

Unit Title: Recruitment and Selection

OCR unit number: 9
 Sector unit number: 15.3 Business Management
 Level: 5
 Credit value: 5
 Guided learning hours: 30
 Unit reference number: J/602/1879

Unit aim and purpose

The unit aims to develop learners understanding of the skills needed to manage the recruitment and selection process. Learners will understand how to analyse the skills, expertise and attributes needed for a job vacancy and use the analysis to produce of a job description and person specification. Learners will be able to prepare the documentation for a selection interview and participate in a given role. Learners will critically evaluate an organisation’s processes and will recommend justifiable improvements to recruitment and selection.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to analyse personnel requirements for job vacancies</p>	<p>The Learner can:</p> <p>1.1 analyse the personnel requirements for a specific vacancy within an organisation</p> <p>1.2 produce a job description for a specific vacancy within an organisation</p> <p>1.3 produce a person specification for a specific vacancy within an organisation</p>	<p>This may include:</p> <ul style="list-style-type: none"> • the difference in personnel requirements across organisations in the <ul style="list-style-type: none"> - private/commercial - public sector - third sector • the use of analytical processes such as <ul style="list-style-type: none"> - SWOT - Job analysis • personnel requirements relating to employment types and working patterns such as <ul style="list-style-type: none"> - permanent - voluntary - temporary/seasonal - full time - part time - flexible hours e.g. shifts, annualised - set hours • personnel requirements for different job roles such as <ul style="list-style-type: none"> - non-specialist - specialist - internal - external

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> - skills set e.g. sector specific and transferable - attributes • the impact of organisational requirements and constraints on a specific vacancy and area of operation such as <ul style="list-style-type: none"> - objectives, targets and KPIs - proposed developments and/or changes - turnover patterns and trends - succession plans • the key components of a job description for a specific vacancy such as <ul style="list-style-type: none"> - title of job role - reporting lines - location/department - purpose of the job - key responsibilities - limitations • the importance of job descriptions to improve the management of people and their roles • key areas in a person specification for a specific vacancy, including what is essential and what is desirable for the job role, such as <ul style="list-style-type: none"> - title of job role - qualifications - education / training - experience - knowledge - skills and competencies - personal attributes
<p>2 Understand how employment legislation affects the recruitment of personnel</p>	<p>2.1 explain the purpose of current employment legislation when recruiting personnel</p> <p>2.2 evaluate how employment legislation is incorporated into organisational policies and procedures for the recruitment and selection of personnel</p>	<p>This may include:</p> <ul style="list-style-type: none"> • the purpose of employment legislation to protect individuals and organisations, and to ensure fairness in recruitment • employment legislation relating to <ul style="list-style-type: none"> - equality, diversity and inclusion such as Equality Act 2010, Asylum and Immigration Act 1996 - data protection and confidentiality - health and safety such as HASAW etc Act 1974, Management of Health and Safety at Work Regulations 1999 - contract, hours and pay such as Working Time Directives, National Minimum Wage Act 1998, Equality Act 2010

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> - Rehabilitation of Offenders Act 1974 - specific to the sector/work environment • key stages in evaluation to <ul style="list-style-type: none"> - identify organisational policies and procedures - obtain feedback from those who use the policies and procedures - ensure guidance meets requirements of employment legislation - draw conclusions on the suitability of policies and procedures and, if necessary, make recommendations to improve compliance and/or appropriateness
<p>3 Be able to participate in recruitment and selection activities</p>	<p>3.1 prepare documentation for a selection interview for a specific vacancy</p> <p>3.2 participate in a selection interview for a specific vacancy</p>	<p>This may include:</p> <ul style="list-style-type: none"> • recruitment and selection activities such as <ul style="list-style-type: none"> - advertising the vacancy - short listing - inviting to interview - interview - making the offer • different methods of recruitment, and the associated advantages and disadvantages such as <ul style="list-style-type: none"> - internal methods such as staff notice boards, newsletters, intranet, word of mouth - external advertising such as newspapers, radio, professional/specialist journals, internet, - external agencies such as Jobcentre Plus, commercial agencies • documentation for a selection interview such as <ul style="list-style-type: none"> - person specification - agreed questions and anticipated answers - scoring systems and records - interviewer notes • selection techniques used at interview, and the associated advantages and disadvantages such as <ul style="list-style-type: none"> - interview - testing i.e. practical, psychological, psychometric - assessment centres, role play and team exercises • verbal and non-verbal communication techniques, and the advantages and disadvantages of each

