

NZQA Approved

Internal Assessment Resource

Business Studies Level 1

This resource supports assessment against Achievement Standard 90841 version 2

Standard title: Investigate aspects of human resource processes in a business

**Credits:** 3

Resource title: Investigate how your local cricket association recruits its people

**Resource reference:** Business Studies 1.5B

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| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | February 2015  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90841-01-9001 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

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Achievement standard: 90841

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Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to comprehensively investigate the recruitment processes of the local cricket association and present their findings in a format agreed with you.

If there is no local cricket association, or students are not interested in cricket, you may decide on an appropriate sports association or allow students to negotiate the sports association with an identifiable human resources function. If this is not practical, a case study may be used. Students who base their investigation on a case study are also expected to interpret the information rather than simply explain it. Whichever scenario is used, it must be possible for students to access multiple sources of information about the business that is being investigated.

The level 6 Curriculum Learning Outcomes are explored within the context of a small-to medium-size business, therefore an organisation of this size may be the most suitable for this activity. National sports bodies may be too large.

Aspects of the recruitment process may include:

* job analysis
* job description
* person specification
* methods of advertising
* screening and short-listing
* interview and testing
* offer and acceptance process (including employment contract)
* induction and pōwhiri/whakatau.

Students should investigate a range of these.

Conditions

This is an individual activity, but students may undertake the initial research in a group.

Resource requirements

Students may require:

* internet and library access for research
* software and equipment to help them create and present their report (for example, slide show software or video recording and editing equipment).

Additional information

Provide guidance to students about suitable questions and how to approach organisations and the people in charge of the human resources function (if possible). For example, students could be advised to initially contact the public relations or human resources manager to ask for access to an employee for additional sources of information.

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Student instructions

Introduction

This assessment activity requires you to investigate aspects of the recruitment processes in a business, specifically your local cricket association.

You are going to be assessed on how comprehensively you investigate this area of human resource processes. This includes how well you interpret and explain the detailed information you collect, and how well you integrate relevant business knowledge and any applicable Māori business concepts into your presentation of what occurs at the local cricket association.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt and achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them as necessary to suit their students.

Task

You need to investigate all the relevant aspects of the recruitment processes, listed below, that are used by the local cricket association.

* job analysis
* job description
* person specification
* methods of advertising
* screening and short-listing
* interview and testing
* offer and acceptance process (including employment contract)
* induction and pōwhiri/whakatau.

Part 1: Collecting relevant information about your local cricket association and its recruitment processes

* See **Resource A** for examples of questions you might consider as you investigate the recruitment processes of your local cricket association.
* You may collect information as a group, but you will analyse this information and present your findings individually.
* Collect information about the cricket association and its recruitment processes. Use more than one source of information (that is, more than one website, person, or business directory).
* Decide how you will approach different people for information, and prepare suitable interview questions. Your group might decide to ask the cricket association’s human resources manager for a face-to-face or telephone interview and send one or two questions to the association by email.
* Submit a list of all your sources of information. These could include, for example, interview notes, email messages, websites, and magazine articles.

***Part 2: Presenting your findings in an appropriate format***

* Write or otherwise record detailed notes and/or photocopy or print out other information as necessary. Use these materials to prepare your final report or presentation.
* Attach them to your report or presentation notes as an appendix.
* Select a report or presentation format that meets your needs. For example, you might produce a written report, podcast, video presentation, or portfolio, or deliver a speech or slide presentation.
* Confirm with your teacher the format of your report or presentation is appropriate.

***Part 3: Interpreting this information to explain the processes involved in recruitment and why they are carried out this way***

* Write a report or presentation in which you comprehensively investigate the recruitment processes and also how your selected company applies these.
* Interpret and explain the information you have gathered to describe how recruitment is carried out and why it is done in this way.
* Use detailed and relevant examples.
* Identify where your information has come from and cite a range of sources.
* Use relevant business knowledge to explain why particular processes are used.
* Integrate a Māori business concept (or concepts) where relevant.
* Submit your report or presentation as agreed with your teacher.

Resources

Resource A: This provides evidence of the depth of research

Sample questions on recruitment processes

The following are examples of questions you might consider as you investigate the recruitment processes of your local cricket association. This is not intended to be a complete list. Nor is it the only way to approach this task. Choose an approach that works best for you and remember to explain why the processes take place within your local cricket association.

Company

* What is the culture of the association? What is its mission and vision?
* In what ways do these factors impact on the recruitment processes?

Specifications

* How does your cricket association conduct job analyses? When does it do this?
* How does it create a job description?
* How does it determine the person specification for the position?

Applicants

* How does the association find suitable applicants?
* Where (if anywhere) does it advertise for suitable applicants? Why?
* How does it screen and short-list applicants?
* What interview and testing processes do candidates go through? Why?

Hiring and induction

* How does the offer and acceptance process work?
* How is the employment contract finalised?
* What induction process does a new employee undergo? Why?
* Is there a pōwhiri/whakatau or other formal welcome?

