there is very little empirical evidence regarding the whole long term impact of VBR.

### **Emerging benefits seen by organisations using VBR practice include:**

- reducing agency spend and recruitment cost
- positive impact on staff turnover
- boosting staff morale
- creating a more positive work environment
- staff feeling more valued
- reducing sickness absence
- increased job satisfaction
- increased trainee experience
- ensuring that patients receive the best care possible

*continued on the following page ...*

## Measuring the long-term impact of VBR

Identifying long-term impacts of VBR is the focus of a longitudinal evaluation which commenced in April 2015 and will report October 2019. The aim of the in-depth study (2015-2017) is to identify the impacts of embedding VBR across HEIs and employers, while HEIs will be the focus for longer-term impacts of VBR. The study of VBR recognises other contextual and contributory factors as part of evaluating VBR.

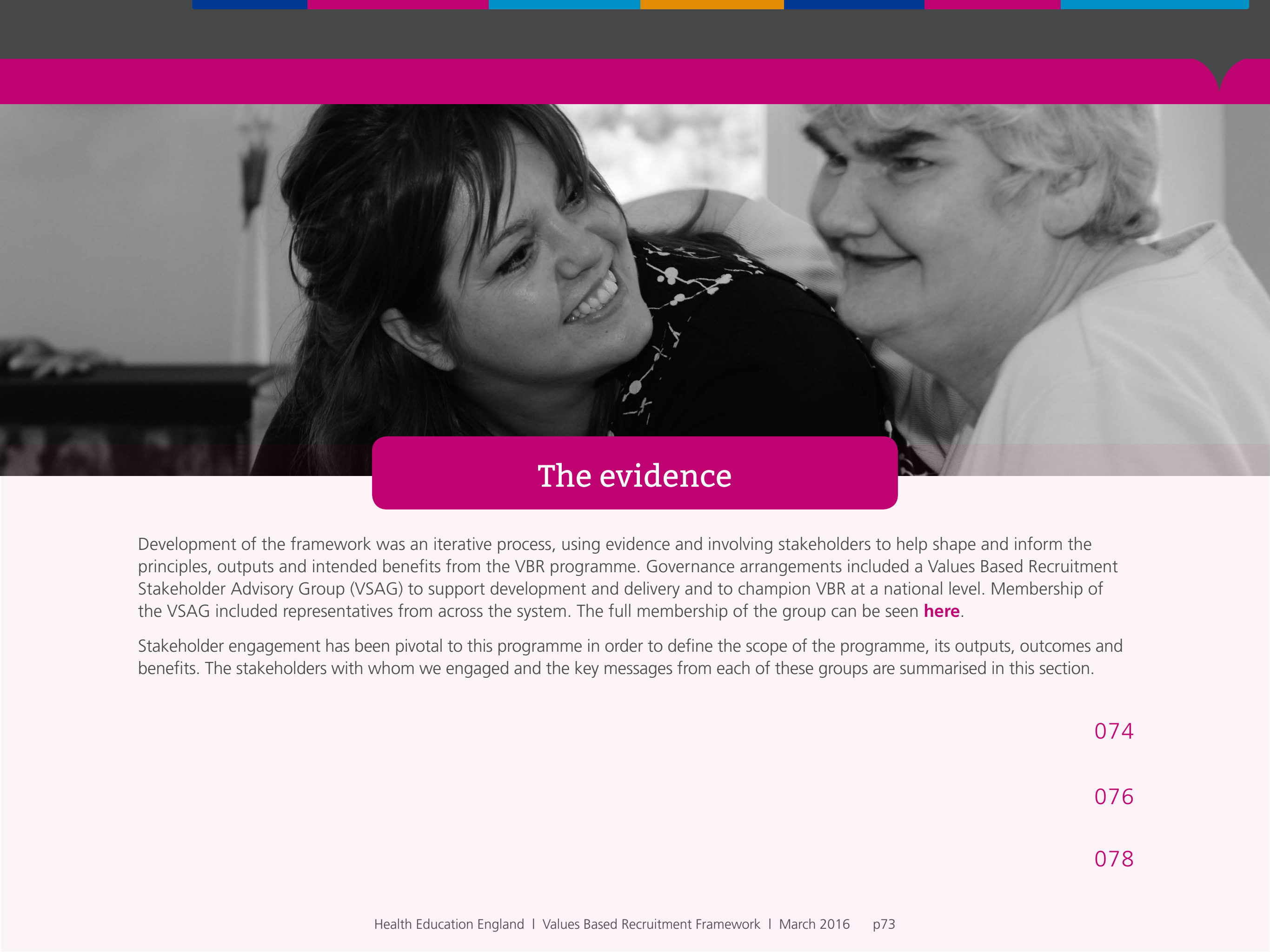
The research should help to determine to what extent the VBR programme has influenced the ways in which values are recruited for, and whether this can be associated with the quality of patient care and the patient experience, as well as staff and trainee experience.

