**M&L 43 Recruitment, selection and induction practice**

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range**  **The candidate provides evidence that they understand:** |
| 1. Understand the principles and theories underpinning recruitment, selection and induction practice | 1.1 Explain workforce planning techniques | Workforce planning techniques use a range of data and information from internal and external sources to support overall decisions about future profiles and staffing requirements within the organisation. The results obtained from using various techniques do not give the definitive ‘answer’ but offer a medium to explain the data in a more robust way, which will benefit those making decisions about organisational design and skills requirements.  Sectors have their own ways of using their information and levels of sophistication in the application of ‘modelling tools’, however, these usually have certain key features:   * Environmental scanning * Current workforce profiling * Future view forecasting –what is likely to continue and what will change? * Reference class forecasting –looking at past and similar situations and outcomes * Analysis of skills gaps and targeted future planning using qualitative and quantitative data and information * Internal and external supply and demand |
|  |  | In this criterion the learner is required to provide evidence that he or she has selected a workforce planning technique and very briefly explained how it is used in a workplace context. In addition, he or she has stated an alternative technique relevant to the organisation and identified key features of the technique. |
| 1.2 Describe the information needed to identify recruitment requirements | Information needed to identify recruitment requirements includes:   * Corporate information related to the strategic direction and focus of the organisation, including risk and uncertainty, as part of the corporate planning cycle * Supply issues – current workforce analysis - a detailed workforce profile (number, turnover, demographics, competencies, job levels, education, certification, status FT/PT)- this forms the baseline data * Demand issues- changes over the planning period, innovation, technology, structural changes, skill requirements * Gap analysis – aligning the current and projected workforce profile and drafting a solution, including training versus recruitment, to fill competency gaps * Decisions about the utilisation of contractors and/or existing staff |
| *In this criterion the learner is required to provide evidence that he or she has described the information required in own area of responsibility in order to identify recruitment requirements.* |
|  | 1.3 Assess the impact of an organisation’s structure and culture on its recruitment and selection policies and practices | ‘Impact’ reflects the influence the structure and culture of the organisation has on recruitment and selection policies and practices and the value placed on the expertise of hiring managers, interviewing techniques and the selection of candidates.  ‘Organisational culture’ according to Schein (2004) can be seen at three levels:   * Artefacts- tangible level or surface level * Espoused beliefs and values- shared goals and perceptions * Basic underlying assumptions- these are embedded and taken for granted   The current and future workforce is integral to the strategic direction and culture of the organisation. Requirements of key appointments are ‘mission critical’ and bring significant value and structure to the whole organisation. The communication strategy to communicate the workforce plan enables beliefs and expectations to be embedded within the culture of the organisation. Recruitment and selection policies and practices will reflect attitudes to, for example, succession planning, flexible working and training opportunities. |
| In this criterion the learner is required to provide evidence that he or she has briefly described key features of the organisational structure. In addition, he or she has identified one example of good practice that occurs when recruiting and one example of good practice that occurs when selecting a candidate, and assesses how the structure and culture have an effect on these practices. |
| 1.4 Analyse the factors involved in establishing recruitment and selection criteria | ‘Analyse ‘means to examine in detail the factors involved in establishing the recruitment and selection criteria.  Key factors include:   * Legislation and good practice * Establishing a vacancy exists- purpose and nature of job to be filled * Job analysis- job description (what the job entails including pay) and person specification (the ‘ideal’ person for the job) * Attracting a suitable pool of applicants – from internal and external sources |
| In this criterion the learner is required to provide evidence that he or she has identified the key factors involved in establishing recruitment and selection criteria. In addition, he or she has analysed why these factors are important and drawn conclusions from this analysis. |
