

## Unit 8: Recruitment and Selection Process

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### Delivery guidance

#### Approaching the unit

This is a practical unit which allows your learners the opportunity to investigate how the recruitment process is carried out in business (particularly large organisations of 250 or more staff) from job analysis through to selecting a suitable candidate. You should encourage learners to research and learn about the processes and procedures involved in recruitment and selection in different large businesses.

They should look at all the documentation which needs to be prepared, and understand the importance of compliance with the regulatory framework. You will need to create opportunities for learners to practise and develop verbal and non-verbal communications skills. This will help them to become effective participators in recruitment and selection interviews, and be able to reflect on their performance to identify and plan development for future improvements.

Your learners will need access to recruitment and selection policies and practices in a range of business and talks from human resource management practitioners can both develop understanding and support the knowledge and skill base established within the unit. Some learners may have part-time employment or have informal experiences which can be shared, and it is important they are aware of professional practices.

You can use a range of delivery methods in this unit, such as:

- discussions – class and small group discussions on reasons for recruitment and how this contributes to business success
- individual or group presentations – covering recruitment and selection processes in a range of businesses
- case studies illustrating adherence to employment law
- video clips showing types of behaviour when participating at interviews both as an interviewer and interviewee.

Group work is an acceptable form of delivery, but you must ensure that each learner produces their own evidence containing sufficient detail for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of audience for learner presentations where they can give feedback
- providers of work experience for learners, and of business materials as basis for case studies and exemplars
- mentors for learners.



## Delivering the learning aims

For learning aim A, you could introduce the topic by getting learners to share their experiences of applying for jobs, whether through work experience or part-time employment. You could then give input on the function of recruitment and selection in a business, and how it is not confined to people joining the business but also applies to those who are coming into a department or team to work on a short-term project.

It is important that learners understand the stages involved in the process, and how this has to meet the needs of the business and also comply with current employment law and regulations. You could enlist the help of guest speakers who are human resource practitioners to give examples of real situations. Case studies could also be used to highlight the implications of non-compliance with employment law.

You could give examples of all the relevant documentation involved, typically, job descriptions, person specifications, advertisements, CVs and letters of application. Discuss the advantages and disadvantages of these in the process.

For learning aim B, you could devise practical activities to enable learners to consider the selection techniques through job applications and the interview process. You could get learners to prepare interview documents, which will give them the opportunity to practise appraising CVs, personal statements and letters of application, as well as completing application forms, preparing relevant questions and participating in selection interviews.

Learners could be shown video clips of the types of behaviour and communication skills used in the interview process that are expected of both an interviewer and an interviewee.

For learning aim C, you could give initial input to your learners on the importance of review and evaluation of the role-play activities. Learners must be able to give a self-critique of skills in the interviewing activity and identify areas for future improvement. You could ask learners to complete a SWOT analysis and then rate their own ability across a range of communication and interpersonal skills.

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine how effective recruitment and selection contribute to business success	<b>A1</b> Recruitment of staff <b>A2</b> Selection process <b>A3</b> Ethical and legal considerations in the recruitment process	A report that examines the recruitment process in a large business.
<b>B</b> Undertake a recruitment activity to demonstrate the processes leading to a successful job offer	<b>B1</b> Job applications <b>B2</b> Interviews and skills	Learners must participate in a recruitment and selection activity. They will need to interview and be interviewed, and complete the appropriate documentation.
<b>C</b> Reflect on the recruitment and selection process and your individual performance	<b>C1</b> Review and evaluation <b>C2</b> SWOT analysis and action plan	Learners will need to evidence all the documents created.  Ability to self-critique performance, including what could have gone better and what skills need to be developed, so that learners can enhance their employability.  SWOT analysis on performance in their interviewing activity linked to their personal future.



## Assessment guidance

This unit is internally assessed through two assignments. The first covers learning aim A and consists of a report. The second covers learning aims B and C.

All learners must independently generate individual evidence that can be authenticated. The main sources of evidence are likely to be a written report (learning aim A) and portfolio of evidence of the interview (learning aims B and C). For the written report, learners will prepare a piece of writing that investigates the recruitment and selection processes in a large (250+) business, such as in retail, a manufacturing production company, financial business or leisure sector business.

A requirement for the unit is that learners should individually create a job description, person specification and job advertisement for a specific position, which will provide documentary evidence of the interview process. This post must be one for which they could apply. To meet the higher grading criteria, learners must analyse how the documents contributed to the success of the activity, and evaluate how their own performance complied with skills, best practice and could contribute to career development. They will have to demonstrate appropriate communication skills and:

- construct a CV and letter of application
- shortlist people for interview
- carry out interviews of peers for the post
- be interviewed by peers for a different job role.

This evidence must be supported by a personal statement, observation records, and a self-critique of skills and development.

## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 8: Recruitment and Selection Process

#### Introduction

Begin by introducing the unit to learners through a group discussion exploring recruitment and selection in any businesses they know. This can be followed by outlining the learning aims of the unit.

