

Unit 9:

Staff Recruitment and Selection

Unit reference number: **R/506/3865**

QCF Level 5: **BTEC Professional**

Credit value: **5**

Guided learning hours: **29**

Unit aim

This unit will study the impact of legislation on the recruitment and selection process and understand how to effectively conduct the selection process.

Unit introduction

Staff recruitment and selection is an essential but costly procedure for any organisation. Recruiting and appointing personnel with the right skills, knowledge and expertise will impact on the success of the organisation. Implementing an effective recruitment and selection process will ensure that the people appointed will make a positive contribution to the organisation meeting their objectives.

In this unit you will learn how employment legislation will impact on the recruitment and selection process and how they are incorporated into an organisation policies and procedures. Recruiting and selecting staff can be an expensive process and before it is implemented an organisation must review their current and future objectives. As a manager you will have knowledge of the current and future objectives of the organisation and this will help in clarifying the need to recruit additional staff. Investigating where there is a need to recruit new staff will be beneficial in producing effective job descriptions and person specifications. Implementing an effective selection process will ensure that only employees with the required skills, knowledge and expertise are selected for the job role.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the impact of legislation on the recruitment and selection process	1.1 Examine how current employment legislation impacts upon staff recruitment and selection 1.2 Assess how current employment legislation can be incorporated into organisational policies for staff recruitment and selection
2 Understand how to recruit personnel to meet an identified gap in staff resources	2.1 Analyse staffing resources to meet business needs 2.2 Evaluate the components of a business case for additional staffing resources 2.3 Evaluate the components of a job description and person specification
3 Understand how to conduct a selection process	3.1 Evaluate the effectiveness of the stages for a selection process 3.2 Evaluate methods implemented to support a selection decision

Unit content

1 Understand the impact of legislation on the recruitment and selection process

Legislation impact on staff recruitment and selection: current employment legislation, e.g. Equality Act 2010 (combination of the Equal Pay Act 1970, Race Relations Act 1976, Sex Discrimination Act 1975, Disability Discrimination Act 1995); impact on recruiting and selection, e.g. discrimination; pay; equality; contracts; data protection

Incorporating current employment legislation into organisational policies: recruitment and selection procedures (equality and diversity, disability; recruitment and selection policies (discipline and grievances, dismissal and redundancy, maternity/paternity, health and safety)

2 Understand how to recruit personnel to meet an identified gap in staff resources

Staff resources to meet current and future objectives: current staffing requirement; skills and knowledge required to achieve objectives, current staffing levels; future staffing requirements; job analysis, e.g. skills, expertise and knowledge required, gaps in current staffing skills, expertise and knowledge

Components of a business case for additional staffing resources: staff planning; reason to increase staffing levels, internal and external factors, e.g. increase in demand for products, diversifying product range, new or changing market environment, developments in technology, change to skills required, employee turnover, relocation

Components of a job description and person specification: job analysis to identify the skills that must be included in the job description and person specification; job description to state the purpose, format, key components, e.g. job title, role and responsibilities, line management; person specification to state the purpose, format and key components, e.g. essential and desirable attributes, skills and knowledge, qualifications, experience

3 Understand how to conduct a selection process

The selection process: stages of the selection process (advertising position, reviewing applications, short listing, interview process, hiring, reference checks); evaluation of process to include costs involved, e.g. recruitment and selection process; training, resources utilised, effectiveness of process, e.g. effectiveness of job specification, suitability of selected staff, validity of process, limitations; propose justified improvements, e.g. areas for improvement; job analysis; cost effectiveness; selection techniques

Methods to support effective selection decision: selection of suitable/unsuitable personnel, rigour of selection methods, validity of processes, retention, development of staff

Essential guidance for tutors

Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. Tutors have the opportunity to use as wide a range of teaching and learning strategies as possible, including lectures, discussions, seminar presentations, case studies, video clips, internet research and library resources.

Tutors can illustrate points with reference to examples of businesses that demonstrate best practice in respect of recruitment and selection. Many learners will use self-directed study together with the expertise and skills they may have developed in their career and be able to reflect on their experience of recruitment and selection.

To introduce the unit and learning outcome 1, it could be useful to have a group discussion on the relationship and need for legislation in recruitment and selection, and its impact on recruitment, the tutor could share examples or templates of typical recruitment and selection policies and learners can work in small groups to design their own policies that they can then present to the whole class. Tutor input on effective policies for recruitment and selection can lead into learner discussions. For learning outcome 2, learners could discuss the difference between identifying a business need against a department need, for recruiting staff. Learners could work in groups or pairs to devise a job description and person specification to present to the whole class and provide a rationale for the components incorporated. In learning outcome 3, learners could debate over the stages of a selection process and its effectiveness in selecting the right candidate.

Assessment

Centres will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

A range of assessment instruments can be used such as (but not confined to) reports, proposals, plans, presentations, question and answer, case studies, exercises, simulations. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For AC1.1 and 1.2 the use of a case study or a problem scenario, could allow learners to analyse how well legislation has been incorporated into an organisations policy and if there are any possible repercussions to the organisation as a result of the policy and meeting employment legislation requirements.

For AC2.3 learners could design a job description or a person specification and present their design to the whole class providing a rationale for the components incorporated and explaining their strengths and weaknesses. For AC2.1 and 2.2 learners could then write a report on the key features off and the reasons for undertaking a job analysis, this would incorporate making a business case to support the need for additional staff.

For AC3.1 learners could produce a written piece of work on the stages of a selection process, analysing benefits and limitations of each stage. For AC3.2 a work based problem or scenario question using a job description, person specification and a selection of candidate profiles could be used to report on the method chosen to support the selection decision

Assessment can be for individual learning outcomes, for groups of learning outcomes within a unit and can be combined with the assessment of outcomes and criteria from other units. This latter would require an assessment map to identify where outcomes and criteria are assessed.

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

Indicative resource materials

Books

- Newell Brown J and Swain A – *The Professional Recruiter's Handbook: Delivering Excellence in Recruitment Practice*, (Kogan Page, 2009) ISBN 9780749453961
Yeung R – *Successful Interviewing and Recruitment*, (Kogan Page, 2008)
ISBN 9780749451646

Journals

- Management Today* (Haymarket Business Media)
People Management (Chartered Institute of Personnel and Development)
Professional Manager (A bi-monthly publication - Chartered Management Institute)

Websites

- www.bized.co.uk - learning materials and case studies on human resources matters
www.cipd.co.uk - information on current legislation and recruitment and selection
www.gov.uk - information on current legislation and the impact for employers