

**Unit Overview: BTEC NATIONAL EXTENDED CERTIFICATE****Year 13**

<b>Half-Term:</b>	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	<b>No of Lessons:</b>	<b>24</b>
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**Key Focus for Unit:****UNIT 8:- RECRUITMENT AND SELECTION PROCESSES****Weighting: 25%***What is the key knowledge being delivered?**What is the intent of this unit?***Unit 8 Focus: Recruitment and Selection Processes****Learning Aim A: Promotion****Learners will learn about:****Week 1:** Recruitment of staff.

Workforce planning in a large-scale business, e.g. retail, a production company or financial business, look at the reasons for recruiting new staff, such as:

- growth of the business: locally, nationally, globally.
- changing job roles.
- systems change.

Use of jobcentres and agencies, internal advertisements versus external advertisements, online recruitment and traditional methods.

How the recruitment process links to business success.

How a professional recruitment process leads to efficient staff integration.

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**Week 2:** Recruitment process – the purpose of the documents for internal and external recruitment:

- job advertisement – placing of the advertisement, internal/external, journal/website.
- job analysis.
- job description – the content of the tasks and responsibilities of the job o person specification and skills the position requires – are they essential or desirable?
- CV versus application forms.
- letter of application.
- Online recruitment and how the application process can be more cost-effective when using technology.

**Week 3-4:** Selection, including assessment centres and psychometric testing, group/team activity interviews (by telephone, face-to-face, group and panel), presentations in interviews, short tests at interviews:

**Week 5-6:** Ethical and legal considerations in the recruitment process.

Why recruitment processes have to be ethical and adhere to equal opportunities legislation; what the ethical responsibilities and the current legislation relating to equal opportunities are.

Ethical considerations, including:

- being honest in an advertisement.
- the maintenance of confidentiality.
- ensuring the same questions are asked to all candidates interviewed.
- same criteria used for all applicants.
- disclosure if family or friends work for the same business.

**Key Knowledge and Big Ideas:**

*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*

*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are they being closed?*

The big idea for this learning aim is **Human Resources**

*Students will develop the following skills and competencies: inquiry, communication, problem solving and analytical skills throughout the course.*

The powerful Knowledge students will learn in this learning aim will include the recruitment and selection process and how business organisations plan, recruit and select employees for the organisation. The documentations associated with recruitment and selection will be discussed, developed and filled in by students. They will also learn the legal and ethical considerations business have to consider when recruiting staff.

Knowledge from each topic is explicitly referenced through the knowledge organisers. Baseline testing will make explicit reference to this.

Gaps in learning, knowledge and skills development are addressed weekly in lessons through class discussion and work, low and high-stake testing, marking and feedback, and retrieval practice. Data from these assessments will form the basis for lesson planning, including:

Sequencing of lessons

Retrieval practice based on low-stakes testing

Coursework

Homework will be linked to the content taught in class.

**Unit Assessment:**

*How will this unit be assessed?*

*What is the frequency of assessments – baselines etc?*

This component is internally assessed through coursework. Students will be taught the content, do regular class tasks and assignments, group work, low stake test and coursework to assess their grasp of the content covered in the component. We strive to ensure all students complete with either level, Merit or Distinction levels.

Evidence of this work will be coursework and presentation which will be assessed to determine progress students are making.

<b><u>Key Skills Explored</u></b>	<b><u>Vocabulary Selected for DVI</u></b>	<b><u>Links to Previous Unit</u></b>
<ul style="list-style-type: none"><li>• Researching and write about the recruitment and selection processes in a chosen organisation.</li><li>• Discuss the main documentations associated with recruitment and selection process.</li><li>• Create and complete the recruitment documents for a named position in their chosen organisation.</li><li>• Role play in an interview situation.</li></ul>	Workforce planning Internal advertisements external advertisements online recruitment traditional method job analysis job description letter of application legal and ethical consideration person specification observation interview role play body language professional approach	

<b><u>Links to Careers/Employability</u></b>	<b><u>How does this unit prepare students for the next unit?</u></b>	
<p>Banking, Retail management, Entrepreneurship Human Resource Management Accounting, Economics, Marketing</p>	<p>This component gives students in-depth knowledge about the recruitment and selection process in organisations and equip learners with the skills required for successful recruitment. It prepares students for work and also for higher learning.</p>	