The study will build on primary research and also other data sources such as the **Friends and Family Test, Overall Patient Experience Scores, NHS Staff Survey in England.**

The longitudinal study will be closely linked to the **Education Outcomes Framework (EOF)** which defines the outcomes expected to be delivered from the reformed education and training system, including VBR, in support of improving patient care and health outcomes.

However, to be effective in improving services, it is important to develop indicators which will help to measure the effectiveness of educational provision, linking these, where possible, to improved patient care and experience.





## The evidence

Development of the framework was an iterative process, using evidence and involving stakeholders to help shape and inform the principles, outputs and intended benefits from the VBR programme. Governance arrangements included a Values Based Recruitment Stakeholder Advisory Group (VSAG) to support development and delivery and to champion VBR at a national level. Membership of the VSAG included representatives from across the system. The full membership of the group can be seen [here](#).

Stakeholder engagement has been pivotal to this programme in order to define the scope of the programme, its outputs, outcomes and benefits. The stakeholders with whom we engaged and the key messages from each of these groups are summarised in this section.

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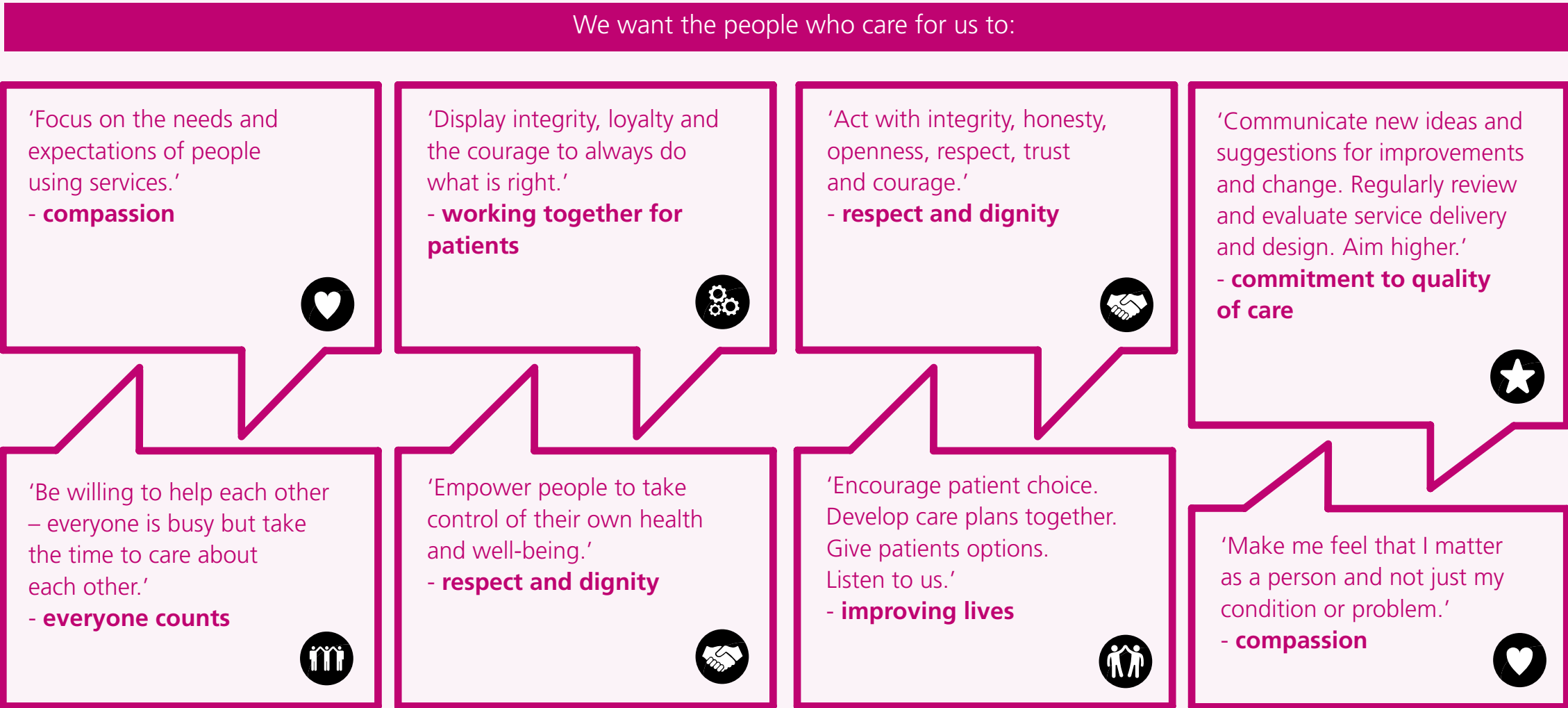
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# Patients and carers

