

Pearson BTEC Uzbekistan Level 4 Qualifications in

Administrative Support in the Public and Private Sectors

Unit 9: Personnel Administrative Support

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Contents

Introduction	1
Unit 9: Personnel Administrative Support	3
Delivery guidance	3
Scheme of work	9
Lesson plan	21

Introduction

This resource booklet is a companion to the BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that show the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualification and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for each unit. These resource lists offer suggestions for books, websites and videos that you can direct your learners to use and/or that you can use to complement delivery.

Unit 9: Personnel Administrative Support

Delivery guidance

On completion of this unit learners will understand the importance to business objectives of effective recruitment and selection, and the processes and procedures involved.

Approaching the unit

The purpose of this unit is to explore the processes used for the recruitment of personnel and give learners the opportunity to prepare documentation for specific job roles, organise and prepare for assessment events such as interviews and tests and demonstrate communication skills when informing applicants of the outcomes of their applications.

Learners should have access to an organisation and human resource team, including access to recruitment and selection practices, procedures and documentation.

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

Learners should explore the documentation that needs to be prepared and understand the importance of compliance within regulatory frameworks. You will need to create opportunities for learners to practise and develop verbal and non-verbal communication skills. This will help them to become effective participants in recruitment and selection interviews and to reflect on their performance to identify and plan their development for future improvements.

Learners will need access to recruitment and selection policies and practices in a range of organisations, and guest speakers 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 and are therefore aware of professional practices, which they can share.

Getting started

This gives you a starting place for one way of delivering the unit. It is based on the recommended assessment approach given in the specification.

Unit 9: Personnel Administrative Support

Introduction

You should arrange, wherever possible, for HR representatives from organisations to contribute as guest speakers in your lessons, so that learners can get the views of those engaged in this type of work. You can establish relationships with local organisations with a workforce of 250+ people, or it may be appropriate to use the HR department of the college where you are teaching this unit.

You will need to prepare a number of presentations covering the sections detailed in the unit specification and use these as a basis for further practical activities to be carried out by learners. The Scheme of work provided here suggests a number of activities that could be used to develop learner understanding and skills. Further details on these activities are detailed below, along with other suggested activities you may wish to include.

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

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

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 must 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.

Unit 9: Personnel Administrative Support

Possible teaching approaches are:

- Working in groups to explore the different reasons for people joining an organisation.
- Asking learners to produce a flowchart showing the recruitment and selection stages for two large public and private sector organisations and present this to the rest of the class (ensuring a range of different recruitment and selection processes are included).
- Leading a group discussion on the cost effectiveness of different methods.
- Asking learners to work individually or in pairs to research the recruitment and selection processes 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.
- Inviting human resource practitioners as guest speakers to give information on employment and equality law using real examples, focusing on equal opportunities and the importance of compliance.
- Distributing topical case studies to investigate the implications of non-compliance.
- Showing video clips of best practice, to give a broader perspective.

Learning aim B – Produce recruitment documentation for specific job roles

For this learning aim, 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 two different job roles, and work in groups to create a job description, person specification and advertisement for a post – it must be realistic and based on one of the selected job roles.

Learners could work in groups to analyse two or three job advertisements stating good and bad aspects of them, followed by preparing job advertisements for different posts from information given by job descriptions and person specifications.

Unit 9: Personnel Administrative Support

Learning aim C – Manage the administration of assessment events

For this learning aim, devise practical activities to enable learners to consider the selection techniques through job applications and the interview process. You could ask 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.

Possible teaching approaches are:

- Working in groups to research the methods used in selected organisations to assess the suitability of applicants from information gathered during the application and pre-interview stages.
- Leading discussions on the different methods used for selection and how to shortlist suitable applicants.
- Asking learners to shortlist people for the interview and produce appropriate communications to notify successful and unsuccessful applicants using different communication methods.
- Creating 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, ensuring that each learner takes on the roles of applicant and personnel administrator.

Details of links to other BTEC units and qualifications

This unit links to:

- Unit 2: Document Preparation, Production and Distribution
- Unit 5: Business Information Management
- Unit 7: Business Meetings and Events.