Assessment schedule: Business Studies 90841 – Investigate how your local cricket association recruits its people

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student investigates aspects of human resource processes in a business.  Aspects of the recruitment process may include:   * job analysis * job description * person specification * methods of advertising * screening and short-listing * interview and testing * offer and acceptance process (including employment contract) * induction and pōwhiri/whakatau   The student does this by:   * collecting relevant information about recruitment from the local cricket association.   For example:  We found that Timaru Cricket Association (TCA) has been in operation for 75 years and has 7 people currently working full time and 12 people working part-time. The TCA has three departments – corporate, high performance and schools’ coaching liaison. The CEO Ms Robertson oversees all department heads, and approves new staffing.  Ms Robertson states that when they hired the school’s coaching liaison officer they undertook a job analysis.   * stating relevant business knowledge   For example:  The job analysis identifies the kind of skills required to succeed in the role from the point of view of the cricket association and is used to help TCA cope with change.   * providing an interpretation or explanation of the information   For example:  TCA do this because they need to make sure that when they hire the person chosen, that person has the ability to work with kids.  Explanation should be seen as reasoned statements about the human resources cycle in general terms; why steps are taken in common recruitment processes.  Businesses, due to their differing natures, amend a generic human resources cycle to meet their individual needs.  Interpretation suggests students make reasoned statements about why a business undertakes the recruitment process in its own individual manner.   * including a Māori business concept (or concepts) where relevant   The examples above are indicative samples only. | The student investigates in detail aspects of human resource processes in a business.  Aspects of the recruitment process may include:   * job analysis * job description * person specification * methods of advertising * screening and short-listing * interview and testing * offer and acceptance process (including employment contract) * induction and pōwhiri/whakatau   The student does this by:   * collecting detailed relevant information about recruitment from the local cricket association.   For example:  We found that Timaru Cricket Association (TCA) has been in operation for 75 years and has 7 people currently working full time and 12 people working part-time. The TCA has three departments – corporate, high performance and schools’ coaching liaison. The CEO Ms Robertson oversees all department heads, and approves new staffing. Ms Robertson states that when they hired the school’s coaching liaison officer they undertook a job analysis. Please see Appendix A for a copy of the job analysis they used (collected from Ms Robertson).   * including relevant business knowledge   For example:  The job analysis identifies the kind of skills required to succeed in the role from the point of view of the cricket association and is used to help TCA cope with change. TCA finds out from this analysis what needs to be accomplished from the job itself.  Part of this is to describe the work in the job and also be aware of the type of salaries they may need to pay to make sure the work is done and also check whether they already have staff that could do this.   * providing a detailed interpretation or explanation of the information   For example:  TCA need to do this because Ms Robertson has a small budget to manage and a job analysis plays an important role in helping her manage the employment costs overall. It is also used to assess the worth of a job and whether it is worth it to increase employee numbers to increase productivity and TCA can also see whether current staff roles can be shifted into it.  An explanation comprises reasoned statements about the human resources cycle in general terms and why steps are taken in common recruitment processes.  Students’ detailed interpretation or explanation includes reasoned statements about why a business undertakes the recruitment process in its own individual manner.   * including a Māori business concept (or concepts) where relevant   The examples above are indicative samples only. | The student comprehensively investigates aspects of human resource processes in a business.  Aspects of the recruitment process may include:   * job analysis * job description * person specification * methods of advertising * screening and short-listing * interview and testing * offer and acceptance process (including employment contract) * induction and pōwhiri/whakatau   The student does this by:   * collecting detailed, relevant information about recruitment from the local cricket association, from a range of sources.   For example:  We found that Timaru Cricket Association (TCA) has been in operation for 75 years and has 7 people currently working full time and 12 people working part-time. The TCA has three departments – corporate, high performance and schools’ coaching liaison. The CEO Ms Robertson oversees all department heads, and approves new staffing. Ms Robertson states that when they hired the school’s coaching liaison officer they undertook a job analysis. Please see Appendix A for a copy of the job analysis they used (collected from Ms Robertson).  *The appendix shows that they look at the roles currently being filled in the wider school liaison team and how the school’s coaching liaison officer could take on some of the school-based roles.*  *Other source used could include online or print newspaper articles, job vacancies, promotional videos/DVDs, etc.*   * integrating relevant business knowledge   For example:  The job analysis identifies the kind of skills required to succeed in the role from the point of view of the cricket association and is used to help TCA cope with change. TCA finds out from this analysis what needs to be accomplished from the job itself.  Part of this is to describe the work in the job and also be aware of the type of salaries they may need to pay to make sure the work is done and also check whether they already have staff that could do this.  This then informs the job description, person specification and screening and shortlisting stages, as people that phone up about the role are able to quickly be referred to what the job entails. Also when the first job description is created it is very simple to take the results from the analysis and place these in the description.   * providing a comprehensive interpretation and explanation of the information   For example:  TCA need to do the analysis because Ms Robertson has a small budget to manage and a job analysis plays an important role in helping her manage the employment costs overall. It is also used to assess the worth of a job and whether it is worth it to increase employee numbers to increase productivity and TCA can also see whether current staff roles can be shifted into it.  This is really important for Ms Robertson as the Board of Management of the Cricket Association is always worried about school coaching development and whether the association is managing the funds properly and using them in the right way. Ms Robertson tells the Board that “we have conducted a job analysis and need this additional role”. Also she needs to send NZ Cricket (NZC) information about the kind of schools based work TCA does as NZC is a major funder of schools initiatives.  An explanation comprises reasoned statements about the human resources cycle in general terms and why steps are taken in common recruitment processes.  Students’ comprehensive interpretation and explanation includes justified statements about why a business undertakes the recruitment process in its own individual manner, and links relevant aspects of the recruitment process into the explanation.  Students explain the impacts, effects, or consequences on the business of their process/es.   * including a Māori business concept (or concepts) where relevant   The examples above are indicative samples only. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.