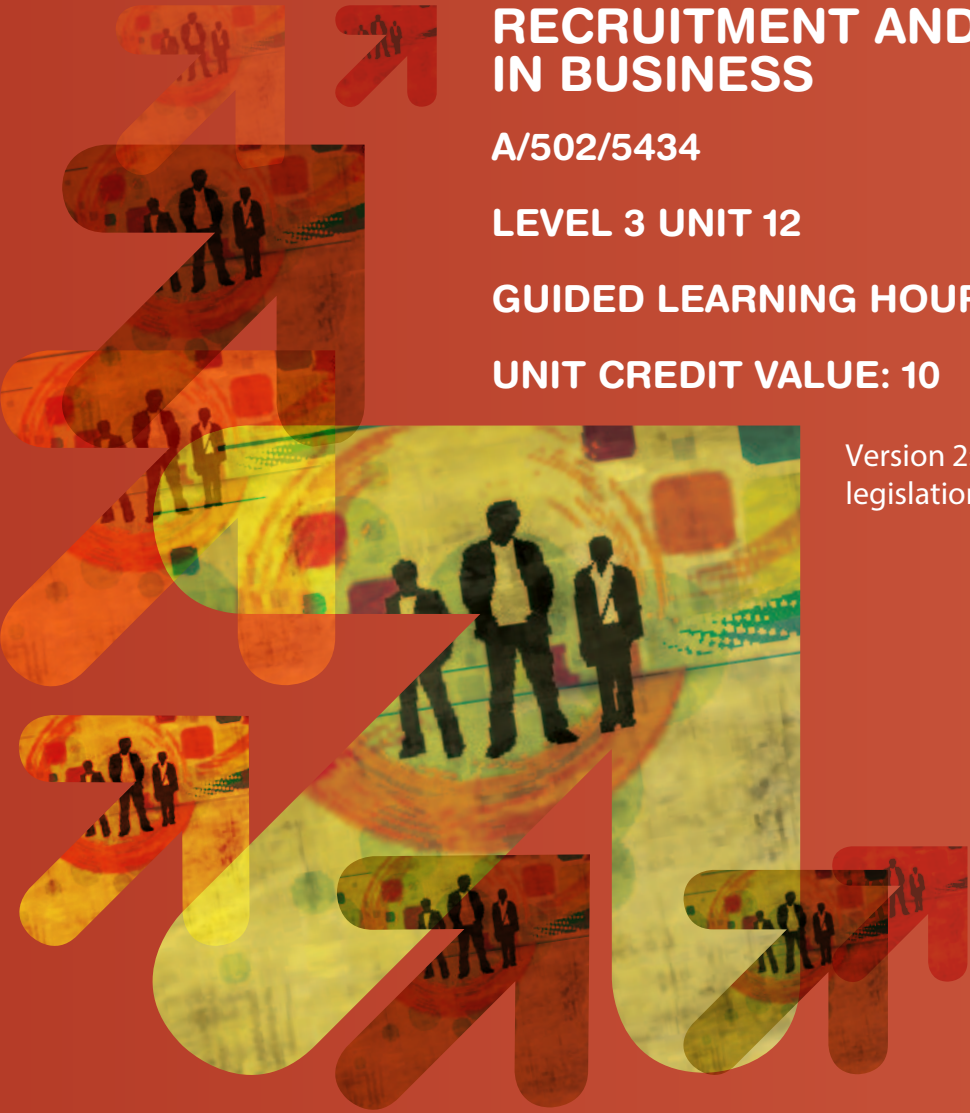




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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



## RECRUITMENT AND SELECTION IN BUSINESS

A/502/5434

LEVEL 3 UNIT 12

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

Version 2: Updated to reflect current legislation and Acts.

# RECRUITMENT AND SELECTION IN BUSINESS

A/502/5434

LEVEL 3 UNIT 12

## PURPOSE OF THE UNIT

This unit is about how an organisation recruits and selects staff. Learners will gain knowledge and understanding of the process that a business has to go through when recruiting staff. Learners will prepare documents necessary to help select the right person for the job and plan to take part in a selection interview. They will have a broad understanding of the legislation surrounding recruitment and selection and be able to explain how these laws affect a business.

As part of this, learners will consider the role of the Human Resource department. This will help them understand the vital role that the HR department plays in helping an organisation achieve its business objectives and will help them in the future when attending a job interview or participating in a selection panel.

The learner will recognise the difficulty that staff within a Human Resource department experience as they prepare documents in readiness for advertising a job and then assess applicants against the set criteria. The learner will identify how legislation impacts on recruitment and selection which means for example, that they will know what can/cannot be put in job adverts and what employees can/cannot ask potential employees during a job interview.