Resources

Textbooks

Mader-Clark, M – *The Job Description Handbook*, NOLO, 3rd edition (2013), 9781413318555

This book provides learners with a step-by-step guide to defining jobs and creating job descriptions.

Newell-Brown, J – *The Professional Recruiter's Handbook: Delivering Excellence in Recruitment Practice*, Kogan Page, 2nd edition (2012), 9780749465414

The complete guide to achieving success in recruitment providing practical advice to recruitment professionals on attracting applicants and conducting interviews.

Picardi, C. A – *Recruitment and Selection: Strategies for Workplace Planning & Assessment*, Sage Publications Inc, 1st edition (2019), 9781483385396

A guide to assessing candidates in an accurate, legal, and ethical manner.

Websites

Chartered Institute of Professional Development (CIPD) – www.cipd.co.uk

An organisation for Human Resource professionals.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit	Unit 9: Personnel Administrative Support
Guided Learning Hours	30
Number of lessons	15
Duration of lessons	2 hours
Links to other units	Unit 2: Document Preparation, Production and Distribution Unit 5: Business Information Management Unit 7: Business Meetings and Events

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Resources
1	Staff recruitment (Aim A: Topic A1)	GS	<ul style="list-style-type: none"> • Lead in: Provide an overview of the unit and introduce the topic for the lesson. • Teacher presentation: The reasons for workforce planning: <ul style="list-style-type: none"> ○ business expansion ○ business change ○ staff changes. • Guest speaker: A speaker (or team of speakers) from a local organisation HR department to provide a general overview of the HR function. 	Unit specification Whiteboard and pens Template for recording notes from the workplace visit Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Question and answer session: Learners question the speaker/s on their role and responsibilities. • Individual activity: Learners take notes during the speaker activity. • Plenary session: Confirm the main learning points identified in the lesson. • Private study: Learners undertake internet research to explore how other organisations manage recruitment. 	Access to a suitable workplace with HR and recruitment teams
2	Legal and ethical considerations in the recruitment process (Aim A: Topic A3)	GS	<ul style="list-style-type: none"> • Teacher presentation: How organisations consider ethical practices during recruitment and selection processes including: <ul style="list-style-type: none"> ○ job advertisements ○ interview questioning ○ maintaining confidentiality ○ conflicts of interest. • Guest speaker: A specialist from HR and recruitment to discuss how their organisation considers ethics and complies with employment-related legislation during recruitment and selection processes. • Individual activity: Learners take notes during the speaker activity. • Question and answer session: Learners ask questions on the topic of legal recruitment considerations. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Lead a class discussion on the ways organisations comply with employment-related legislation in recruitment and selection processes. • Plenary session: Confirm the main learning points identified in the lesson. • Private study: Learners write up their notes and update the glossary of key terms. Learners reflect on legal and ethical considerations in the recruitment process. 	
3	Assessment Workbook completion – Task 1 (Covering Learning aim A)	AW	<ul style="list-style-type: none"> • Teacher presentation: Provide an overview of the assessment requirements for Learning aim A and issue Assessment Workbook (AS) – Task 1. • Individual activity: Learners work through Assessment Task 1 in the Assessment Workbook. • Private study: Learners reflect on assessment activities and learning associated with Learning aim A and prepare any questions. 	Access to IT systems Unit specification Whiteboard and pens Teacher presentation slides and notes Assessment Workbook – Task 1
4	Recruitment documentation – Job descriptions (Aims A and B: Topics A2 and B1)		<ul style="list-style-type: none"> • Lead in: Provide feedback on the outcome of assessments. • Teacher presentation: Job descriptions including: <ul style="list-style-type: none"> ○ making it relevant to specific role and responsibilities ○ the implications of inaccurate job descriptions ○ format, structure and presentation. 	Access to IT systems and appropriate business software Unit specification Whiteboard and pens Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Learners work in pairs to analyse the features and components of a range of job descriptions for different roles. • Individual activity: Learners work independently to produce job descriptions for different, specific job roles and consider requirements for online or paper-based formats. • Teacher-led discussion: Learners participate in a class discussion reviewing the job descriptions produced. • Plenary session: Confirm the main learning points identified in the lesson. • Individual activity: Learners write up their notes and update the glossary of key terms. • Private study: Learners research person specifications and their uses. 	Template for recording the outcome of key learning points drawn from the lesson Job description template Handout with examples of job descriptions
5	Recruitment documentation – Person specifications (Aims A and B: Topics A2 and B1)		<ul style="list-style-type: none"> • Lead in: Recap of learning points from last lesson. • Teacher presentation: The requirements of a person specification. • Paired activity: Learners analyse the features and components of a range of person specifications for different roles. • Individual activity: Learners work independently to produce person specifications for different, specific job roles and consider requirements for online or paper-based formats. 	Access to IT systems and appropriate business software Unit specification Whiteboard and pens Teacher presentation slides and notes

