



Their voice, their choice

**Involving children and young people in
recruitment, selection and induction**

Contents

Introduction	1
What is best practice?	2
Self assessment framework and guidance	3
Involving children and young people in recruitment and selection Self Assessment Tool - Guidance	4
Involving children and young people in recruitment and selection Self Assessment Tool	8
Involving children and young people in recruitment and selection Improvement Planning Tool	10
Involving children and young people in induction Self Assessment Tool - Guidance	12
Involving children and young people in induction Self Assessment Tool	16
Involving children and young people in induction Improvement Planning Tool	18
Independent or peer assessment process	20
Acknowledgments	21

Introduction

Introduction

At the Children's Workforce Development Council (CWDC) we aim to ensure that children, young people and their families are at the heart of our organisation. For us, participation means ensuring the structures, resources and processes are in place so that we and our workforce can take action, make changes and be steered by what children, young people and their families tell us.

We have been delighted to support the development of a self-assessment tool in the North West as part of the Participation Fund 2007-08. The tool will help organisations measure the involvement of children and young people in recruitment, selection and induction within their own organisations. This project has been innovative and creative in its approach to ensuring that children and young people are embedded in the workforce development across a wide range of settings and in organisations of all sizes. The self-assessment framework will help organisations identify areas for improvement in involving children and young people. I would like to thank everyone involved in developing the project in the North West and thank you for your continued commitment to working towards improving the lives of children, young people and their families.

Nicola Horn

Regional Development Manager – North West
Children's Workforce Development Council

"I found it easy to complete this framework and it has really helped see where the gaps are and to think about how we can improve our practice. "

Hayley Mills , Blackpool Youth Service

How did this come about?

Responding to an initial meeting with the North West Regional Children's Workforce Planning Group the Participation Workers Network North West submitted a regional proposal to the CWDC Participation Fund 2007-08. The group of PWN-NW members and representatives from the RCW Planning Group decided to develop a self assessment framework to enable organisations to identify best practice and areas for improvement when involving children and young people in recruitment, selection and induction. The proposal was based on the recognition that lots of organisations already did this to some extent, but the practice was not necessarily embedded within organisations but often limited to certain services e.g. youth services

In piloting the work it became clear that creative practice involving a range of young people, regardless of their perceived abilities, existed across the region. Support to develop your practice can be gained from colleagues in youth services and children's rights services where it is often well developed.

This framework will assist organisations to extend and embed best practice in a way that has the most positive impact on them and the children and young people involved. It is based on the premise that not only will organisations see benefits come from involving children and young people but that children and young people have participation rights. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) to which the UK has been a signatory since 1991 states parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

What is best practice?

This assessment framework does not attempt to define good practice by stipulating when and how children and young people should be involved in recruitment selection and induction. Rather the first question of the assessment tool asks **“Does your organisation ask children and young people how they should be involved in the process?”**. In a model of best practice the involvement of children and young people should be based upon how they themselves feel they should be involved in the process. The goal your organisation has for children and young people’s involvement should be defined by the children and young people themselves.

For example, you will need to decide in which posts you will involve children and young people, when developing your approach to involving them in recruitment, selection and induction. Best practice does not mean “the more the better”. When deciding which posts to include, base your organisation’s decision on the views of a broad range of children and young people you work with.

Embedding the following principles in your organisation will enable you develop a model of good practice:

- That children and young people have had the opportunity to be involved with all levels of post and all parts of the recruitment, selection and induction process and have made decisions on what their involvement should be.
- There is a clear vision and purpose, shared by children and young people, that is in place throughout the organisation that all staff are aware of it.
- The vision and purpose is underpinned by a strategy and policy that is in place throughout the organisation. Children and young people have had the opportunity to be involved in drawing this up and all necessary staff are aware of it.
- Resources, including staff time, budgets specialist support and training are available and staff know how to access them. Children and young people have had the opportunity to be involved in allocating these resources.



- All necessary staff are trained in and supportive of the process.
- That children and young people involved in the process are representative of the children and young people your organisation works with. That the processes, resources, materials, training and support are appropriate to the needs of children and young people. Children and young people have had the opportunity to be involved in developing these and deciding what is appropriate.
- There is evidence that examples of best practice are shared across the organisation.
- There is a regular impact assessment to ensure the best use of resources and that the involvement of children and young people has an impact on the decisions made.
- The process is of mutual benefit to both the children and young people involved and the organisation. Children and young people gain from being involved in the process, feel positive and can describe their experience.