#### Learning aim A – Examine how effective recruitment and selection contribute to business success

- You could start by leading a discussion on the importance for businesses of getting the right person for the job and give input on the main stages involved. Group work could explore the different reasons for people joining a business. Ask learners to produce a flowchart showing the recruitment and selection stages for a specific large business and present this to the rest of the class (ensuring a range of different recruitment and selection processes are included).
- Lead group discussion on cost effectiveness of different methods.
- Ask learners to work individually or in pairs to research into the recruitment and selection process involved for two or three different types of job, such as a marketing manager, team leader in a call centre or a part-time retail assistant.
- Human resource practitioners as guest speakers could give information on employment law using real examples, focusing on equal opportunities and the importance of the regulatory framework.
- Lead discussions on legal and social issues concerning race, gender, disability, religion, age and other situations where discrimination, either positive or negative, may occur, to help learners develop awareness and sensitivity to employee and employer standpoints.
- Give out topical case studies to investigate implications of non-compliance and show video clips of best practice, to give a broader perspective.

#### Learning aim B – Undertake a recruitment activity to demonstrate the processes leading to a successful joboffer

- Give learners samples of documents used in the recruitment and selection process, leading discussions on the purpose and construction of job descriptions.
- Ask learners to research job advertisements and to consider the effectiveness of these in attracting potential applicants. Learners could search the internet and obtain copies of job descriptions and person specifications for jobs they would be interested in applying for.
- Group-work activities could be to analyse two or three job advertisements stating what their good and bad points are, followed by preparing job advertisements for different posts from information given by job descriptions and person specifications.
- Give examples of how letters of application are used: to apply for an application form, the only document required to apply for a position, and sending a letter of application to support an application form. Ask learners to select two job advertisements from a local newspaper or the internet that they would like to apply for and write letters requesting information and application forms.



- Advise on how to complete an application form and CV and get learners to practise applying for jobs advertised on the internet by completing online applications without submitting them. They can construct their own CV and save it electronically for amendment as required.
- Lead discussions on the different methods used for selection and how to shortlist suitable candidates. Group work could be to research the methods used in selected businesses.
- For the interview process, you should make opportunities available for learners to prepare for an interview both as interviewer and interviewee, and lead discussions. Ask learners to work in groups and create a job description, person specification and advertisement for a post – it must be realistic and one that they can apply for, and could be one already used in other activities.
- Learners can then shortlist people for the interview, and prepare questions as part of the interview.
- Work out role-play scenarios for learners to practise giving and receiving feedback. You could video these so that learners can reflect on their performance and identify areas for improvement.
- For the role-play interviews you should ensure that each learner takes on the roles of interviewer, interviewee and observer. You will need to complete observation records to confirm each learner's role and contribution to the selection interview, preferably recording the interviews for evidence and to give constructive feedback to learners.

### **Learning aim C – Reflect on the recruitment and selection process and your individual performance**

- You could start by leading discussions on the importance of self-reflection for development of skills, and explain how this will help support their future career. Ask learners to keep a diary or log of their own performances as an interviewer, interviewee and observer, drawing on feedback from peers, the tutor and their own notes.
- Ask learners to identify what went well and what they would do differently next time. This will help inform a review of their skills and identify gaps where improvements could be made.
- Ask learners to create a questionnaire in which learners rate their performance against different employability and interview skills, then they could individually complete a SWOT analysis to identify any gaps. Give learners a development plan template to complete.

## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

Pearson BTEC Level 3 Nationals in Business (NQF):

- Unit 1: Exploring Business.
- Unit 6: Principles of Management.
- Unit 9: Team Building in Business.
- Unit 21: Training and Development.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Business. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

## Textbooks

- Armstrong M and Taylor S – *Armstrong's Handbook of Human Resource Management Practice*, 13th edition (Kogan Page, 2014) ISBN 9780749469641.  
A classic introductory text for learners on all aspects of human resources. Many chapters will not be relevant to this unit, although they will be relevant to other units in this course (notably *Unit 21: Training and Development*). The most relevant sections include a chapter (Chapter 18) on recruitment and selection. It also includes some useful skills sections, with practical advice on selection interviewing skills, and job, role and skills analysis and competency modelling.
- 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.  
A comprehensive, practical guide on all aspects of the selection process.
- Yeung R – *Successful Interviewing and Recruitment (Creating Success)*, revised edition (Kogan Page, 2010) ISBN 9780749462222.  
A comprehensive, practical guide on all aspects of the selection process. It is particularly strong on the practicalities of the interview process. It is similar to Brown above. However, while that takes more of an organisational approach, this is more tailored to individual professionals initiating the recruitment process.

## Websites

- [www.acas.org.uk](http://www.acas.org.uk)  
Advisory, Conciliation and Arbitration Service (a government-funded organisation that gives information, advice, training, conciliation and other services to employers and employees to help prevent or resolve workplace



problems) has a useful A-Z section on employment relations issues, which includes a 'best practice' booklet (2012) on recruitment and induction.

- [www.cipd.co.uk](http://www.cipd.co.uk)  
The Chartered Institute of Personnel and Development site contains information leaflets, factsheets, podcasts, and articles about recruitment, selection, employment law and induction.
- [www.gov.uk/browse/employing-people](http://www.gov.uk/browse/employing-people)  
A-Z guidelines from the government on employing staff. It includes a particularly useful section on recruiting and hiring.