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Learners participate in a class discussion reviewing the person specifications produced. • Plenary session: Confirm the main learning points identified in the lesson. • Individual activity: Learners write up their notes using TF. • Private study: Learners update the glossary of key terms, and research job advertisements. 	<p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Person specification template</p> <p>Handout with examples of person specifications</p>
6	<p>Recruitment documentation – Job advertisements</p> <p>(Aims A and B: Topics A2 and B1)</p>		<ul style="list-style-type: none"> • Lead in: Recap of the main learning points from the last session. • Teacher presentation: Job advertisements including: <ul style="list-style-type: none"> ○ relevance ○ accuracy ○ format. • Paired activity: Learners work in pairs to analyse the features and components of a range of job advertisements for different roles. • Individual activity: Learners work independently to produce job advertisements for different, specific job roles and consider requirements for online or paper-based formats. • Teacher-led discussion: Learners participate in a class discussion reviewing the job advertisements produced. 	<p>Access to IT systems and appropriate business software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p> <p>Template for job advertisements</p> <p>Handout with examples of job advertisements</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Plenary session: Confirm the main learning points identified in the lesson. • Individual activity: Learners write up their notes. • Private study: Learners revise the learning and skills developed relating to the production of recruitment documentation in preparation for the assessment of Learning aim B. 	
7	Assessment Workbook completion – Task 2 (Covering Learning aim - B)	AW	<ul style="list-style-type: none"> • Teacher presentation: Provide an overview of assessment requirements for Learning aim B and issue Assessment Workbook (AS) – Task 2. • Individual activity: Learners work through Assessment Task 2 in the Assessment Workbook. • Private study: Learners reflect on learning and performance for Learning aim B. 	Access to IT systems and appropriate business software Unit specification Whiteboard and pens Teacher presentation slides and notes Assessment Workbook – Task 2
8	Assessment events – Assessing applicant attributes (Aim C: Topic C1)		<ul style="list-style-type: none"> • Lead in: Recap of the main learning points from the last session. • Teacher presentation: Provide an overview of the link between job roles and the skills and abilities, qualifications, behaviours and characters required of suitable applicants, and aspects of an applicant that organisations can assess. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Paired activity: Learners work in pairs to explore sources of information that can be used to assess the applicant attributes from handouts given. • Class discussion: Learners participate in discussions around the assessment of applicant attributes and sources of information. • Plenary session: Confirm the main learning points identified in the lesson. • Individual activity: Learners write up their notes. • Private study: Learners research different methods used to assess applicants throughout the recruitment and selection processes. 	<p>learning points drawn from the lesson</p> <p>Handout of completed job applications, CVs and employer references</p>
9	<p>Assessment events – Recruitment and assessment methods</p> <p>(Aim C: Topic C1)</p>		<ul style="list-style-type: none"> • Lead in: Overview of the administrative requirements needed to support recruitment activities. • Teacher presentation: Reviewing and assessing applicants. • Paired activity: Learners work in pairs to analyse a range of recruitment and assessment methods to determine their advantages and disadvantages and which activities would be more appropriate to the needs of different industries, organisations and job roles. • Teacher-led discussion: Learners participate in discussions to share the outcomes of analysis activities. • Plenary session: Confirm the main learning points identified in the lesson. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson</p>