Self assessment framework and guidance

Who should use this framework

This framework can be used by any organisation with an interest in involving children and young people in recruitment selection and induction. The tools may also be used by part of an organisation (such as a service or team within a local authority). However, if you are doing this, it is important you have a clear understanding of which part of the organisation you are assessing and to recognise that in some cases decisions which affect the recruitment selection and induction processes (e.g. strategy and policy) maybe made outside of this part of the organisation.

The assessment tools can be completed by anyone with an overview of the involvement of recruitment, selection and induction within your organisation, or you may wish to consider providing evidence to a third party for an independent assessment. The independent assessment process followed in the pilot stage of developing this tool is available at the back of this document.

How to use the assessment framework

This pack contains two separate sections, one to assess children and young people's involvement in recruitment and selection and another to assess children and young people's involvement in induction. The framework will not provide you with a grade or mark, but instead aims to be a supportive process to help identify areas for improvement.

Each section is split into three parts:

- Guidance on completing the self assessment
- The self assessment tool (which can either be downloaded from www.nwrywu.org.uk ((participation section)) or photocopied and enlarged to A3 size)
- An improvement planning tool (which can either be downloaded from www.nwrywu.org.uk ((participation section)) or photocopied and enlarged to A3 size)

The self assessment tools

The self assessment tools ask you to consider a series of questions (in the left hand column) in detail. For each question you will be asked how you have achieved the standard, to what extent you have achieved it and what impact it has had on the organisation and young people. The guidance will provide you with points to consider when answering this.

To enable you to complete the assessment tools effectively you may wish to collect evidence from your organisation.

Evidence could include but is not limited to:

- Policies and procedures that are in place. e.g. staff development plan/equality and diversity plan/recruitment and selection action plan;
- Other frameworks e.g. Making Ourselves Heard, Hear by Right;
- Records of workshop sessions with young people;
- Management information, ie number of children and young people involved, number of recruitment selections and induction process they are involved in, who has been involved, other relevant data collection;
- Information relating to weighting in decision making process and how children and young people's views were acted on;
- Impact assessment;
- Monitoring forms and data;
- Evaluation material – children and young people's feedback and evaluations;
- Materials designed for children and young people;
- Budget information;
- Recording and accreditation for children and young people's learning and achievements;
- Interviews with staff and young people.

The improvement planning tools

These should be used only after you have completed the self assessment tools. Remember, although the standards ask questions about specific parts of the recruitment, selection and induction process it might be that you are not involving children and young people in the entire process. The important thing is that areas which children and young people are involved in are ideally defined by the children and young people themselves. For this reason the improvement tool contains a section to record young peoples views on your planned improvements.

Involving children and young people in

Self Assessment Tool – Guidance

Assessment standard	How does/did the organisation do this?	To what extent does/did the organisation do this?
Does the organisation ask children and young people how they want to be involved your recruitment and selection process?	<p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p> <p>Is it informed by examples of good practice (for involvement) from across the organisation?</p>	<p>Which aspects of recruitment and selection did this apply to?</p> <p>e.g. Developing policy and strategy, allocating resources, designing processes for involvement in delivery and practice?</p> <p>Which children and young people were involved in this?</p>
Has the organisation agreed a strategic position?	<p>Were children and young people involved?</p> <p>Is the strategy informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>Is there a clear vision and purpose for the involvement of children and young people in recruitment and selection?</p> <p>Are all relevant staff aware of the strategy?</p> <p>Which children and young people were involved in this?</p>
Has a policy been put in place?	<p>Were children and young people involved?</p> <p>Is the policy informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>What proportion of staff are aware of and trained in the policy?</p> <p>Which children and young people were involved in this?</p>
Have resources been allocated?	<p>Were children and young people involved in allocating and or designing resources?</p> <p>Are any resources used informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>Are the resources including staff time, budgets, staff training and specialist support sufficient to deliver the strategy?</p> <p>Are all relevant staff are aware of how to access these resources?</p> <p>Which young people were involved in this?</p>
Are children and young people trained in recruitment and selection?	<p>Were children and young people involved in designing and delivering this training?</p> <p>Is it informed by examples of good practice from across the organisation?</p> <p>Were children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>What proportion of children and young people involved in recruitment and selection have received this training?</p> <p>Does the training cover all aspects of recruitment and selection relevant to the children and young people’s involvement?</p> <p>Which children and young people were involved?</p>

recruitment and selection

What impact does/did this have on the organisation?	What impact/benefit does/did this have on the children and young people involved?
What were the changes made to your organisation's recruitment and selection process based upon?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Is the strategy followed throughout the organisation?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Is the policy being followed throughout the organisation?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Do the resources allocated improve the organisation's ability to deliver its strategy and vision?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Does the training allow children and young people to successfully make decisions within the recruitment and selection framework?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?