As the VBR programme ultimately aims to improve patient experience and care, patient feedback has been vital during the development of this framework. Engaged with patients and the public is on-going at a local and national level.

## What patients say about values



# Patients and carers

## What's important to patients?

A report by King's College London and the King's Fund on behalf of the Department of Health and NHS Institute for Innovation and Improvement showed that providing a good patient experience is multi-dimensional: it is about both the 'what' (functional or transactional) and the 'how' (relational) of interactions with patients. Their survey of voluntary organisations and patient groups highlighted functional and relational themes that matter to patients in terms of their care and experience (table to the right). The majority of these were relational themes, which further demonstrates the importance of values to patients. This shows that it is not only important to have the right people working in the NHS with the right skills and knowledge but also with the right values. Therefore, recruitment of students and staff should include values alongside skills and attributes.

## Themes



Theme	Functional	Relational
Being treated as a person, not a number		●
Staff who listen and spend time with patient		●
Individualised treatment and no labelling		●
Using language that is easy to understand		●
Finding out about the latest technologies and innovation in medication	●	
Feeling informed, receiving information and being given options		●
Patient involvement in care and being able to ask questions		●
More public awareness about condition		●
Efficient processes	●	
Knowledgeable health professionals		●
Aftercare support		●
Positive outcomes	●	
Continuity of care		●
Good relationships and positive attitudes among staff		●
The value of support services		●

# Higher education and trainees

## We engaged with the following organisations and their representatives:

- UK Council of Deans of Health
- Regulatory Bodies
- UK Pharmacy Association
- Trainees
- HEI programme leads and admissions tutors
- Medical Schools Council, Dental Schools Council and Pharmacy Schools Council
- HEE's Local Education and Training Boards, local teams and their networks.

## What did Higher Education Institutions say?

Key considerations for the VBR programme:

- The need to raise awareness of the NHS Constitution
- The importance of the student perspective
- The importance of patient involvement in developing the framework
- Ensuring the approach does not prejudice those from different Cultures, backgrounds and those with disabilities
- Recognition that there is much good practice out there already
- The desire to gain experience and ideas from other providers through case studies and best practice
- The need for consistent and evaluated tools
- Structured interviewing is a fair and good test of values
- The value of direct involvement of patients in interviews is recognised, but practical difficulties cited
- Good interview skills are necessary to implement values based interviewing effectively and the importance of training interviewers who are assessing for values
- Recognition that recruiting for values is only one part of the recruitment process and must be looked at in conjunction with skills and aptitude
- Recognition that recruitment is only one part of the values based employment journey and the need to link to the culture of the organisation and human resources processes.

## Higher education and trainees

### What did trainees say?

"I think a Values Based Recruitment process has to remove the focus from just pure academic achievement and allow an individual to display their personality traits/values, for example, caring nature, empathy, commitment, dedication to patient safety, good communication."

"I believe some of these traits can only really be revealed through personal interaction. I really feel I'm given more of a chance to reveal my abilities at an interview – at least an interview which is conducted to discuss values and not one testing academic prowess."

"I think simulation/scenario-based assessment or group work can really reveal how individuals display their values in a high pressure setting or when working to a common goal. Specifically the patient in the scenario is likely to give the most accurate perception of a professional's value. I think a Situational Judgement Test could be used as a screening tool – but have my doubts as to its usefulness for selection without a face-to-face interaction of some kind."

