

Unit 35: Recruitment, Selection and Induction Practice

Unit reference number: R/506/2909

QCF level: 4

Credit value: 6

Guided learning hours: 33

Unit summary

In this unit, you will learn how to manage the recruitment, selection and induction processes to ensure the appointment of the most suitable people. As labour is both an expensive and valuable resource, it is important to ensure its use is planned and that staff of the right calibre with suitable experience and expertise are recruited. The skills demanded by employers change as markets, technology, the legal framework and working practices change.

You will learn the importance of the main stages of identifying staff requirements, from undertaking a job analysis, through to recruitment and induction. This includes examining methods of selection and understanding the role of employment legislation as it affects recruitment and selection.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the principles and theories underpinning recruitment, selection and induction practice	1.1 Explain workforce planning techniques 1.2 Describe the information needed to identify recruitment requirements 1.3 Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices 1.4 Analyse the factors involved in establishing recruitment and selection criteria 1.5 Evaluate the suitability of different recruitment and selection methods for different roles 1.6 Analyse patterns of employment that affect the recruitment of staff 1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements 1.8 Explain the induction process 1.9 Explain the relationship between human resource processes and the induction processes

Learning outcomes	Assessment criteria
<p>2 Be able to recruit people into an organisation</p>	<p>2.1 Determine current staffing needs</p> <p>2.2 Identify current skills needs from identified staffing needs</p> <p>2.3 Identify future workforce needs</p> <p>2.4 Develop a resourcing plan that addresses identified needs within budgetary limitations</p> <p>2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role</p> <p>2.6 Explain how recruitment policies and practices meet legal and ethical requirements</p> <p>2.7 Select the most appropriate method of recruitment for identified roles</p>
<p>3 Be able to select appropriate people for the role</p>	<p>3.1 Plan assessment processes that are valid and reliable</p> <p>3.2 Provide those involved in the selection process with sufficient information to enable them to make informed decisions</p> <p>3.3 Justify assessment decisions with evidence</p> <p>3.4 Inform applicants of the outcome of the process in line with organisational procedures</p> <p>3.5 Evaluate the effectiveness of the selection process</p> <p>3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments</p>

Learning outcomes	Assessment criteria
<p>4 Be able to induct people into an organisation</p>	<p>4.1 Develop induction materials that meet operational and new starters' needs</p> <p>4.2 Explain to new starters organisational policies, procedures and structures</p> <p>4.3 Explain to new starters their role and responsibilities</p> <p>4.4 Explain to new starters their entitlements and where to go for help</p> <p>4.5 Assess new starters' training needs</p> <p>4.6 Confirm that training is available that meets operational and new starters' needs</p> <p>4.7 Provide support that meets new starters' needs throughout the induction period</p>

Unit amplification

AC1.1: Explain workforce planning techniques

- *Workforce planning:* purpose, e.g. ensuring organisation has sufficient staff to enable efficient operation, clarify the future situation and the staffing implications; process stages, i.e. supply analysis, demand analysis, gap analysis, strategy development: techniques, e.g. scenario planning, trend analysis, impact analysis, Delphi technique

AC1.2: Describe the information needed to identify recruitment requirements

- *Analysis:* purpose, e.g. to meet increased or decreased volumes of business, employee turnover; job analysis, e.g. tasks, skills, qualifications, experience; current staffing levels; matching existing skills with skills requirements
- *Job description:* purpose, content, format, e.g. title, overall purpose of job, key accountabilities, scope of post, education, skills, experience, key result areas, terms and conditions
- *Person specification:* job title, essential and desirable attributes e.g. qualifications, training, experience, competences, special aptitudes, personality, interests

AC1.3: Assess the impact of an organisation's structure and culture on its recruitment and selection policies and practices

- *Organisational structures:* functional, product-based, geographically based, multi-functional and multi-divisional structures, matrix, centralisation and decentralisation
- *Organisational culture:* classification of organisational culture, e.g. power culture, role culture, task culture, person culture; cultural norms and symbols; values and beliefs; development of organisational culture, cultural issues
- *Impact of organisation's structure and culture on policies and practices:* selection based on values and work culture; reward and development strategies, e.g. pay, pension schemes, health care, flexible working, career breaks

AC1.4: Analyse the factors involved in establishing recruitment and selection criteria

- *Internal factors:* organisational needs, e.g. demand for products and services, new products and services, new markets, technological change, location of production; skills requirements; workforce profiles e.g. age, gender, ethnicity, ability
- *External factors:* supply of labour, labour costs; workforce skills; government policy; labour market competition; changing nature of work; employee expectations, e.g. full time, part time, permanent, temporary, casual work; demand for products and services