|  | 1.5 Evaluate the suitability of different recruitment and selection methods for different roles | ‘Evaluate’ means to examine how well each part of any suggested examples work and what could be done to make each part better?  A range of selection processes are used and the choice can partly relate to the level of seniority of the prospective post holder.  Including, though not exclusively the following methods:   * Face to face interviews and /or telephone interviews, following on from submission of completed application forms and/or curriculum vitae (C.V’s) * Use of references and previous employment checking * Psychological testing – used in occupational settings to measure individuals’ differences (e.g. ability, personality) * Assessment Centres- for completion of a number of different tasks, linked to the job description. Sometimes group tasks are set and these centres offer a preferred method, which is often used for first –tier or large scale interviewing processes with a high volume of applicants. |
| In this criterion the learner is required to provide evidence that he or she has chosen at least 2 different job roles within the organisation and suggested a suitable method/ or methods of selection for each one. In addition, he or she has evaluated the reasons for the choice for each of the chosen methods and in each case, linked these to the overall purpose of the selection process. |
| 1.6 Analyse patterns of employment that affect the recruitment of staff | ‘Analyse’ means to examine and draw meaning from the patterns of employment that affect staff.  A number of different patterns of employment have been developed to meet the needs of employers and employees. These include, for example:   * Full-time employees * Part-time employees * Job-sharing arrangements * Permanent and fixed term posts * The use of temporary agency workers or contractors   This new flexibility is a response to the variable levels of staff needed in terms of volume (e.g. seasonal work) skills (e.g. new technologies) and place of work. Key factors that influence and affecta person’s chances of employment include:   * Educational qualifications * Demand for certain skills * Age * Ethnicity * Social class * Gender * Employment opportunities in a particular area, etc. |
| In this criterion the learner is required to provide evidence that he or she has analysed patterns of employment in one area of the organisation, explaining briefly how these patterns affect the recruitment of staff, from the organisation’s viewpoint. |
| 1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements | Job specifcations are created from three main areas of investigation:   * Research – what exactly is required to fill a vacancy, level of expertise and skill required, number of hours required and working arrangements * Job description – introduction to the organisation, role, purpose, content, pay and practical arrangements e.g. clean driving license required * Person specification e.g. skills, qualifications, experience, competencies. |
| In this criterion the learner is required to provide evidence that he or she has selected a job advertisement from the organisation and the corresponding job and person specifications. For each of these (three) artefacts, explained the essential considerations made during the development of each. |
|  | 1.8 Explain the induction process | Induction processes are most likely to include information about:   * Organisational culture and the expectations of employees * New tasks and procedures (including health and safety information) * Key contacts * Practical arrangements * Initial role direction and focus |
| In this criterion the learner is required to explain the induction process within their organisation, identifying the key elements. |
| 1.9 Explain the relationship between human resource processes and the induction processes | Human resource processes are those involving legal requirements, organisational policies and procedures relative to new employees, in order that both compliance and employee well-being issues have been addressed. Those groups requiring particular attention are:   * School and college new recruits, including those on apprenticeship or management trainee schemes * Employees with disabilities * People from minority groups |
| In this criterion the learner is required to provide evidence that he or she has explained how key responsibilities of the Human Resource function are aligned with information and/or training delivered as part of the Induction process. |
| 2. Be able to recruit people into an organisation | 2.1 Determine current staffing needs | ‘Current staffing needs’ relates to the number of people required to complete identified tasks. Information is gathered under the following headings to find out about the actual staffing profile. Examples of relevant information include:   * Headcount and demographics (e.g. age, gender, race, disability) * Titles * Grades * Performance ratings * Qualifications * Education * Tenure * Compensation and benefits   Any gaps in the staffing profile requires clarification. |
| In this criterion the learner is required to provide evidence that he or she has determined current staffing needs for a designated area of work using information collated and analysed and the identification of any shortfalls. |
| 2.2 Identify current skills needs from identified staffing needs | Current skills needs figures may potentially produce a different calculation to the figure for the actual current staffing profile. The information generated, including the difference between these two sets of figures forms highly valuable planning information. ‘Identified staffing needs’ are based on information gathered internally to meet planned requirements. |
|  | Identified staffing needs can be determined by:   * Using the current (actual) and projected workforce profiles and identifying any gaps in headcount, grades, knowledge, skills, abilities and experience * Noting these gaps and excesses in each of the six areas identified in AC 2.1 |