"I think all trainees know that they will be rewarded for good academic achievements and will work towards it. However, I also know many individuals who may not perform at the highest bracket academically but who are the best practitioners and teachers. If a trainee knew they could be rewarded for being good at what they do and not just for publishing papers – it would be well received. If the recruitment could recognise and value these traits, I think it would be hugely beneficial for patients."

# NHS employers and staff

## NHS employers and staff

Extensive engagement has taken place with healthcare providers through the establishment of a partner network of NHS employing organisations. This saw approximately 100 provider organisations attend regular workshops, network virtually and help shape the VBR programme. The partner network and

workshops give support to providers with the development of VBR within their organisations. Feedback from this partner network has played a critical role in shaping the framework, providing resources and developing case studies setting out good practice examples.

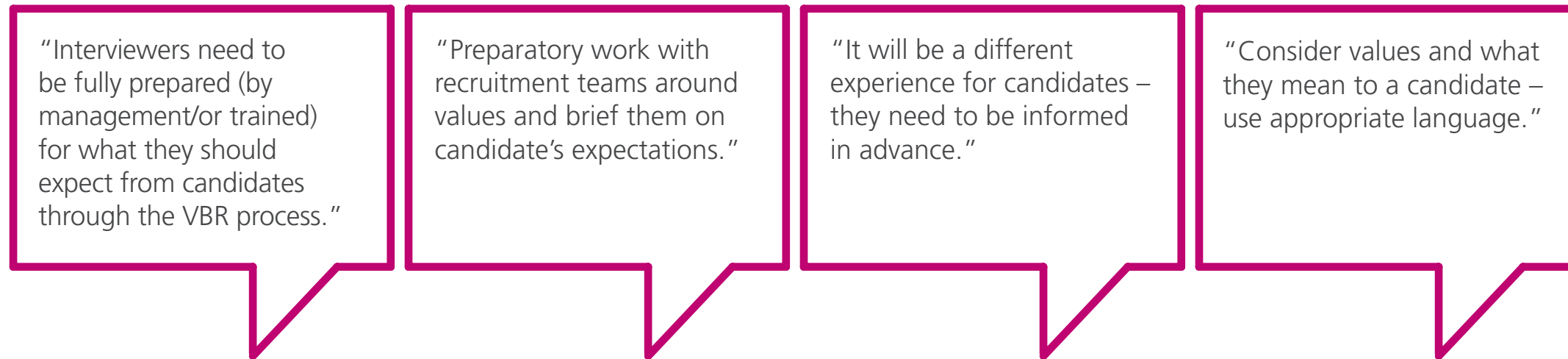
## What did healthcare providers say?

Key considerations for the VBR programme:

- In developing the framework, recognise that there is much good practice being used by NHS organisations which can be built on
- The provision of support and guidance, and the opportunity to learn from other organisations would be beneficial
- Many organisations have developed and adopted their own organisational values which may not use the same words as the NHS Constitution.

# NHS employers and staff

## What do employers need for VBR to be successful?



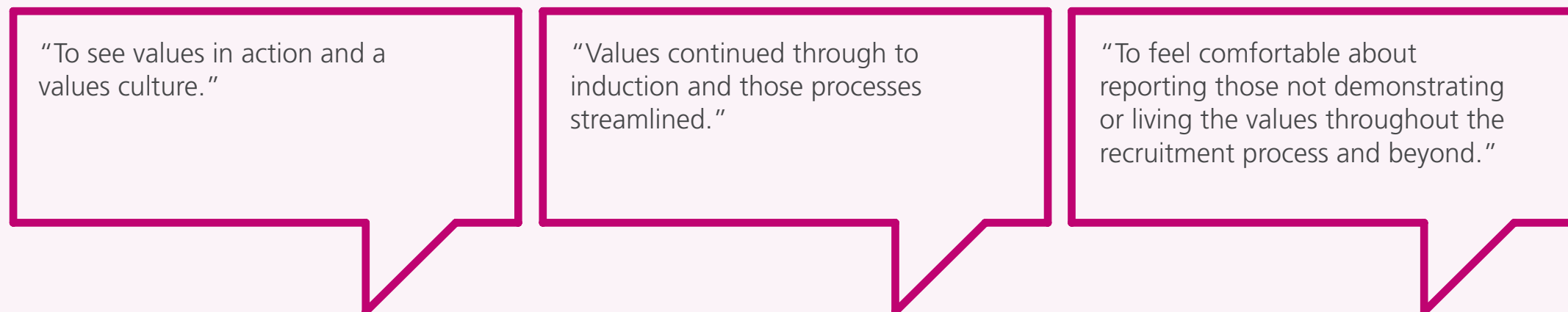
“Interviewers need to be fully prepared (by management/or trained) for what they should expect from candidates through the VBR process.”