Involving children and young people in

Self Assessment Tool – Guidance (continued)

Assessment standard	How does/did the organisation do this?	To what extent does/did the organisation do this?
Are young people involved in exit interviews?	<p>Is children and young people’s involvement in this process informed by decisions made by children and young people?</p> <p>Is it informed by examples of good practice from across the organisation?</p>	<p>For which posts has this been done? Is this in line with the strategy?</p> <p>Which young people were involved in this?</p>
Are children and young people involved in producing job descriptions, person specifications and advertising?	<p>Is young people’s involvement in this process informed by decisions made by children and young people about their levels of involvement?</p> <p>Is it informed by examples of good practice from across the organisation?</p>	<p>For which posts has this been done? Is this in line with the strategy and vision?</p> <p>Which young people were involved in this?</p>
Are children and young people involved in the short-listing for interview?	<p>Is young people’s involvement in this process informed by decisions made by children and young people about their levels of involvement?</p> <p>Is it informed by examples of good practice from across the organisation?</p>	<p>For which posts has this been done? Is this in line with the strategy and vision?</p> <p>Which young people were involved in this?</p>
Is the recruitment and selection process inclusive to children and young people your organisation works with?	<p>How did your organisation ensure the opportunity to be involved in recruitment and selection was given to a range of young people involved in your organisation?</p>	<p>How does the range of children and young people involved in recruitment and selection compare to the range of children and young people your organisation works with (e.g. social groups, abilities age etc)</p>
Are children and young people effectively supported through the whole process?	<p>Are the processes, resources and materials used, appropriate to the needs of the children and young people?</p>	<p>Which groups of children and young people are the processes resources and materials least and most appropriate to?</p>

recruitment and selection

What impact does/did this have on the organisation?	What impact/benefit does/did this have on the children and young people involved?
What changes have been made to job descriptions, person specifications and advertising as a result of children and young peoples involvement in exit interviews?	Benefits to children and young people’s learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
What changes have been made to job descriptions, person specifications and advertising as a result of children and young peoples involvement?	Benefits to children and young people’s learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
What changes have been made to shortlist outcomes as a result of children and young peoples involvement?	Benefits to children and young people’s learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
What changes have been made to involvement in the recruitment and selection and selection process to ensure the range of children and young people match the range your organisation works with?	Do children and young people from across the range of backgrounds your organisation works with feel they have equal opportunity to get involved?
Does the range of processes resources and materials allow a wide range of children and young people from your organisation to become involved in recruitment and selection	Do children and young people from across the range of backgrounds that your organisation works with feel they have equal opportunity to get involved?

Involving children and young people in Self Assessment Tool

Assessment standard	Yes/No	How does/did the organisation do this?	To what extent does/organisation do this?
Does the organisation ask children and young people how they want to be involved in your recruitment and selection process?			
Has the organisation agreed a strategic position?			
Has a policy been put in place?			
Have resources been allocated?			
Are children and young people trained in recruitment and selection?			
Are young people involved in exit interviews?			
Are children and young people involved in producing job descriptions, person specifications and advertising?			
Are children and young people involved in the short-listing for interview?			
Is the recruitment and selection process inclusive of children and young people your organisation works with?			
Are children and young people effectively supported through the whole process?			

Involving children and young people in Improvement Planning Tool

Assessment standard	What area have we identified for improvement?	Who will do it?
Does the organisation ask children and young people how they want to be involved in your recruitment and selection process?		
Has the organisation agreed a strategic position?		
Has a policy been put in place?		
Have resources been allocated?		
Are children and young people trained in recruitment and selection?		
Are young people involved in exit interviews?		
Are children and young people involved in producing job descriptions, person specifications and advertising?		
Are children and young people involved in the short-listing for interview?		
Is the recruitment and selection process inclusive of children and young people your organisation works with?		
Are children and young people effectively supported through the whole process?		

recruitment and selection

	When will it be done by?	How are we involving children and young people?