Finally the learner will be required to take part in a selection interview as an interviewer; this will allow them to develop techniques and skills which they can use in the future when attending job interviews as an interviewee.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know the processes involved in recruitment planning	P1 identify how two organisations plan recruitment using internal and external sources	M1 analyse the value of documents used during the recruitment process	D1 evaluate the advantages and disadvantages of using external recruitment sources compared to internal recruitment sources
2 Understand the implications of the regulatory framework for the process of recruitment and selection	P2 explain the impact of the legal and regulatory framework on recruitment and selection activities		
3 Be able to prepare documentation involved in the selection and recruitment process	P3 prepare the documents used in selection and recruitment activities		
4 Be able to participate in a selection interview	P4 plan to take part in a selection interview		
	P5 take part in a selection interview	M2 analyse own performance in a selection interview	D2 evaluate the strengths and limitations of the process of selection interviewing

## TEACHING CONTENT

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

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### Learning Outcome 1 Know the processes involved in recruitment planning

- **The recruitment process:** review of the post and need identified, person specification produced, job description updated, advertisement placed (in chosen format/media), applicants respond, applicants sifted, shortlist drawn up, references taken, interview takes place, job offered (verbal and written offers) contents of job offer, (e.g. start date, wage or salary rate, hours of work, holiday entitlements); other conditions, (e.g. references, medical test, qualifications check) expenses claims; learner feedback; taking up and checking references; police and/or medical checks; rejection of unsuccessful learners; job acceptance, employment contract issued
- **Recruitment methods:** internal recruitment methods (e.g. newsletter, noticeboard, email); external recruitment methods (e.g. local national press, radio, websites, job centres, recruitment agencies); advantages and disadvantages of both methods
- **Methods of application:** (e.g. curriculum vitae and covering letter, application form, online, telephone).

### Learning Outcome 2 Understand the implications of the regulatory framework for the process of recruitment and selection

- **Current UK and EU legislation:** Including The Equality Act, national minimum wage legislation, legislation on part-time working, Data Protection Act, Employment Act and any future amendments. **Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.**
- **Implications in terms of legal and ethical obligations:** maintaining confidentiality, security measures, advertising a job (e.g. what can/cannot be placed in job adverts), no bias when selecting applicants for interview, interviewing learners fairly, (e.g. asking learners the same questions, interviewers not related to learners, gender and ethnic balance on panels), issuing the contract of employment (e.g. time limits, responsibilities of parties to the contract).

### Learning Outcome 3 Be able to prepare documentation involved in the selection and recruitment process

- **Person specification:** purpose and standard formats (e.g. job title, essential and desirable attributes, physical characteristics required, attainments and qualifications, previous experience, special aptitudes, temperament and personality)
- **Job description:** purpose and standard formats (e.g. general information [title of job, department and location of post, job summary], Job content information [responsibilities and tasks involved, responsibility for other staff], working conditions [work area, holidays, length of working day], performance information [criteria for measuring performance], name of compiler and approver, date of issue)
- **Job advertisement:** layout and content
- **Application form:** layout and content.

### Learning Outcome 4 Be able to participate in a selection interview

- **Planning for an interview:** selection criteria for short-listing; application packs and information for interviewees; references; types of interviews [e.g. group, individual, team, panel, telephone, multi-stage]; tasks and tests used to complement the interview process (e.g. occupational preference tests, attainment tests, aptitude tests, psychometric tests); use of specialists in the interview; interview questions; procedure for informing interviewees on interview decisions.
- **Selection interviewing:** interview protocol; confidentiality; fairness; interview environment; agreed questions; checking of personal information; interview checklist; control of interview; decision criteria and documentation; communicating the decision to interviewees; communication and listening skills; body language; questioning techniques; barriers to communication; analysing and summarising.

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.

## DELIVERY GUIDANCE

### Learning Outcome 1

This learning outcome will allow the learner to gain knowledge and understanding of the processes involved in recruitment planning. This could include a variety of topics as suggested in the teaching content.

In order to introduce the recruitment process the tutor could provide some basic information on the school/college's recruitment process. In small groups the learners could research the recruitment process of a range of organisations. This could be local businesses and/or organisations where the learners work. Each group could produce labelled diagrams to show the recruitment process, these could be discussed with learners identifying how the processes may vary across organisations.

Having gained a basic understanding the tutor could invite a speaker from an HR department (ideally the organisation should be a reasonable size, with a variety of different departments and roles). The speaker should provide a clear overview of the recruitment processes they follow. Plus, the learners should be provided with the opportunity to ask pre-prepared questions.

Learners could investigate the different ways that jobs are advertised. They could use examples from business recruitment website pages, recruitment agencies, local and national press, JobCentre Plus etc. A group discussion could then follow, with learners identifying the internal and external methods used and the advantages and disadvantages of each.

### Learning Outcome 2

Learners should have an understanding of the current UK and EU legislation, and the implications these have within the process of recruitment and selection.

The tutor could introduce the subject by outlining the regulatory framework for recruitment and selection. Working in small groups the learners could research different aspects of UK and EU legislation. Each group could then present their findings, and the learners could produce a comprehensive chart to document current UK and EU legislation.

The tutor could lead a group discussion on a range of legal and ethical topics that affect recruitment and selection. For example, race, gender, disability, religion, age and other

situations where discrimination, either positive or negative, may occur. Alternatively, the learners could organise a team debate and analyse the advantages/disadvantages of adhering to legislation, with the aim being to develop an awareness and sensitivity to employee and employer standpoints.