AC1.5: Evaluate the suitability of different recruitment and selection methods for different roles

- *Recruitment methods:* e.g. advertising in press or professional journals, advertising agencies, recruitment consultants, job centres, websites, networking
- *Selection methods:* e.g. assessment centres, interviews, ability tests, psychometric testing, biodata, references
- *Evaluation:* cost effectiveness of the process; rigour of methods used to ensure validity; achievement of new staff against benchmarks and targets; retention and development of staff

AC1.6: Analyse patterns of employment that affect the recruitment of staff

- *Patterns of employment:* technological developments; globalisation; changing work patterns, e.g. flexible working, part-time working, working from home, work/life balance; seasonal peaks and troughs; economic factors; customer demand for outside traditional working hours; religious observances; zero hours contracts

AC1.7: Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements

- *Legislative factors:* relating to equal opportunities (Equality Act 2010), discrimination, employment rights and responsibilities (Health and Safety at Work Act (1974), contractual terms and conditions, protection of personal data (Data Protection Act 1998)
- *Policies and procedures:* equality and diversity, working time, health and safety, pay, discipline, grievance, maternity/paternity, whistle blowing, smoking and drug use

AC1.8: Explain the induction process

- *Induction process:* probationary period to assess work performance and future potential; integration into workplace culture; formal induction course, content e.g. information about the organisation, health and safety, policies, procedures and working arrangements, trade unions and employee involvement, pay and benefits, performance management processes, learning opportunities; on-the-job induction, e.g. coaching, job analysis, self-managed learning arrangements

AC1.9: Explain the relationship between human resource processes and the induction processes

- *Human Resource processes:* recruitment and selection, training and development, compensation and benefits, performance management, career management, leadership and development

Information for tutors

Suggested resources

Books

Armstrong, M. – *Armstrong's Handbook of Human Resource Management Practice (13th edition)* (Kogan Page, 2014) ISBN 9780749469641

Brown, J.N. – *The Complete Guide to Recruitment: A Step-by-Step Approach to Selecting, Assessing and Hiring the Right People* (Kogan Page, 2011) ISBN 9780749459741

Yeung, R. – *Successful Interviewing and Recruitment (Creating Success) (revised edition)* (Kogan Page, 2010) ISBN 9780749462222

Websites

www.acas.org.uk – the Advisory, Conciliation and Arbitration Service website, providing information on workplace problems, including the recruitment and induction advisory booklet

www.cipd.uk – the Chartered Institute of Personnel and Development websites, including resources on the topic of recruitment

www.gov.uk – the Government services and information website, including information on employment

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership, in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Evidence to achieve this unit should come from the learner's work activities in the practice of recruitment, selection and induction within an organisation.

Evidence to demonstrate achievement of learning outcomes 2, 3 and 4 is likely to come from a combination of reviewing the learner's work products, witness testimony and professional discussion or reflective account. The learner's work products could include work notes, reports or a resourcing plan that demonstrates where the learner has determined current staffing needs, current skills needs and future working needs (AC2.1 to AC2.4). The work products should be reviewed by the assessor and used to support the professional discussion to evidence the knowledge and understanding underpinning the learner's performance. Within the professional discussion, the learner could discuss the organisation's recruitment policies and procedures and how these meet the relevant legal and ethical requirements (AC2.6), the criteria they would use to evaluate the effectiveness of the selection process (AC3.5) and the process for assessing new starters' training needs (AC4.5). Alternatively, a reflective account could be used in a similar manner to assess the underpinning knowledge and understanding. Witness testimony from colleagues and the line manager should also be used to confirm that the learner has consistently met the requirements over a period of time, as well as met organisational requirements.

Due to the cognitive demand of the assessment criteria in learning outcome 1, the evidence to confirm achievement would best come from a reflective account. If a reflective account is used for learning outcomes 2, 3 and 4 then it would be best to integrate the assessment of this learning outcome, therefore giving the learner the opportunity to link and apply their knowledge to workplace activities. For example, the learner could reflect on their organisation's structure and culture and the impact that this has had on its recruitment and selection policies and practices (AC1.3), the factors that they have had to take into account when developing job specifications, personal specifications and job advertisements as part of the recruitment process (AC1.7) and their organisation's human resource and induction processes and the relationship between them (AC1.9). The learner's reflective account to meet the requirements of AC1.1 to AC1.9 must be in sufficient depth and breadth to meet the level of demand of the operative command verbs.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.