“Preparatory work with recruitment teams around values and brief them on candidate’s expectations.”

“It will be a different experience for candidates – they need to be informed in advance.”

“Consider values and what they mean to a candidate – use appropriate language.”

## What do employees expect after being recruited for values?

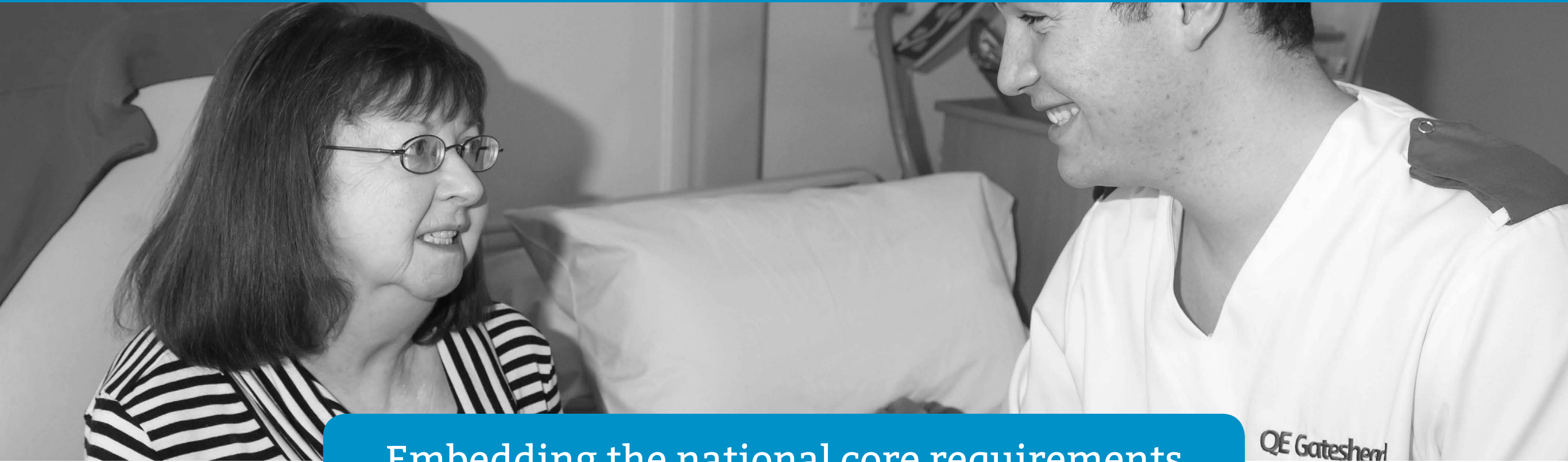


“To see values in action and a values culture.”

“Values continued through to induction and those processes streamlined.”

“To feel comfortable about reporting those not demonstrating or living the values throughout the recruitment process and beyond.”





## Embedding the national core requirements

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# The core requirements

Stage of recruitment

**For all recruitment rounds, HEIs are expected to and NHS employing organisations are encouraged to:**

<p>Ensure local values can be mapped to those of the <b>NHS Constitution</b>.</p>	<p>Involve patients and the public at some stage of the selection process.</p>
<p>Include explicit reference to the values of the <b>NHS Constitution</b> (or mapped local values) in marketing materials and websites as well as entry requirements (HEIs) or person specifications (employers).</p>	
<p>Conduct an individual, face-to-face <b>structured interview</b> to include an assessment of values. This could also take place:</p> <ul style="list-style-type: none"> <li>• As a <b>Multiple Mini Interview</b></li> <li>• As part of a wider selection process such as a <b>selection centre</b></li> <li>• In conjunction with a screening method such as a <b>Situational Judgement Test</b>.</li> </ul>	
<p>Provide feedback to unsuccessful candidates if requested.</p>	<p>Embed the NHS Constitution in curricula (HEIs) and induction and appraisal processes (HEIs and employers).</p>

Many organisations have invested a great deal of time and effort in developing VBR approaches, tools and techniques. For others, this represents a new approach to recruitment and selection.