The tutor could lead a group discussion on cases that have broken UK and EU legislation. Case studies from tribunals where legislation has been broken or challenged could be used. ACAS (ERA) and CIPD provide material and examples that could assist with this subject.

### Learning Outcome 3

In order to prepare the documentation used in the recruitment process learners must firstly understand what documents are required. Learners could utilise their knowledge and understanding gained from learning outcome 1 and 2 to help them identify the documentation used. This could be from the perspective of a businesses recruitment process and from a legal point of view. In small groups learners could study a variety of person specifications and identify the common or reoccurring items/criteria they contain. Learners could then produce a template for a person specification, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could study a variety of job descriptions and identify the common items/criteria they contain. Learners could then produce a template for a job description, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could study a variety of job advertisements and identify the common items/criteria they contain. Learners could then produce a template for a job advert, including the relevant items/criteria, and ensure that it meets the recruitment process/UK and EU legislation.

In small groups learners could research a specific job role and identify the information that the documentation should include as part of the recruitment process. Learners could then produce the documentations required as part of the recruitment and selection process.

**Learning Outcome 4**

This learning outcome requires the learner to take part in a selection interview. This should include planning and preparation for the interview, and carrying out the interview in the capacity of interviewer.

The tutor could arrange for a speaker from an HR/careers department or local recruitment agency to talk to the learners about planning for an interview. This could include pre and post interview processes and documentation, style of interview, type and sequence of questions, housekeeping matters, greeting interviewees, good practice, interview techniques etc. Learners should appreciate what the aims of an interview are; and recognise that a good interviewer is able to get the best out of an interviewee, whereas a poor interviewer is likely to miss selecting the best person for the job.

As a group the learners could produce a list of things to consider when planning for an interview. Then in small groups they could provide more detail to an individual element.

Before being part of a selection interview it could be beneficial for learners to observe an interview taking place. This could be a role play using HR personnel and an 'interviewee', or using DVD case studies.

Learners must then take part in a selection interview. It is unlikely that the learners will be able to take part in a real life selection interview. Therefore, a role play with relevant HR personnel, interview panel, and independent 'interviewee' could be used.

To develop their knowledge and understanding learners must analyse their performance as part of the panel for a selection interview. Plus, evaluate the strengths and limitations of the process undertaken for carrying out the selection interview.

This unit will also raise the importance of verbal and non-verbal communication skills such as volume, pitch, tone and modulation of voice, clarity, question and answer, listening, body language, signs and gestures, appearance, and written or electronic communication.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### P2

This assessment criterion could be incorporated into each of the other AC's as the opportunity arises. \*Flags opportunities for this.

### P1

#### Scenario and task

You are looking for a job in human resources and feel that if you find out about how organisations go about recruiting and selecting staff this will give you an advantage over other applicants.

Task: Research **two** different organisations and find identify and describe how each organisation;

- plans its recruitment \*
- advertises jobs \*
- asks applicants to apply for jobs \*

### M1

Using the information gathered from P1 learners should analyse the advantages and disadvantages of the documents used during the recruitment process. Learners could produce a report explaining the features and benefits of each document, and an analysis on what each document brings to the recruitment panel and the prospective interviewee.

### D1

Learners could produce a report using evidence collected from research and investigation. Learners should judge the likely worth, advantages, disadvantages and potential success of external against internal recruitment.

### P3

#### Scenario and task

You have been successful in securing a job in a human resources department. Your manager asks you to prepare documents used in selection and recruitment activities

Using a specific job title, produce a;

- person specification \*
- job description \*
- job advertisement \*

You must provide the relevant documents with explanations, were applicable, of the impact of the legal and regulatory framework on the documents used.

### P4, P5

#### Scenario and task:

**Your manager asks you to prepare for and take part in a selection interview.**

You must:

- produce the documents required
- prepare interview questions \*
- plan the interview \*
- act as an interviewer in a selection interview \*

Learners must prepare and take part in a selection interview. The learner could produce documents used during the planning process, notes on how the interview will be conducted; details about the interview process, and explanations, where applicable, of the impact of the legal and regulatory framework when preparing and conducting the interview.

#### Guidance:

It is important to allow each learner to experience being an interviewer in a realistic environment. Therefore, it may be advisable to find member of an HR department and an experienced 'interviewee' to take part in a role play. This should enable the learner to develop their skills effectively. A witness statement/observation sheet/video of the interview being conducted could be used as evidence.

### M2

The learner must analyse their own performance in a selection interview. Learners could produce a report detailing their role, what they did well/not so well, what they would do differently and why when preparing for and conducting a selection interview.

### D2

Learners must be able to evaluate the interview selection process. This could include a report evaluating the strengths/weaknesses of the whole process of selection interviewing and what the learner has found out about the process that will influence their approach to a job interview in the future.



## LINKS to NOS

**CfA BAD322** Analyse and report data (Partial)

**CfA HR15** Operate recruitment procedures (Partial)

**CfA HR16** Operate selection procedures (Partial)



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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