| In this criterion the learner is required to provide evidence that he or she has identified current skills needs from information about staffing needs identified in AC2.1. |
| 2.3 Identify future workforce needs | Predictions about the future workforce needs are made by using the following sources of information and data:   * External environment, trends in employment and sector information * Internal environment – strategic level i.e. the direction and focus of the organisation and the implications for each level * Internal environment- local level skills excesses and/or gaps , levels of expertise required and level of demand |
| In this criterion the learner is required to provide evidence that he or she has selected and used key information from external and internal sources, where relevant, to identify future workforce needs within a designated area of the organisation. |
| 2.4 Develop a resourcing plan that addresses identified needs within budgetary limitations | Resourcing need decisions and priorities may be based upon, for example:   * Vital skills needed for success * Skill imbalance created by turnover, retention strategies and associated costs * Training versus recruiting to fill competency gaps * The use of agencies and other third parties versus using own staff * Re-assignment of resources with excess skills, to other key roles, to create development opportunities   A resourcing plan is an essential requirement, particularly when constrained by budgetary limitations, when decisions are being made about priorities for action to meet the identified needs. |
| In this criterion the learner is required to provide evidence that he or she has developed a resourcing plan to address identified needs, within budgetary limitations, for a designated area of work. |
|  | 2.5 Evaluate the cost-effectiveness of different methods of recruitment for an identified role | Different methods of recruitment include using:   * Existing employees -internal recruitment * Job centres * Scanning of known sources and networking * Employment agencies or recruitment agencies * Targeted adverts- related to the role and nature of the job e.g. local and national newspapers, professional journals, the internet and social networking sites * Open days and recruitment fairs * Outplacement and resettlement agencies   ‘Cost effectiveness’ provides an economic analysis of the relative costs and outcomes of two or more courses of action. ‘Evaluate’ means to examine the relative costs, expected quality outcomes and the longer term gain for the organisation. |
| In this criterion the learner is required to provide evidence that he or she has selected a job role and evaluated at least 2 methods of recruitment for this job role. In addition, he or she has evaluated the cost effectiveness of each method selected (using the above examples). |
|  | 2.6 Explain how recruitment policies and practices meet legal and ethical requirements | Key legislation regarding recruitment and selection cannot be explained in a brief paragraph; however, a good starting point is The Equality Act 2010 which aims to provide a simpler and more consistent and more effective legal framework.  There are ‘protected characteristics ‘in the act. In addition, types of discrimination, victimisation and harassment are covered. Organisational policies will also be in place to meet legislative requirements. ‘Ethical requirements’ covers the behaviours relating to recruitment, selection and appointments which includes working with integrity. |
| In this criterion the learner is required to provide evidence that he or he has provided an example of a policy (extract) that has been designed to meet a legal requirement and a separate description of a practice, linked to recruitment procedures which have been designed to meet a stated ethical requirement. In addition, he or she has explained in the above example, how, in practice, legal and ethical requirements are met. |
|  | 2.7 Select the most appropriate method of recruitment for identified roles | Matching job role to method of recruitment involves decisions about the most effective method to use. The aim is to attract the right number of suitable candidates; hence, the medium, content and design of the advert (if this is to be the chosen route) are critical:   * For semi- skilled positions there may be a wider pool of available talent in the locality and the job centre may be able to provide a stream of applicants * Managerial, specialist and technical staff may require more targeted routes which tend to be more expensive and this has to be balanced against the cost of not filling key posts * Internet recruitment may include advertising on own company website or the use of specialist online recruitment websites, increasingly using social networking sites as a preferred option |
| In this criterion the learner is required to provide evidence that he or she has selected two different job roles and in each case, described a suitable method of recruitment. |
| 3. Be able to select appropriate people for the role | 3.1 Plan assessment processes that are valid and reliable | Assessment processes include:   * Psychometric testing which can be used to measure individual differences in personality and ability and make predictions about future behaviour. * Assessment Centres (A.C’s) – are used for large –scale recruitment, graduates and senior roles, specialist and technical positions   Sometimes group tasks are set. Also used for large scale interviewing.To ensure validity and reliability, qualified and competent staff should be utilised to deploy the tests and make recommendations about individuals. The quality of techniques and materials used should be appropriate, using job- relevant criteria. |