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Individual activity: Learners write up their notes and update the glossary of key terms. • Private study: Learners research different methods used to assess applicants throughout the recruitment and selection processes. 	
10	Assessment events – Job interviews (Aim C: Topic C1)		<ul style="list-style-type: none"> • Lead in: Provide an overview of the role of the job interview in the selection process. • Class discussion: Learners share experiences of job interviews they have had and what assessment activities were contained within the interviews. • Teacher presentation: The features and characteristics of different types of job interviews, and the skills involved. • Paired activity: Learners work in pairs to plan and carry out a short mock biographical interview and competence interview with each other for a specific administration job role. • Class discussion: Learners participate in discussions to offer feedback on the characteristics and approach to each interview and the techniques required to ensure sufficient information was gained to inform the selection process. • Plenary session: Confirm the main learning points identified in the lesson. • Individual activity: Learners write up their notes and update the glossary of key terms. 	Unit specification Whiteboard and pens Teacher presentation slides and notes Template for recording the outcome of key learning points drawn from the lesson

#	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> • Private study: Learners research online videos demonstrating interview skills from the perspective of both interviewer and interviewee. 	
11	Administering selection activities - Handling HR related information (Aim C: Topic C2)	GS	<ul style="list-style-type: none"> • Lead in: Introduce the topic and provide an overview of lesson. • Guest speaker: Expectations of personnel administrators and the importance of their role in relation to recruitment and selection. • Question and answer session: Learners question speaker. • Individual activity: Learners practice skills in undertaking the administrative activities relating to the assessment of applicants for a specific job role using information provided by the teacher (AS). • Class discussion: Learners share their experiences of the previous task. • Teacher presentation: Data and documents held by organisations relating to employees and the importance of data security and confidentiality. • Paired activity: Learners complete the activity sheet on keeping information secure (AS). • Plenary session: Confirm the main learning points identified in the lesson. • Private study: Learners write up their notes and update the glossary of key terms. 	Unit specification Whiteboard and pens AS: Case studies and activities to enable learners to undertake administrative tasks relating to recruitment of staff AS: Keeping information secure

#	Topic	Lesson type	Suggested activities	Resources
12	Selection-related communications (Aim C: Topic C3)	RS	<ul style="list-style-type: none"> • Lead in: Overview of information that needs to be communicated during the selection stage and the importance of clarity, language and tone. • Paired activity: Learners examine examples of written communications relating to the selection process (AS). • Individual activity: Learners practice skills in producing written communications relating to the assessment process. • Class discussion: Learners share experiences of producing written communications. • Teacher-led activity: Show video clips of different ways of informing applicants of interview outcomes. • Paired activity: Learners practice skills in verbal communications relating to the assessment process. • Class discussion: Learners share experiences of the effectiveness of verbal communications in these situations. • Teacher-led discussion: A summary of performances and feedback on further development of skills that could be applied by learners when communicating selection-related information. • Private study: Learners write up their notes using (TF) and update the glossary of key terms. 	Access to IT systems and appropriate business software Unit specification Whiteboard and pens Template for recording the outcome of key learning points drawn from the lesson AS: Examples of written communications, interview invitations and informing successful and unsuccessful applicants of interview outcomes

#	Topic	Lesson type	Suggested activities	Resources
13 - 14	Assessment Workbook completion – Task 3 (Covering Learning aim C)	AW	<ul style="list-style-type: none"> • Lead in: Provide guidance on assessment arrangements for Learning aim C. • Individual activity: Learners work through Assessment Task 3 in the Assessment Workbook. • Assessment activity: Observe/assess learners performing personnel administrative support activities. • Plenary session: Discuss the outcome of the session and the process for feedback. • Private study: Learners reflect on learning and performance in Learning aim C. 	<p>Access to IT systems and appropriate business software</p> <p>Unit specification</p> <p>Whiteboard and pens</p> <p>Teacher presentation slides and notes</p> <p>Template for recording the outcome of key learning points drawn from the lesson.</p> <p>Teacher observation records</p> <p>Assessment Workbook – Task 3</p>