In order to optimise the way students and employees are recruited for values, HEE has developed a number of evidence-based national core requirements which aim to allow users to enhance and build on current recruitment processes. As of **1 April 2015** HEIs are expected to adhere to these, and NHS employing organisations will be encouraged to follow these as elements of good recruitment practice.

The framework reflects the four key stages of recruitment, each of which is supported with tips, tools and good practice examples derived from HEE's evidence review.

It is required that VBR is implemented with consideration to equality and diversity and HR policies and employment law.

## The core requirements

For VBR to be a success there are many elements to the process which may seem overwhelming to begin with. Successful VBR should have a clear focus on requirements and a clear demonstration that these values are fully supported by the organisation.

### Tools and resources include:



TOOL



RESOURCE

## Stage 1: Preparation for Values Based Recruitment

### STAGE 1: Preparation



HEIs are expected to and NHS employing organisations are encouraged to:

**CR1** Ensure local values can be mapped to those of the NHS Constitution.

**CR2** Involve patients and the public at some stage of the selection process.

[FIND OUT MORE](#)

## Stage 1: Preparation for Values Based Recruitment



### CR1 Ensure local values can be mapped to those of the NHS Constitution

The values underpinning the framework are the values of the **NHS Constitution**. We recognise many organisations have also developed their own local values. However, while the words used to describe local values may be different to those of the NHS Constitution, the meaning behind them tends to be the same. As long as local values, or professional values, can be mapped to the NHS Constitution, the expectations staff and patients have of the NHS and its services can be made consistent across the system. In partnership with NHS Employers, HEE has designed this quick and easy **values mapping tool** to help organisations map local values to the values in the NHS Constitution.

The tool can also be used as a guide for organisations which have not yet decided on their values, or to re-emphasise values in those organisations with values already established.



#### TIP

You can print the mapping tool for communication, and display it around your workplace, or post a copy on your website, so staff and patients can recognise the similarities between your organisational values and those of the NHS Constitution.

Here are some examples of how local or professionally-derived values can map to the NHS Constitution using the NHS Constitution Mapping Tool.

## Stage 1: Preparation for Values Based Recruitment



### **CR2 Involve patients and the public at some stage of the selection process**

Involving patients and the public is integral to any recruitment process within the NHS. This requirement has been included at the preparation stage but patients and the public could be involved at any stage of recruitment. There are many ways in which patients and the public can be involved in VBR, and at different stages of the recruitment and employment journey. These should be considered as part of the Preparation core requirement. Some examples are shown below. See further case studies on the [HEE website](#).

## Stage 2: Attracting the right candidates

### STAGE 2: Attraction



HEIs are expected to and NHS employing organisations are encouraged to:

**CR3** Include explicit reference to the values of the NHS Constitution (or mapped local values) in marketing materials and websites as well as entry requirements (HEIs) or person specifications (employers).

[FIND OUT MORE](#)

## Stage 2: Attracting the right candidates



**CR3 Include explicit reference to the values of the NHS Constitution (or mapped local values) in marketing materials and websites as well as entry requirements (HEIs) or person specifications (employers)**

**Ways in which this can be done include:**



**TIP**

Reference and a link to the **NHS Constitution** values (or mapped values) on recruiting websites;



**TIP**

Reference to the NHS Constitution values (or mapped values) in the course prospectus and job advertisements;



**TIP**

Ensuring reference is made to values of the NHS Constitution (or mapped values) at open days.

### Health Careers website and the NHS Constitution

**Health Careers** provides a wealth of information to encourage the public to consider a career in health. The website also raises awareness of the prerequisites of working in health to help ensure a workforce with the right skills and values in order to provide the best possible care for patients.

You could provide a link on your website to the Health Careers website to encourage candidates to explore the values and skills required for a successful career in the NHS.

### NHS Constitution videos

HEE has created some promotional videos to help raise awareness and promote the values of the **NHS Constitution**, not only to prospective students and employees, but also to reaffirm them to those already studying and working within HEIs and NHS employing organisations. The videos can be viewed on the **HEE website**.

## Stage 2: Attracting the right candidates

### Personality tests

A personality test is a type of psychometric test which is designed to assess an individual's preferences against particular traits which could include personality. Evidence suggests that personality measures may be useful at the attraction stage of recruitment to help candidates self-select with respect to values, and to also help inform the interview process.