| In this criterion the learner is required to provide evidence that he or she has explained the meaning of validity and reliability in the context of one form of assessment. In addition, he or she has planned two different assessment processes, relevant to the organisation, including supporting documentation. |
|  | 3.2 Provide those involved in the selection process with sufficient information to enable them to make informed decisions | The information used in selection processes is taken mainly from two main sources:   * Data including the completed application form and /or C.V. * Job description, person specification, references * Results of tests (where applicable) or appraisals (internal candidates) * Interview performance |
| In this criterion the learner is required to provide evidence that he or she has collated relevant information and provided those involved in the selection process, with sufficient information to enable them to make informed decisions. |
|  | 3.3 Justify assessment decisions with evidence | Criteria are established, prior to assessment, in order to filter out those candidates who do not meet both the minimum criteria and essential requirements, as stated in the person specification. Shortlisted candidates, depending on the seniority of the post, may be recalled for further interviews, in order that the ‘best fit’ between the desirable characteristics, interview performance, references and job role can be established. |
| In this criterion the learner is required to provide evidence that he or she has presented examples of two assessment decisions, justifying the reasons for making each decision. |
|  | 3.4 Inform applicants of the outcome of the process in line with organisational procedures | Candidates may be informed of the outcome of the application process, in line with organisational procedures, in one or more of the following ways:  Process for unsuccessful candidates:   * Informed as soon as possible either by telephone and/or letter   Process for successful candidates:   * Verbal offer stating conditions of service including length of contract * Written conditional offer * After acceptance, notification that conditions of the offer have been met and arrangements for induction have been made |
| In this criterion the learner is required to provide evidence that he or she has described the process for informing both unsuccessful candidates in line with organisational policy and informed two applicants of the outcome of the selection process. |
|  | 3.5 Evaluate the effectiveness of the selection process | Depending on the success criteria established by the organisation,  effectiveness is evaluated by the quality of the outcomes of the selection process.  Success indicators for possible consideration are:   * Positive feedback from candidates and those engaged in the recruitment process (e.g. agencies) * Vacancies matched and filled with appropriate skills and expertise * Cost effectiveness of recruitment and selection methods * Staff retention rates |
| In this criterion the learner is required to provide evidence that he or she has evaluated an effective selection process and made recommendations and/or conclusions. |
|  | 3.6 Adhere to organisational policies and procedures, legal and ethical requirements when carrying out selection assessments | Both order and detail are important when following organisational policies and procedures also when carrying out selection assessments with due regard to legal and ethical requirements. |
| In this criterion the learner is required to provide evidence that he or she has explained why order and detail are particularly important when carrying out selection assessments. In addition, he or she has adhered to organisational policies, procedures, legal and ethical requirements, describing how these principles were followed during two separate selection assessments. |
| 4. Be able to induct people into an organisation | 4.1 Develop induction materials that meet operational and new starters’ needs | Induction materials are designed to:   * Enable the new employee to fulfil the requirements of the role effectively, so that new tasks can be commenced * Increase training accessibility, where required and * Make contact with other employees as early as possible     Settling into a new role can take time to ‘fit ‘into the new culture and ways of working and for the development of acceptance within the organisation by both parties. |
| In this criterion the learner is required to provide evidence that he or she has identified essential needs of new starters to the organisation. In addition, he or she has developed induction materials that meet both the new starter and organisational needs. |
|  | 4.2 Explain to new starters organisational policies, procedures and structures | Induction information is made available at a general and specific level, increasing use being made of accessible online information through the company website links. Essential policies and procedures (or links to) are made available at Induction; Ones that are of direct and immediate concern to the new employee e.g. Health and Safety, may also be highlighted.  Induction practices vary according to the sector of operation and the size of the company, enabling opportunities for question and answer sessions. |