Involving children and young people in

Self Assessment Tool – Guidance

Assessment standard	How does/did the organisation do this?	To what extent does/did the organisation do this?
<p>Does the organisation ask children and young people how they want to be involved in your induction process?</p>	<p>Is children and young people’s involvement in this process informed by decisions made by children and young people?</p> <p>Is it informed by examples of good practice (for involvement) from across the organisation?</p>	<p>Which aspects of induction did this apply to e.g. developing policy and strategy, allocating resources, designing process’ involvement in delivery and practice?</p> <p>Which children and young people were involved in this?</p>
<p>Has the organisation agreed a strategic position?</p>	<p>Were children and young people involved?</p> <p>Is the strategy informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>Is there a clear vision and purpose about the involvement of children and young people in recruitment and selection?</p> <p>Are all relevant staff aware of the strategy?</p> <p>Which children and young people were involved in this?</p>
<p>Has a policy been put in place?</p>	<p>Were children and young people involved?</p> <p>Is the policy informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>What proportion of staff are aware of and trained in the policy?</p> <p>Which children and young people were involved in this?</p>
<p>Have resources been allocated?</p>	<p>Were children and young people involved in allocating and or designing resources?</p> <p>Are any resources used informed by examples of good practice from across the organisation?</p> <p>Was children and young people’s involvement in this process informed by decisions made by children and young people?</p>	<p>Are the resources including staff time, budgets, staff training and specialist support sufficient to deliver the strategy?</p> <p>Are all relevant staff aware of how to access these resources?</p> <p>Which young people were involved in this?</p>

induction

What impact does/did this have on the organisation?	What impact/benefit does/did this have on the children and young people involved?
What were the changes made to your organisation's recruitment and selection process based upon?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Is the strategy followed throughout the organisation?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Is the policy being followed throughout the organisation?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
Do the resources allocated improve the organisation's ability to deliver its strategy and vision?	Benefits to children and young people's learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?

Involving children and young people in Self Assessment Tool – Guidance (continued)

Assessment standard	How does/did the organisation do this?	To what extent does/did the organisation do this?
Are children and young people involved in the design and/or delivery of induction training?	<p>Is children and young people’s involvement in this process informed by decisions made by children and young people?</p> <p>Is it informed by examples of good practice from across the organisation?</p>	<p>For which posts has this done? Is this in line with the strategy?</p> <p>Which young people were involved in this?</p>
Are children and young people involved in the judgment of any probationary period?	<p>Is children and young people’s involvement in this process informed by decisions made by children and young people?</p> <p>Is it informed by examples of good practice from across the organisation?</p>	<p>For which posts has this been done? Is this in line with the strategy and vision?</p> <p>Which young people were involved in this?</p>
Is the recruitment and selection process inclusive to children and young people your organisation works with?	<p>How did your organisation ensure the opportunity to be involved in recruitment and selection was given to a range of young people?</p>	<p>How does the range of children and young people involved in recruitment and selection compare to the range of children and young people your organisation works with (e.g. social groups, abilities age etc)</p>
Are children and young People effectively supported through the whole process?	<p>Are the processes, resources and materials used appropriate to the needs of the children and young people?</p>	<p>Which groups of children and young people are the processes, resources and materials least and most appropriate to?</p>

induction

What impact does/did this have on the organisation?	What impact/benefit does/did this have on the children and young people involved?
What changes have been made to the induction process as a result of children and young peoples involvement?	Benefits to children and young people’s learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
What changes have been made to job descriptions, persons specifications and advertising as a result of children and young peoples involvement?	Benefits to children and young people’s learning and personal development Benefits such as accreditation and monetary rewards Receiving an improved service from the organisation?
What changes have been made to involvement in the recruitment and selection and selection process to ensure the range of children and young people match the range your organisation works with?	Do children and young people from across the range of backgrounds your organisation works with feel they have equal opportunity to get involved?
Does the range of processes resources and materials allow a wide range of children and young people from your organisation to become involved in recruitment and selection?	Do children and young people from across the range of backgrounds that your organisation works with feel they have equal opportunity to get involved?

Involving children and young people in

Self Assessment Tool

Assessment standard	Yes/No	How does/did the organisation do this?	To what extent does/organisation do this?
Does the organisation ask children and young people how they want to be involved in your induction process?			
Has the organisation agreed a strategic position?			
Has a policy been put in place?			
Have resources been allocated?			
Are children and young people involved in the design and/or delivery of induction training?			
Are children and young people involved in the judgment of any probationary period			
Is the recruitment and selection process inclusive to children and young people your organisation works with?			
Are children and young people effectively supported through the whole process?			