**HEIs** - Further case studies can be seen on the [HEE website](#).



## Stage 3: Screening and selecting candidates

### STAGE 3: Screening and selection



HEIs are expected to and NHS employing organisations are encouraged to:

**CR4** Conduct an individual, face-to-face **structured interview** to include an assessment of values.  
vThis could also take place:

- As a **Multiple Mini Interview**
- As part of a wider selection process such as a **selection centre**
- In conjunction with a screening method such as a **Situational Judgement Test**.

For HEIs, all clearing and adjustment students would normally be required to attend an individual, face to face structured interview to include an assessment of values prior to an offer being made. Where this is not possible, a structured interview should be conducted in the form of a telephone or skype call.

The selection process may involve a two-stage approach: screening (or shortlisting) and final stage selection. Whilst Situational Judgement Tests (SJTs) are considered an evidence-based approach to screen candidates' values, HEIs will also need to use a structured interview in conjunction with an SJT to meet the requirements of this framework. Other methods may also be used in conjunction with the structured interview, such as screening of application forms, provided that the overall selection process encompasses a structured interview.



[FIND OUT MORE](#)

## Stage 3: Screening and selecting candidates

### Structured Interviews

#### What are they?

Structured interviews are interviews which:

- ask a standardised set of predetermined questions so that each candidate receives the same, or very similar, questions
- are scored against predetermined scoring criteria which are the same for all candidates
- interview a candidate on an individual 1:1 basis.

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#### What makes a structured interview values based?

- A values based interview (VBI) is a type of structured interview which is particularly focused on understanding a candidate's values. This may be just one part of a wider structured interview to assess aptitude and skills.
- A VBI may appear similar to other types of interviews in that the format will involve asking candidates to provide examples of behaviour they have previously demonstrated or to explain how they would respond to a particular situation.
- However, it is the probing questions, designed as part of a VBI, that are used to provide insight into a candidate's values or what they consider to be important.
- Personality tests may be used to help inform the interview process. For more details and case studies please see the **Attraction** stage.

### CASE STUDIES AND RESOURCES

## Stage 3: Screening and selecting candidates

### Case studies

**HEIs** - Some examples are shown below. Further case studies can be seen on the [HEE website](#).

[VIEW MORE CASE STUDIES FROM NHS EMPLOYING ORGANISATONS](#)

## Stage 3: Screening and selecting candidates

**NHS employing organisations** - Take a look at the case studies on the [NHS Employers website](#), including:

You could also listen to podcasts, including:

## Stage 3: Screening and selecting candidates

### Multiple Mini Interviews (MMIs)

#### What are they?

The MMI is a way to deliver a structured interview:

- MMIs comprise a series of short interview stations (for example, five minutes), each of which employs a single standardised short interview scenario and a single assessor (interviewer)
- Candidates rotate through the various MMI stations responding to the interview scenario or question and are rated by assessors at each station using a standardised scoring framework
- MMI stations are traditionally interview-based in that candidates are required to respond to an interview question or scenario; they can, however, involve other elements such as role-play interactions or task-based activities; and
- Stations are independent and typically measure one trait or competency area.

#### What makes an MMI values based?

- A values based MMI consists of independent interview stations particularly focused on understanding a candidate's values. Each station may be designed to assess an individual value considered relevant and of importance to the role in question
- The format of the MMI will be similar in that a series of independent stations, with a single scenario or question and single assessor will exist. However the stations may be designed to focus on exploration of a candidate's learning and reflection in order to provide insight into their core values
- In some cases, values may be assessed as part of only a selection of stations within a circuit in which other stations are designed to assess other competency-based criteria.

## CASE STUDIES AND RESOURCES

## Stage 3: Screening and selecting candidates

### Case studies

**HEIs** - Some examples are shown below. Further case studies can be seen on the [HEE website](#).

## Stage 3: Screening and selecting candidates

### Selection centres

#### What are they?

- Selection centres (or assessment centres) are a method of selection which involves a combination of techniques such as written exercises, interviews, and work simulations to assess candidates across a number of key skills, attitudes and behaviours (competencies);
- They provide candidates with multiple role-related situations to demonstrate key skills or traits and enable them to be observed by a number of trained assessors;
- There are certain criteria to be fulfilled for a method to be deemed a selection centre:
  - Competencies must be explicit and derived from a thorough job analysis defining the key knowledge, skills and abilities to perform the role.
  - Multiple methods must be used to assess the different elements of the role.
  - Multiple, trained assessors must observe, evaluate and rate specific behaviours of each candidate.
- For a selection centre to adhere to this framework, it must incorporate a structured face-to-face interview on an individual basis.



