

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

Half-Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	24
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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 B: Undertake a recruitment activity to demonstrate the processes leading to a successful job offer****Learners will learn about:****Week 1-2: Job applications.**

Selection of a job role for the business as above and then preparation of all the relevant documents:

- a job advertisement giving suitable examples of where it could be placed • job analysis • job description
- person specification
- application form
- personal CV
- letter of application

Week 3-4: Interviews and skills

- Communication skills required for interview situations: body language and listening skills, professional approaches, formal language, skills and attitudes of both interviewer and interviewee, role play, body language, dress, interview questions.
- Designing interview questions.
- Interview feedback form.
- Observation form.
- Reviewing applications from peer group.
- Submitting applications to peer group.
- Demonstration of a work-related competence (interviewing and being interviewed), analysis of how the activity worked, if the correct questions were asked to achieve the desired outcome, if the advertisement, job description and person specification led to the application form and covering letter being completed with the right level of information; adherence to equal opportunities legislation.

- Evaluation of documentation produced for the process: was it prepared to select the right candidate? Did the interview process forms/questions ensure the candidates demonstrated their skills effectively? Could it have been improved?

Week 5-6: Learning aim C: Reflect on the recruitment and selection process and your individual performance.

Review and evaluation

- Role-play activity.
 - Individual appraisal of own roles in being interviewed, interviewing and observing.
 - Review of communication skills.
 - Review of organisational ability.
 - Assessment of how the skills acquired support the development of employability skills.
- C2 SWOT analysis and action plan
- SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis on individual performance in the role-play activities.
 - Self-critique of the events and documentation prepared, and how it supported the activity.
 - Review if the process was effective and how a learner feels they may need to develop skills further to be able to conduct and participate in interviews more effectively.
 - Action plan to highlight how to address any weaknesses in skill set.

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. Students will also undertake a recruitment activity to demonstrate the processes leading to a successful job offer. They will reflect on the recruitment and selection process and their individual performance.

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.

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> • Undertake a recruitment activity to demonstrate the processes leading to a successful job offer. • Reflect on the recruitment and selection process and your individual performance • Role play in an interview situation. 	<p>Role-play activity Individual appraisal interviewing and observing Communication skills Employability skill. Self-critique Strengths, Weaknesses, Opportunities, Threat Self-critique. Action plan</p>	

<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<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>	