| In this criterion the learner is required to provide evidence that he or she has explained to new starters, how to locate information relating to organisational policies, procedures and structures, highlighting significant sources of information of immediate concern for new employees. (i.e. Fire prevention and evacuation procedures) |
|  | 4.3 Explain to new starters their role and responsibilities | Defining roles and responsibilities helps employees to understand their job requirements, what they are expected to do and the teams that they are part of.  Explanation may be in more formal presentations and depending on the roles; these are useful for explaining company values and beliefs alongside more practical day to day information.  Face to face meetings are also arranged between key parties to establish good working relationships. |
| In this criterion the learner is required to provide evidence that he or she has selected two new starters and explained details of their roles and responsibilities in the work context. |
|  | 4.4 Explain to new starters their entitlements and where to go for help | ‘Entitlements’ are guaranteed rights linked closely with legislation, company policy and good practice within the organisation. Depending on the nature of the help required, key contacts will be named e.g. line manager in order that questions can be responded to and requests actioned. |
| In this criterion the learner is required to provide evidence that he or she has explained entitlements and where to go for help to two new starters |
|  | 4.5 Assess new starters’ training needs | Training needs are assessed by:   * Identifying role -specific performance requirements ,knowledge , skills , experience and ability levels * Identifying specific performance requirements, knowledge , skills, experience and ability levels in new starters * Specific role requirements/ levels of skill or experience required * Value (financial and non- financial) of undertaking training (self and organisational considerations)   ‘Gaps’ between the role requirements and individuals’ current levels of performance are identified, with a view to providing training where required.  A further consideration is the estimated cost of ignoring the gaps. |
| In this criterion the learner is required to provide evidence that he or she has assessed, using two different examples, individuals’ training needs, explaining the key stages of the process in each case including outcome decisions and planned actions to be taken forward. |
|  | 4.6 Confirm that training is available that meets operational and new starters’ needs | Training opportunities can be classified as:  **On-the-job training**  Employees receive training whilst remaining in the workplace, main methods include:   * + Demonstration / instruction - showing the trainee how to do the job     - Coaching - a more intensive method of training that involves a close working relationship between an experienced employee and the trainee       * Job rotation - where the trainee is given several jobs in succession, to gain experience of a wide range of activities (e.g. a graduate management trainee might spend periods in several different departments or companies)       * Projects - employees join a project team - which gives them exposure to other parts of the business and allows them to take part in new activities. Most successful project teams are ‘multi-disciplinary’   **Off-the-job training**  Employees are taken away from their place of work to be trained. Frequently used methods of off-the-job training include:   * Day release (employee takes time off work to attend a local college or training centre) * Distance learning / evening classes * Block release courses - which may involve several weeks at a local college or training centre * Sandwich courses - where the employee spends a longer period of time at college (e.g. six months) before returning to work * Sponsored courses in higher education * Self-study, computer-based training |
| In this criterion the learner is required to provide evidence that he or she has confirmed that training is available, briefly clarifying for two individuals, what the training will be and how it will meet the identified needs of the new trainees and the operational needs of the organisation. |
|  | 4.7 Provide support that meets new starters’ needs throughout the induction period | **Models of support**  The level and nature of support required will vary during the induction period examples include:   * Standard supervision – the line manager provides a regular level of support, including a small amount of non-work related assistance, if required * Non-delineated supervision and support – in this model, work-related support is provided by the placement supervisor, who is also available to offer personal support. * Delineated supervision and support – in this model, work-related support is provided by a placement supervisor and any personal support is provided by a dedicated support person, such as a life coach, mentor, or employment advice worker.   This support is sometimes delivered from within the organisation and sometimes by another partner organisation. |
| In this criterion the learner is required to provide evidence that he or she has defined the nature of support offered to new starters for an identified Induction period. In addition, the learner has provided support identified above for a designated induction period, explaining how the level of support offered meets the identified needs of new starters. |