#	Topic	Lesson type	Suggested activities	Resources
15	Assessment feedback and unit review		<ul style="list-style-type: none"> • Lead in: Feedback on Assessment for Learning aim C. • Individual activity: Learners review feedback on their own work. • Teacher-led discussion: Learners discuss their views about the assessment and any issues they experienced. • Teacher presentation: Overview of the unit and links with other units. • Teacher-led discussion: Feedback from learners on the unit and the assessments. • Plenary: Learners complete the template form to record their feedback on the unit. 	Unit specification Whiteboard and pens Flipcharts and pens Teacher presentation slides and notes Learner feedback on the unit

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	1 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the requirements for workforce planning (A1). • To provide learners with the opportunity to speak with HR and recruitment professionals.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording notes from the workplace visit • Access to a suitable workplace with HR and recruitment teams
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Provide an overview of the unit and introduce the topic for the lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: The reasons for workforce planning: <ul style="list-style-type: none"> ○ business expansion ○ business change ○ staff changes. ● Guest speaker: The speaker or team of speakers could be from the college HR department, or from a local organisation. The speaker/s should include: <ul style="list-style-type: none"> ○ an overview of the organisation ○ how it plans workforce requirements ○ situations where staff recruitment may be required ○ how effective recruitment processes contribute to organisation and/or business success. ● Question and answer session: Learners to question HR and recruitment workers on their role and responsibilities. ● Individual activity: Learners use TF to write up their notes.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Private study: Learners undertake internet research to explore how other organisations manage recruitment.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	2 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To introduce learners to the topic of ethics and legislation in the recruitment and selection processes (A3). • To provide learners with the opportunity to hear from a recruitment and HR expert on ethical and legal recruitment and selection considerations and practices (A3).
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Ethical and legislative practices applicable to the recruitment process, and their importance.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Guest speaker: A specialist from HR and recruitment to discuss how organisations consider ethics and comply with employment-related legislation during recruitment and selection processes including: <ul style="list-style-type: none"> ○ equality and diversity ○ employment ○ right to work. ● Individual activity: Learners take notes during the guest speaker session. ● Question and answer session: Learners ask questions on the topic of legal recruitment considerations. ● Teacher-led discussion: Review the information provided by the guest speaker and lead a class discussion on the ways organisations comply with employment-related legislation in recruitment and selection processes.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Private study: Learners write up their notes and update the glossary of key terms. Learners reflect on legal and ethical considerations in the recruitment process.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	3 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> To provide learners with an opportunity to complete assessment tasks for Learning aim A (Assessment Task 1).
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Resources checklist	<ul style="list-style-type: none"> Access to IT systems Unit specification Whiteboard and pens PS: Teacher presentation slides and notes AS: Assessment Workbook – Task 1
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Teacher presentation: Provide an overview of the assessment requirements for Learning aim A and issue Assessment Workbook (AS) – Task 1.
Main activities (110 minutes)	<ul style="list-style-type: none"> Individual activity: Learners work through Assessment Task 1 in the Assessment Workbook.
Private study	<ul style="list-style-type: none"> Private study: Learners reflect on assessment activities and learning associated with Learning aim A and prepare any questions.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	4 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To develop learner understanding of the requirements of a job description (A2 and B1). • To provide opportunities for learners to develop skills in developing job descriptions for specific roles (A2 and B1).
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Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and appropriate business software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson • TF: Job description template • AS: Handout with examples of job descriptions
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (15 minutes)	<ul style="list-style-type: none"> ● Lead in: Provide feedback on the assessment activities completed in the previous lesson, identifying good practice points from work submitted by learners and any general areas of weakness in learner work.
Main activities (95 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Job descriptions including: <ul style="list-style-type: none"> ○ purpose ○ people responsible for producing job descriptions ○ making it relevant to specific role and responsibilities ○ the implications of inaccurate job descriptions ○ format, structure and presentation. ● Paired activity: Learners work in pairs to analyse the features and components of a range of job descriptions for different roles. ● Individual activity: Learners work independently to produce job descriptions for different, specific job roles and consider requirements for online or paper-based formats. Learners could be given different employment or job scenarios, or use real jobs they have held. ● Teacher-led discussion: Learners participate in a class discussion reviewing the job descriptions produced. The teacher or peers can identify strengths and weaknesses in the work produced.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Confirm the main learning points identified in the lesson. ● Individual activity: Learners write up their notes using TF and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> ● Private study: Learners research person specifications and their uses.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	5 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To develop learner understanding of the requirements of a person specification (A2 and B1). • To provide opportunities for learners to develop skills in creating person specifications for specific roles (A2 and B1).
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Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and appropriate business software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson • TF: Person specification template • AS: Handout with examples of person specifications
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of main learning points from previous lesson.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: The requirements of a person specification to include: <ul style="list-style-type: none"> ○ those in an organisation responsible for developing a person specification ○ how to make the person specification relevant to the job role ○ features of a person specification – essential and desirable qualities, skills, qualifications and experience ○ legal and ethical implications of inaccurate person specifications ○ format, structure and presentation. ● Paired activity: Learners work in pairs to analyse the features and components of a range of person specifications for different roles. Learners may be given specific person specifications, or may research them online during the session. Learners should feed back their findings to the class. ● Individual activity: Learners work independently to produce person specifications for different, specific job roles and consider requirements for online or paper-based formats. Teachers can suggest roles covered elsewhere in the qualification, or suggest other roles with which the learners will be familiar. ● Teacher-led discussion: Learners participate in a class discussion reviewing the person specifications produced.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. ● Individual activity: Learners use TF to write up their notes.
Private study	<ul style="list-style-type: none"> ● Private study: Learners update the glossary of key terms, and research job advertisements.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	6 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> • To develop learner understanding of the requirements of job advertisements (A2 and B3). • To provide opportunities for learners to develop skills in creating online and offline job advertisements for specific roles (A2 and B3).
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Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and appropriate business software • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson • TF: Template for job advertisements • AS: Handout with examples of job advertisements
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of the main learning points from the last session.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Factors affecting the production of job advertisements including: <ul style="list-style-type: none"> ○ making it relevant to a specific role and responsibilities ○ the implications of inaccurate job advertisements ○ the use of external recruitment agencies ○ types of advertising ○ attracting the best applicants ○ format, structure and presentation. ● Paired activity: Learners work in pairs to analyse the features and components of a range of online and offline job advertisements for different roles. ● Individual activity: Learners work independently to produce job advertisements for different, specific job roles and consider requirements for online or paper-based formats. ● Teacher-led discussion: Learners participate in a class discussion reviewing the job advertisements produced.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. ● Individual activity: Learners use TF to write up their notes.
Private study	<ul style="list-style-type: none"> ● Private study: Learners revise the learning and skills developed relating to the production of recruitment documentation in preparation for the assessment of Learning aim B.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	7 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> To provide learners with an opportunity to complete assessment tasks for Learning aim B (Assessment Task 2).
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Resources checklist	<ul style="list-style-type: none"> Access to IT systems and appropriate business software Unit specification Whiteboard and pens PS: Teacher presentation slides and notes AS: Assessment Workbook – Task 2
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Teacher presentation: Provide an overview of assessment requirements for Learning aim B and issue Assessment Workbook (AS) – Task 2.
Main activities (100 minutes)	<ul style="list-style-type: none"> Individual activity: Learners work through Assessment Task 2 in the Assessment Workbook.
Private study	<ul style="list-style-type: none"> Private study: Learners reflect on learning and performance for Learning aim B.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	8 (120 minutes)