### CASE STUDIES AND RESOURCES

## Stage 3: Screening and selecting candidates

### Selection centres

#### What makes a selection centre values based?

- A well-designed selection centre consists of a series of exercises designed specifically to assess the key attributes considered important for performance in the target role, based on an analysis of the role itself.
- A values based selection centre is designed specifically to enable assessment of a candidate's values alongside an assessment of their competence or skills in relation to the target role.
- It is possible to measure a candidate's values as part of a selection centre by incorporating values-based assessments in the selection centre design. For example, in the same way that selection criteria are defined for competencies, clearly defined criteria in relation to the relevant values can be developed for candidates to be assessed against as part of the multiple selection techniques utilised. Where an interview forms part of a selection centre, values based questions may be incorporated alongside competency-based questions to assess certain values. Alternatively, a group-based exercise may provide an opportunity to assess values such as collaboration or respect.
- For a selection centre to adhere to the requirements of this framework, an individual structured interview which includes assessment of values must be incorporated as part of the wider selection method.



### CASE STUDIES AND RESOURCES



## Stage 3: Screening and selecting candidates

### Case studies

**HEIs** - An example is shown below. Further case studies can be seen on the [HEE website](#).

**For NHS employing organisations** - take a look at the case studies on the [NHS Employers website](#), including:

## Stage 3: Screening and selecting candidates

### Situational Judgement Tests (SJTs)

#### What are they?

In an SJT, test-takers are presented with written or video-based depictions of hypothetical scenarios and asked to identify an appropriate response from a list of alternatives. A variety of response formats can be used and these are typically classified into one of two formats: knowledge based (i.e. what is the best option?) or behavioural tendency (i.e. what would you most likely do?). SJTs are typically scored by comparing candidates' responses to predetermined scoring keys agreed by subject matter experts.

SJTs are different from other methods which present candidates with hypothetical situations (such as situational interviews) as they have predetermined, fixed response choices and can be machine-markable.

SJTs are usually developed as a bespoke tool for a particular role or group of roles. This development process should be based on a thorough role analysis which identifies criteria which are relevant to successful performance in the role.

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#### What makes Situational Judgement Tests values based?

SJTs can be designed to assess values which are important to the role as part of the elements targeted in a test specification. However, not all SJTs are specifically values based and some may be designed to measure other constructs such as specific job (or procedural) knowledge.

SJTs measure an individual's awareness about what is effective behaviour in a given situation and this is likely to be linked to an individual's values.

Whilst the evidence suggests values based SJTs are an effective method to screen candidates' values, organisations will also need to undertake a structured interview with candidates in order to adhere to this framework.

## CASE STUDIES AND RESOURCES

## Stage 3: Screening and selecting candidates

### Case studies

**For HEIs:** Some examples are shown below. Further case studies can be seen on the [HEE website](#).

**For NHS employing organisations,** please listen to podcasts, including:

## Stage 4: Post-selection

### STAGE 4: Post-selection



HEIs are expected to and NHS employing organisations are encouraged to:

**CR5** Provide feedback to unsuccessful candidates if requested.

**CR6** Embed the NHS Constitution in curricula (HEIs) and induction and appraisal processes (HEIs and employers).

[FIND OUT MORE](#)

## Stage 4: Post-selection

### **CR5 Provide feedback to unsuccessful candidates if requested**

Feedback regarding a candidate's performance throughout the selection process in terms of values as well as aptitude and skills should be given, if requested. How feedback is given (i.e. verbal or written feedback) should be defined at the outset of planning the recruitment process. Considerations for giving feedback are included within the guidance notes for each selection method.

### **CR6 Embed the NHS Constitution in curricula (HEIs) and induction and appraisal processes (HEIs and employers)**

The evidence shows that, in the context of influencing culture and values within an organisation, there is a need for a multi-faceted approach to organisational values beyond recruitment issues alone. VBR is one part of embedding values in the NHS, but it is good practice to ensure that values-related processes are continued throughout induction, appraisal and in curricula.

### Case studies

**For HEIs** - Some examples are shown below. Further case studies can be seen on the [HEE website](#).

CASE  
STUDY

[READ MORE](#)

## Stage 4: Post-selection

**For NHS employing organisations** - take a look at case studies on the [NHS Employers website](#), including:

