

Unit 8: Recruitment, Selection and Employment

Level: **1 and 2**

Unit type: **Optional specialist**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

The success of any business is largely due to the calibre of the people who work for it. A business will strive to ensure that it has the right people in the right place at the right time.

In this unit you will be introduced to the variety of job roles that exist within businesses and the various functions that are performed by individual roles, as well as the types of organisational structures used in businesses.

You will discover that there are a number of important roles in any business which have to be performed effectively for that business to be successful. Businesses use person specifications and job descriptions to ensure that they recruit the best people to fill job vacancies. You will be given the opportunity to complete these important documents for given job roles and will also have the opportunity to complete an application and an interview for a specific job role.

You will also consider how to prepare for interview and employment and the necessary steps for career planning by producing your own career development plan.

Learning aims

In this unit you will:

- A know about job roles and functional areas in business
- B produce documentation for specific job roles
- C demonstrate interview skills and plan career development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Know about job roles and functional areas in business</p> <p>Topic A.1 Organisational structures and functional areas</p> <ul style="list-style-type: none"> ● Different organisational structures e.g. hierarchical, flat, matrix, functional, divisional ● Functional areas, e.g. sales, production, purchasing, administration, customer service, distribution, finance, human resources, ICT, marketing, research and development (R&D) ● Purposes of functional areas in supporting business aims and objectives ● Links between functional areas, including relationships and interactions with other functional areas <p>Topic A.2 Job roles and responsibilities</p> <ul style="list-style-type: none"> ● Directors, e.g. looking after interests of shareholders, deciding policy or strategy ● Senior managers, e.g. motivating staff, target setting, recruitment and dismissal, allocating work, communicating, planning and decision making, problem solving ● Supervisors or team leaders, e.g. managing staff or small teams, motivating, allocating tasks ● Operational and support staff/assistants, e.g. day-to-day general work and administration duties ● Impact on roles of different organisational structures
<p>Learning aim B: Produce documentation for specific job roles</p> <p>Topic B.1 Recruitment</p> <ul style="list-style-type: none"> ● Reasons why a vacancy arises in a business, e.g. employee leaving, high staff turnover, extra work (such as growth of the business), sickness, different job roles required, maternity and paternity cover ● Ways of recruiting staff, e.g. job centres, consultants, recruitment agencies, from within the business itself, advertising ● Types of recruitment, including: <ul style="list-style-type: none"> ○ internal or external ○ identifying issues with internal and external recruitment ● Cost and legal considerations of recruitment, e.g. equal opportunities <p>Topic B.2 Developing a job description and person specification</p> <ul style="list-style-type: none"> ● Methods, including: <ul style="list-style-type: none"> ○ developed by relevant department staff, e.g. staff create a description of what the job entails and the qualities required ○ developed by current job holder ○ interviewing current job holder to find out what is involved and qualities required of the new recruit <p style="text-align: right;"><i>continued</i></p>

What needs to be learnt

Topic B.3 Contents of a job description

- Contents may include:
 - title, location, description of organisation's business
 - purpose of job, main tasks, essential and desirable requirements, lines of reporting
 - pay and benefits, promotion prospects
 - start date
 - basis, e.g. full-/part-time, secondment, maternity cover, fixed-term contract

Topic B.4 Contents of a person specification

- Contents may include:
 - attainments, e.g. qualifications, membership of professional bodies
 - competency profiles, e.g. what the candidate should be able to do
 - special aptitudes or skills, e.g. numeracy, problem solving
 - essential and desirable attributes, e.g. previous relevant experience and product knowledge, relevant interests
 - disposition, e.g. leadership qualities
 - circumstances, e.g. mobile or not

Topic B.5 Applying for jobs

- Requirements may include:
 - application forms
 - curriculum vitae (CV)
 - letters of application
 - other requirements, e.g. copies of qualification certificates, Criminal Records Bureau (CRB) check
 - pre-application tests, e.g. online psychometric tests, physical fitness test, sight test, health checks
- Next steps after applying for a job, e.g. shortlisting, invitation to interview or assessment centre, feedback

What needs to be learnt**Learning aim C: Demonstrate interview skills and plan career development****Topic C.1 Job interviews**

- Before the interview:
 - preparation and research into the business and the job role
 - preparation of questions to ask, question anticipation
 - preparing for interviews, e.g. appropriate dress, good personal hygiene, location, travel arrangements, arrive in plenty of time
- Behaviour during the interview, e.g. displaying confidence, appropriate body language (such as maintaining eye contact), tone and clarity of voice, active listening, showing interest

Topic C.2 Personal audit

- A personal audit may include an assessment of own:
 - knowledge
 - skills, e.g. technical, practical, communication, numeracy
 - interests
- Matching knowledge and skills:
 - to job opportunities
 - for use in career planning

Topic C.3 Career development

- Information and advice, including:
 - sources of information and advice, e.g. careers advice services, advertisements, word-of-mouth, careers fairs, friends and family, teachers, previous employers, network connections
 - employment and government agencies
- Developing a career plan:
 - choosing between an academic or vocational pathway, e.g. full-time further or higher education, work-based learning (including NVQs and apprenticeships)
 - full- or part-time employment
 - training needs, development plans, personal targets
 - professional and career-specific qualifications, e.g. accountancy, teaching, food hygiene

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Know about job roles and functional areas in business			
1A.1 Describe the purpose of two functional areas in two contrasting businesses.	2A.P1 Explain the purpose of different functional areas in two contrasting businesses.	2A.M1 Compare two job roles and responsibilities from different functional areas in two contrasting businesses.	2A.D1 Analyse the impact of organisational structure on job roles and functional areas in a selected business, using appropriate examples.
1A.2 Identify the responsibilities of two different job roles in a selected business.	2A.P2 Describe the responsibilities of two different job roles in two contrasting businesses.		

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim B: Produce documentation for specific job roles			
1B.3 Produce a job description for a specific job. #	2B.P3 Produce an appropriate and detailed job description and person specification for a specific job. #	2B.M2 Produce an appropriate and detailed job description and person specification for a specific job, justifying why the documents will encourage effective recruitment. #	2B.D2 Analyse gaps in knowledge and skills that might require further training or development to match the requirements of a given person specification and job description.
1B.4 Produce, with guidance, a curriculum vitae and letter of application to apply for a suitable job role. #	2B.P4 Produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. #	2B.M3 Justify how current knowledge and skills meet those required in a given person specification and job description.	

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Demonstrate interview skills and plan career development			
1C.5 Provide some appropriate responses to interview questions for a specific job role. #	2C.P5 Provide appropriate responses to interview questions for a specific job role. #	2C.M4 Demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role. #	2C.D3 Evaluate the suitability of a realistic career development plan using interview performance feedback and own reflection.
1C.6 Produce, with guidance, a personal career development plan. #	2C.P6 Produce a realistic personal career development plan. #	2C.M5 Produce a realistic personal career development plan showing independent research and planning. #	

*Opportunity to assess mathematical skills

#Opportunity to assess English skills

Teacher guidance

Resources

No special resources are needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

Level 2

For 2A.P1, the learner needs to explain the purpose of different functional areas in two contrasting businesses. They should select two businesses that they can access easily to investigate the functional areas and job roles that exist. The learner could be encouraged to approach a business either directly or by writing to them and asking for information. It could be the business where they are already working part-time or their work experience business. Alternatively, the teacher may select suitable businesses for the learner to approach.

For 2A.P2, the learner needs to describe the responsibilities of two different job roles in two contrasting businesses. These can be the same businesses used in 2A.P1. This evidence can lead to 2A.M1, where the learner will compare two job roles and responsibilities from different functional areas in two contrasting businesses. Again, these can be the same businesses used in 2A.P1. For example, a team leader in a small supermarket with a functional structure may perform a very different role from a team leader in a large manufacturing organisation with a matrix or flat structure. The learner should understand that although businesses may have different organisational structures, individual job titles may be similar, but the responsibilities of the job roles may be very different. It is recommended that learners choose at least one small business with a simple organisational structure to facilitate comparisons with a larger business having a different, more complex structure.

For 2A.D1, using their evidence for 2A.P1, 2A.P2 and 2A.M1, learners need to analyse the impact of organisational structure on job roles and functional areas in a selected business, using appropriate examples from their research.

For 2B.P3, the learner needs to produce an appropriate and detailed job description and person specification for a specific job. Evidence may come from a job they may be given to research, or one of their own choice, such as their existing part-time job. The learner should be encouraged to research the job in as much detail as possible, such as arranging discussions with their line manager and other people in the organisation to ensure that accurate and detailed evidence can be produced. In 2B.M2, the learner could develop their evidence from 2B.P3 by justifying why the documents they have produced will encourage effective recruitment.

For 2B.P4, the learner needs to produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. It is recommended that they carry out a personal audit of their current knowledge and skills, matching the results to suitable potential job opportunities. They should be encouraged to seek advice from appropriate sources (such as the teacher or careers advice services) when completing their personal audit to ensure that the job to which they are matching their abilities to is realistic. It could be either a full-time or part-time opportunity or placement opportunities for work experience. For 2B.M3, the learner can use the results of their personal audit in 2B.P4 to justify in their application how

their current knowledge and skills meet those required in the job description and person specification. They can develop this evidence further in 2B.D2 by analysing gaps in their knowledge and skills that might require further training or development role for which they are applying. This will demonstrate their ability to understand in detail the knowledge and skills required together with the ability to be objective about their own knowledge and skills.

For 2C.P5, the learner needs to provide some appropriate responses to the questions asked at an interview for a specific job role. It can involve a mock interview with the teacher acting as the interviewer, or any other suitable scenario. Actual interviews for work experience positions are acceptable as long as witness testimonies are provided by external interviewers. The assessor must provide a detailed witness testimony/observation record covering the learner's performance at the interview.

For 2C.M4, the learner needs to demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role. The responses will be detailed and demonstrate prior research on the business and the role and demonstrate personal preparation (such as rehearsed answers and appropriate attire).

For 2C.P6, the learner needs to produce a realistic personal career development plan for a suitable career. They must select an appropriate career or job, investigate the skills, knowledge and qualifications required and then produce a plan. The plan needs to include measurable targets such as timelines of how they can achieve their goal. For example, if a learner selects a job in human resources, they need to research the qualifications required to enter the profession and the experience required for job roles in that functional area. They will need to identify the professional qualifications required, how long these will take to achieve and where they can study. To achieve 2C.M5, their career plan will show evidence of independent research and planning.

For 2C.D3, the learner needs to reflect on their own performance at the interview they took part in for 2C.P5 and, using this and the interviewer's feedback, evaluate the suitability of their career development plan, and update or improve the plan where appropriate.

Level 1

For 1A.1, the learner needs to describe the purpose of two functional areas in two contrasting businesses. They should select two businesses that they can access easily to investigate the functional areas that exist. The learner could be encouraged to approach a business either directly or by writing to them and asking for information. It could be the business where they are already working part-time or their work experience business. Alternatively, the teacher may select suitable businesses for the learner to approach.

For 1A.2, the learner needs to identify the responsibilities of two different job roles in a selected business. This can be one of the businesses used in 1A.1.

For 1B.3, the learner needs to produce a job description for a specific job they may have been given to research, or one of their own choice, such as an existing part-time job. The learner should be encouraged to research the job in as much detail as possible, such as arranging discussions with the line manager and other people in the business to ensure an accurate, detailed job description can be produced.

For 1B.4, the learner needs to produce a curriculum vitae and letter of application to apply for a suitable job role. The letter can be basic, but the CV should be appropriately detailed and presented in a professional business format. A template or sample CV could be provided to learners as guidance. The job role chosen must be a realistic choice and guidance may be necessary. For example, the teacher may have provided a selection of suitable local adverts. It could be either a full-time or part-time opportunity or placement opportunities for work experience.

For 1C.5, the learner needs to provide some appropriate responses to the questions asked at an interview for a specific job role.

For 1C.6, the learner needs to produce a basic personal career development plan. It is recommended that they complete a personal skills audit to focus their planning and aspirations for the future before completing the evidence requirements of this criterion.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Job Roles and Functions in Business	You are working for a recruitment consultancy. You have been given the task of producing information for potential employees. To do this, you will need to investigate roles and functional areas in two contrasting businesses with different organisational structures. You will need to describe the responsibilities of two job roles and explain the purpose of the different functional areas, comparing these and analysing the impact of the organisational structure on the job roles and functional areas. Your work must include reference to examples of real businesses.	Presentation/leaflet Teacher/peer feedback

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 1B.4, 1C.5, 1C.6, 2B.P3, 2B.P4, 2C.P5, 2C.P6, 2B.M2, 2B.M3, 2C.M4, 2C.M5, 2B.D2, 2C.D3	Recruitment and Job Application & Career planning	<p>For this assignment you will take on two roles. In the first role, you are working in the human resources department of a business and are responsible for preparing recruitment documentation. This will include producing a detailed job description and person specification to advertise for a specific job vacancy.</p> <p>In the second role, you will select and apply for a specific role. You will need to produce a curriculum vitae, letter of application and completed application form to apply for a suitable job role. You will also prepare for and participate in an interview for the job vacancy you have applied for.</p> <p>Having participated in the interview process and having had time to consider your future career pathway, you will create a career development plan.</p>	Completion of required documents Detailed witness testimony/observation record from interviews required Individual plan