Lesson objectives	<ul style="list-style-type: none"> To develop learner understanding of assessment activities used to determine applicant suitability for the post (C1). To provide opportunities for learners to explore sources of relevant information that can be accessed to assess applicant attributes in relation to a specific job role (C1).
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Resources checklist	<ul style="list-style-type: none"> Unit specification Whiteboard and pens PS: Teacher presentation slides and notes TF: Template for recording the outcome of key learning points drawn from the lesson AS: Handout of completed job applications, CVs and employer references
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Recap of the main learning points from the last session.
Main activities (100 minutes)	<ul style="list-style-type: none"> • Teacher presentation: An overview of the link between job roles and the skills and abilities, qualifications, behaviours and characters required of suitable applicants. How organisations assess: <ul style="list-style-type: none"> ○ skills and ability ○ behaviour ○ character ○ qualifications and experience ○ potential to fulfil job role objectives. • Paired activity: Learners work in pairs to explore sources of information that can be used to assess the applicant attributes from handouts given. • Class discussion: Learners participate in discussions around the assessment of applicant attributes and sources of information.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> • Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. • Individual activity: Learners use TF to write up their notes.
Private study	<ul style="list-style-type: none"> • Private study: Learners research different methods used to assess applicants throughout the recruitment and selection processes.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	9 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learner understanding of recruitment and assessment events, including advantages and disadvantages (C1). • To provide opportunities for learners to explore which recruitment and assessment methods are suited to different recruitment requirements (C1).
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Recap of main learning points from last session and an overview of the administrative requirements needed to support recruitment activities.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Reviewing and assessing applicants including: <ul style="list-style-type: none"> ○ review of application evidence, including CVs and application forms ○ shortlisting requirements ○ performance assessment activities ○ follow up activities. ● Paired activity: Learners work in pairs to analyse a range of recruitment and assessment methods to determine their advantages and disadvantages and which activities would be more appropriate to the needs of different industries, organisations and job roles. ● Teacher-led discussion: Learners participate in discussions to share the outcomes of analysis activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. ● Individual activity: Learners write up their notes using (TF) and update the glossary of key terms.
Private study	<ul style="list-style-type: none"> ● Private study: Learners research the characteristics of different types of interviews.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	10 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' understanding of job interviews as part of the selection process (C1). • To provide learners with the opportunity to take part in mock job interviews (C1).
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • PS: Teacher presentation slides and notes • TF: Template for recording the outcome of key learning points drawn from the lesson
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead In: Provide an overview of the role of the job interview in the selection process.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Class discussion: Learners share experiences of job interviews they have had and what assessment activities were contained within the interviews. ● Teacher presentation: Interviews <ul style="list-style-type: none"> ○ The purpose, features and characteristics of different types of job interviews including: <ul style="list-style-type: none"> - biographical interviews - competence interviews. ○ The skills required of participants: <ul style="list-style-type: none"> - interviewer - interviewee. ● Paired activity: Learners work in pairs to plan and carry out a short mock biographical interview and competence interview with each other for a specific administration job role. Time should be given to allow each learner to take the role of both interviewer and interviewee. ● Class discussion: Learners participate in discussions to offer feedback on the characteristics and approach to each interview and the techniques required to ensure sufficient information was gained to inform the selection process.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners. ● Individual activity: Learners use TF to write up their notes.
Private study	<ul style="list-style-type: none"> ● Private study: Learners research online videos demonstrating interview skills from the perspective of both interviewer and interviewee.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	11 (120 minutes)
Lesson objectives	<ul style="list-style-type: none"> • To develop learners' knowledge, understanding and skills relating to personnel administrative support (C2). • To develop learner knowledge and understanding of information requirements in HR and recruitment, and how these need to be managed and maintained by personnel administrators (C2).
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • AS: Case studies and activities to enable learners to undertake administrative tasks relating to recruitment of staff • AS: Keeping information secure
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (5 minutes)	<ul style="list-style-type: none"> ● Lead in: Introduce the topic and provide an overview of the lesson.
Main activities (110 minutes)	<ul style="list-style-type: none"> ● Guest speaker: Expectations of personnel administrators and the importance of their role in relation to recruitment and selection: <ul style="list-style-type: none"> ○ shortlisting applicants and pre-interview checks ○ arranging interviews, including venue booking ○ communicating with successful and unsuccessful applicants ○ responding to questions and queries relating to recruitment, assessment and selection ○ information handling and security. ● Individual activity: Administrative activities for applicant assessment for a specific job role (AS). ● Class discussion: Learners share their experiences of the previous task. ● Teacher presentation: Data and documents held by organisations relating to personal and professional information on employees and the importance of data security and confidentiality, including: <ul style="list-style-type: none"> ○ issues relating to health, beliefs and race ○ contracts and terms and conditions of employment ○ evidence of identification, work history and professional development. ● Paired activity: Learners complete the activity sheet on keeping information secure (AS).
Concluding activity (5 minutes)	<ul style="list-style-type: none"> ● Plenary session: Provide a summary of the lesson and confirm the main learning points identified and respond to any questions from learners.
Private study	<ul style="list-style-type: none"> ● Private study: Learners write up their notes using (TF) and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	12 (120 minutes)