Involving children and young people in Improvement Planning Tool

Assessment standard	What area have we identified for improvement?	Who will do it?
Does the organisation ask children and young people how they want to be involved in your recruitment and selection process?		
Has the organisation agreed a strategic position?		
Has a policy been put in place?		
Have resources been allocated?		
Are children and young people trained in recruitment and selection?		
Are young people involved in exit interviews?		
Are children and young people involved in producing job descriptions, person specifications and advertising?		
Are children and young people involved in the short-listing for interview?		
Is the recruitment and selection process inclusive to children and young people your organisation works with?		
Are children and young people effectively supported through the whole process?		

induction

	When will it be done by?	How are we involving children and young people?

Independent or peer assessment process

You might want to ask an independent or peer assessor to undertake the assessment on your behalf. The process used in the pilot stage of the development of the framework can be used by independent or peer assessors.

Self assessment

A representative of your organisation will need to complete the document titled “Self Assessment Framework for the Involvement of Children and Young People in Recruitment, Selection and Induction”. This will provide an opportunity for identifying strengths and areas for development within your organisation. Your completed self assessment should be made available to the assessor.

It will be helpful to the assessor if you can collate evidence, such as copies of policy documents or session recordings which will support your self assessment.

Evidence will need to be made available to your assessor for analysis. Examples of possible evidence are listed earlier in the document.

Desktop analysis

Your assessor may want to spend some time within your organisation reviewing the evidence you have collated against your Self Assessment. Throughout this process they will be identifying areas for further investigation during the fieldwork stage, and drawing some initial hypotheses about your involvement of children and young people in recruitment, selection and induction.

It may be useful if the analysis takes place on a day when staff involved in completing the self assessment can be contacted. At the end of the analysis you should be offered some informal verbal feedback, and your assessor may arrange to meet staff and young people involved to further explore the organisation’s position.



Fieldwork

During this stage your assessor may spend further time within your organisation meeting with staff and young people identified at the end of the analysis. This will enable them to identify further evidence to support the initial hypotheses made, particularly around the impact involving children and young people in recruitment, selection and induction has had on your organisation and the young people that use it.

Feedback

You may find it useful to ask for a full written report outlining the results of the assessment. You can then use the report from the assessor to inform the completion of the improvement plan.

Acknowledgments

The Participation Workers Network - North West and the North West Regional Youth Work Unit would like to thank the following for their help in making this framework possible:

John Clarke – Lancashire Young People’s Service.
Simon Morton – Wigan Children and Young People’s Service.
Stuart Dunne – Blackpool Council.
Angela Wood – Wigan Children and Young People’s Service.
Richard Frank – Cumbria Connexions.
Suraya Patel – The Children’s Society.
Mohammed Dhalech – Centre for Local Policy Studies, Edge Hill College.
Hannah Peake – Lancashire Young People’s Service.
Amelia Lee – ICA UK.
Abi Carter – PWNE.
Mini Kretz – Warrington Borough Council.
Sonia Johnson – Warrington Borough Council.
Ollie Benson – Brathay; and
Paul Smithson – Mencap for coming up with the original idea.

Paul Smithson, National Participation Officer , Mencap,
Stuart Dunne, Positive Contribution Manager, Blackpool Council, Richard Frank, Participation Officer, Cumbria Connexions, Simon Morton, Development Manager, Wigan Children and Young People’s Service, Dan Moxon, Regional Participation Worker, NWRWU and Elizabeth Harding Head of Unit, NWRWU for developing and piloting the framework.

Phil Whittaker, Education Consultant for the huge job of keeping the development group on course, sharing his knowledge and supporting the idea through to a point where it could be piloted.

Bernard Booth and Hayley Mills from Blackpool Youth Service, Pam Griffin, Jayne Taylor and Jodie Barber from Oldham Youth Service, Sheila Martland and Roy Pass from Wigan Children and Young People’s Service, Jane Entwistle from Bolton Bridges Short Break Care and Family Support Services and Suzanne Hindle from Bolton MBC for putting themselves forward to complete the framework and allowing a pilot assessment to take place,

Staff and young people from Blackpool, Bolton, Oldham and Wigan for talking to the assessors about their experiences.

Dan Moxon and Elizabeth Harding from NWRWU for turning the initial papers into this booklet and for managing the whole process.

And finally The Reading Agency Fulfilling their potential programme for letting us use the title Their Voice, Their Choice.

Funded by



The 'Their voice, their choice' project has been funded by the Children's Workforce Development Council. It builds on the views and experiences of individual groups in the Children's Workforce and should not be considered endorsement by CWDC for activities, products or initiatives.