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> • the process of recruitment within the organisation and role of participants i.e. greeting, questioning, record keeping, scoring tests/responses • how to deal at an interview with issues of equality and diversity including legislation and any relevant codes of practice
<p>4 Be able to propose improvements to recruitment and selection processes in an organisation</p>	<p>4.1 critically evaluate the recruitment and selection process in an organisation</p> <p>4.2 propose justified improvements to the recruitment and selection process in an organisation</p>	<p>This may include:</p> <ul style="list-style-type: none"> • the importance of continuous improvement to an organisation and the purpose of evaluation • the ways to propose improvements such as by <ul style="list-style-type: none"> - written reports either paper based or electronic - presentations to decisions makers • how to produce and present documents to support the proposed improvement such as analytical data, outcomes of research, exemplars

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

Evidence can be produced either through real work or by means of simulated activities.

Guidance on assessment and evidence requirements

If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit can be achieved and assessed.

LO1 Learners could be given a case study of an organisation's requirements for a specific vacancy in a functional area and asked to produce an analysis of the personnel requirements for the specific vacancy. (AC1.1). The analysis could inform the production of a job description and person specification in line with current practice (AC1.2 and 1.3).

LO2 Learners could work in groups to research employment legislation and how it is incorporated in to an organisation's policies and procedures for recruitment and selection. The findings could inform an evaluation on the effectiveness of the policies and procedures in protecting both individuals and the organisation`s to ensure fairness in the recruitment process. The evaluation may, or may not, include recommendations for improving policies and/or procedures (AC 2.1 and 2.2). If recommendations are made the learners could produce exemplar documents which may contribute to LO4.

LO3 Learners could be provided with a case study for a specific vacancy in an organisation and required to identify the most appropriate method/s for recruitment and selection. The findings could inform a comparison of the advantages and disadvantages of each method. Learners could be required to take part in a simulated selection interview including the need to source and prepare the documents for use at the interview (AC3.1). Participation in a simulated interview will require positive interaction with an interviewee as an interviewer, either as an individual interviewer or as part of a panel. This could include the need for individual learners to handle issue/s relating to employment legislation (AC3.2). The simulation should be realistic in line with guidance in OCRs Centre Handbook. This activity could link to the case study in LO1 or be based on recruitment and selection for a different vacancy in either in the same organisation or another organisation.

LO4 Learners could reflect on the simulated interview for LO3, or use the findings from the activity for LO2, or be provided with a case study of an organisation's recruitment and selection processes. Learners could evaluate the effectiveness of the organisation's recruitment and selection methods, the documentation and recording systems, and interviewer techniques used. The evaluation could include proposals for improvement and the learner/s could justify the proposals in a report, or a presentation, to decision makers.

NOTE: Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

If the unit is to be completed through real work, examples of appropriate sources of evidence could include:

- observation by an assessor or nominated expert witness (i.e. personnel qualified/experienced in recruitment and selection)
- personal statements
- recorded professional discussion with the assessor
- case studies, endorsed by someone who can attest to the accuracy
- witness statements
- outcomes from research, referenced to the source
- work product such as records of recruitment and selection activity, job descriptions and person specifications, analysis and evaluation data, reports/presentations, in-house policies and procedures.

NOTE: It is good practice to 'signpost' work product to the workplace rather than place in a portfolio.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.skillsca.org

Occupational standards	Unit number	Title
Management and Leadership	CFAM&LBB4	Promote equality of opportunity, diversity and inclusion across an organisation
Management and Leadership	CFAM&LDA2	Recruit staff in own area of responsibility
Management and Leadership	CFAM&LDA2	Examine staff turnover issues in own area of responsibility

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing	✓	Find and select information	
Writing	✓	Interpreting	✓	Develop, present and communicate information	

Resources

Stationery, a CD-rom, removable pen drive

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but you are not expected to reproduce other people's written work. For example:

ACAS: Getting It Right pocket guides available at www.acas.org.uk

CIPD: Factsheets available at www.cipd.co.uk/hr-resources

Cook, Mark: Personnel selection: adding value through people ISBN-13: 978-0470986462

Fowler, Alan: Writing job descriptions (Training Extras) ISBN-13: 978-0852926925

Rob Yeung: Successful interviewing and recruitment (Creating Success)
ISBN-13: 978-0749462222

Proctor, Giles and Leighton, Patricia: Recruiting within the Law. ISBN-13: 978-1843980056

Additional information

For further information regarding administration for this qualification, please refer to the OCR document 'Admin Guide: Vocational Qualifications' (A850) on the OCR website www.ocr.org.uk.