Lesson objectives	<p>A revision session to provide learners with the opportunity to:</p> <ul style="list-style-type: none"> • develop knowledge of requirements to communicate during the selection process (C3) • practice communicating relevant information required by successful and unsuccessful applicants (C3).
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Resources checklist	<ul style="list-style-type: none"> • Access to IT systems and appropriate business software • Unit specification • Whiteboard and pens • TF: Template for recording the outcome of key learning points drawn from the lesson • AS: Examples of written communications, interview invitations and informing successful and unsuccessful applicants of interview outcomes
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Overview of information that needs to be communicated during the selection stage and the importance of clarity, language and tone.
Main activities (100 minutes)	<ul style="list-style-type: none"> ● Paired activity: Learners examine examples of written communications relating to the selection process (AS). ● Individual activity: Learners practice skills in producing written communications relating to the assessment process including: <ul style="list-style-type: none"> ○ written or email communication inviting a shortlisted applicant to interview ○ written or email communication confirming successful and unsuccessful applicants of the interview outcome, following verbal notification. ● Class discussion: Learners share experiences of producing written communications. ● Teacher-led activity: Show video clips of different ways of informing applicants of interview outcomes. ● Paired activity: Learners practice skills in verbal communications relating to the assessment process, including: <ul style="list-style-type: none"> ○ responding to a range of questions and queries from applicants during the selection process ○ informing successful and unsuccessful applicants of interview outcomes.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> ● Teacher-led discussion: A summary of performances and feedback on further development of skills that could be applied by learners when communicating selection-related information.
Private study	<ul style="list-style-type: none"> ● Private study: Learners write up their notes using (TF) and update the glossary of key terms.

Lesson plan

Qualification	Pearson BTEC Level 3 (Uzbekistan Level 4) Diploma in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	13–14 (2 x 120 minutes)

Lesson objectives	<ul style="list-style-type: none"> Assessment workshop to provide learners with an opportunity to complete Assessment Task 3 for Learning aim C.
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Resources checklist	<ul style="list-style-type: none"> Access to IT systems and appropriate business software Unit specification Whiteboard and pens PS: Teacher presentation slides and notes TF: Template for recording the outcome of key learning points drawn from the lesson TF: Teacher observation records AS: Assessment Workbook – Task 3
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> Lead in: Provide guidance on assessment arrangements for Learning aim C activities and Assessment Task 3.
Main activities (100 minutes)	<ul style="list-style-type: none"> Individual activity: Learners work through the activities in the Assessment Workbook, Task 3. Assessment activity: Observe/assess learners performing personnel administrative support activities.
Concluding activity (10 minutes)	<ul style="list-style-type: none"> Plenary session: Discuss the outcome of the session and the process for feedback.
Private study	<ul style="list-style-type: none"> Private study: Learners reflect on learning and performance in Learning aim C.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 4 Qualifications in Administrative Support in the Public and Private Sectors
Unit	Unit 9: Personnel Administrative Support
Lesson number	15 (120 minutes)
Lesson objectives	<p>To enable learners to:</p> <ul style="list-style-type: none"> • receive feedback on Assessment Task 3 • identify the strengths and weaknesses of their assessed work • provide feedback on the unit.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flipcharts and pens • PS: Teacher presentation slides and notes • TF: Learner feedback on the unit
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (20 minutes)	<ul style="list-style-type: none"> ● Lead in: Feedback on Assessment for Learning aim C, identifying any issues and good practice points.
Main activities (80 minutes)	<ul style="list-style-type: none"> ● Individual activity: Learners review feedback on their own work. ● Teacher-led discussion: Learners discuss their views about the assessment and any issues they experienced. ● Teacher presentation: Overview of the unit and links with other units. ● Teacher-led discussion: Feedback from learners on the unit and the assessments. Learners could discuss: <ul style="list-style-type: none"> ○ parts of the unit that they found particularly interesting or useful ○ parts of the unit they found difficult ○ suggestions as to how the unit could be improved.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> ● Plenary session: Learners record their feedback. Use the feedback to identify actions to improve the learner experience in future teaching programmes.

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