



# Business & Computing Examinations (BCE) LONDON (UK)

## Recruitment and Selection Policy

<b>Policy No.:</b>	P024
<b>Date of issue:</b>	April 2012, revised September 2020
<b>Status:</b>	Approved
<b>Responsibility for policy:</b>	Administration
<b>Responsibility for implementation:</b>	CEO / Office Manager

The following checklist will help BCE Personnel in the Recruitment and Selection Process:

Requirements	Description
	Explain how position descriptions are developed (including qualifications and experience)
	Advertisement methods
	Job Specification Form
	Selection panel and selection process criteria
	How qualifications and references are checked
	Filing of confidential recruitment records
	UK Work Permit requirements
	Disclosure and Barring Service (DBS) checks
	Timing in selecting the right person and offer terms, including Job Description
	Complaints Procedure
	When policy was last reviewed

## Introduction

This Recruitment and Selection Policy has been updated in accordance with current best practice, in line with the Equality Act 2010 and the Bribery Act 2010.

The Recruitment and Selection Policy provides a general statement in respect of equality and diversity (equal opportunities) and the recruitment process, and provides greater detail for:

- Equality and Diversity / Equal Opportunities in Recruitment
- Monitoring Equal Opportunities, Equality and Diversity in Recruitment
- Job Descriptions
- Advertising of Vacancies
- Shortlisting
- Recruitment Interviews including; preparing for the interview; during the interview and after the interview
- Offer of Employment
- References
- Qualification Certificates
- Work Permits
- Personnel Records
- Complaints Procedure

Job descriptions help us articulate the most important outcomes needed from a personnel staff performing a particular job. We develop job descriptions as a communication tool to tell coworkers where their job leaves off and the job of another employee starts.

An effective job description establishes a base so that an employee can clearly understand what they need to develop personally, and contribute within the organization. BCE job descriptions provide personnel with a compass and clear direction.

Job description also tells our staff member where their job fits within the overall functional unit and the overall company. Job descriptions help staff from other functional units, who must work with the person hired, understand the boundaries of the person's responsibilities. Finally, BCE uses job descriptions as an integral piece of the Performance Development Planning Process.

Our goal in hiring is to find the brightest, most competent, flexible, reliable, multifaceted staff. Job descriptions help our successful recruiting in several ways:

- causes the Manager of the position and any other staff already performing the job to agree on the responsibilities and scope of the position;
- helps Administration know the knowledge, skills, education, experience, and capabilities sought in new employee, so an effective recruiting plan is formulated;
- informs prospective candidates about the duties and responsibilities of the position for which they are applying;
- informs personnel who are assisting with the interview process about the questions to ask candidates and what management seek in the new employee; and
- may protect the organisation legally when needed to demonstrate why the candidate selected for a position was the most qualified and culturally suited applicant.

## **BCE Steps in Developing Job Descriptions**

**Gathering the appropriate people for the task.** The line manager to whom the position will report takes the lead to develop a job description, but other personnel who are performing similar jobs can contribute to the development of the job description. Additionally, if the position is new and will relieve current employees of work load, they should be part of the discussion. For senior positions, the CEO develops the job descriptions.

**Performing a job analysis.** (A job analysis is the process used to collect information about the duties, responsibilities, necessary skills, outcomes, and work environment of a particular job.) The Responsible Person needs as much data as possible to develop a job description. Job analysis may include:

- the job responsibilities of current personnel;
- internet research and sample job descriptions online or offline highlighting similar jobs
- an analysis of the work duties, tasks, and responsibilities that need to be accomplished by the personnel filling the position.

**Writing the job description.** It is the responsibility of the Administration functional unit to design the job descriptions, in consultation with the CEO. The normal components of the job description:

- Overall position description with general areas of responsibility listed;
- Essential functions of the job described;
- Required knowledge, skills, and abilities;
- Required education and experience;
- A description of the physical demands; and
- A description of the work environment.

**Reviewing the job description periodically** to make sure it accurately reflects what the personnel is doing and expectations of results from the staff.

### **Using the job description as a basis for the Staff Development Plan (DP)**

BCE job description is integral in the development of the annual development plan. [see BCE Performance Management Development Plan form]

### **Skills and Qualities of BCE Senior Personnel (Board of Advisors, CEO, Appeals Committee Members, Programme Design & Review Panel Members, Programme Development Manager and Office Manager)**

- i) **Emotional Intelligence/Balance, Political Intelligence and Interpersonal Skills:**
- the ability to listen to others and even challenge them constructively to establish their key points clearly, without jumping to premature conclusions, interrupting, ignoring them or closing down the discussion without a sound hearing;
  - the ability to express oneself clearly, relevantly and factually, without being defensive or aggressive, while still being appropriately assertive;
  - having a healthy 'self-concept' so one can take on board widely differing points of view from others without feeling personally diminished, threatened, 'put-upon', a 'victim' in the face of disagreement - or even a 'winner', coupled with a lack of personal bombast and frequent self-promotion, insincerity or immodesty;

- able to withstand reasonable challenges from colleagues (and even sustained disagreement when necessary), without taking this personally;
- willing to offer reasonable challenges (and even sustained disagreement) with due reason when necessary, without giving personal offence to others;
- possessing personal self-understanding that recognises own individual strengths and weaknesses and impact on others, with the ability to moderate behaviour within reasonable limits as necessary without losing sight of core issues;
- a willingness to find a valued and honest consensus, to help find a clear and agreed route forward that may be acceptable to all (even if with further contingent actions), without prejudicing agreed principles and personal values;
- a ready willingness to say “*I was wrong*” when appropriate, in all honesty, without any sense of self-effacement or loss of self-esteem;
- a willingness to keep on learning and take on new views.

ii) **Business Judgement**

- the ability to attend to the relevant detail, without getting bogged down by it. To absorb a large amount of facts and be able to separate useful information from random or misleading data, or to lose sight of the end goal or purpose;
- the ability to rise above the detail, without ignoring it, to identify underlying trends and explore possible reasons for these. To be able to relate seemingly quite different pieces of information and to explore possibly useful linkages between them;
- to learn lessons from the past with an open mind, without being hooked on “*this is how have always done it*”;
- to keep in touch with the outside world, to be able to spot new trends, opportunities and threats, especially through developing and maintaining valued external business networks;
- to withhold premature judgement on any situation without getting as much information as possible from all sources in the time available;
- to make balanced decisions in the absence of all the information one would like, which may never be available! — and to put the organisation first in all deliberations, not personal prejudices or own immediate interests.

iii) **Business Awareness**

- financial awareness. This does not mean every BCE senior personnel needs to be a qualified accountant. But understanding the basics of a Profit and Loss, Balance Sheet and Cash Flow forecasts, the principles of budgeting and financial reporting, and even, with guidance, how investment decisions may be taken objectively, all seem fundamental as part of the essential language of business;
- additional functional expertise, whether of finance, operations, sales, marketing, purchasing, information technology, administration, also seem to be critical;
- customer focus, whatever the job title, as customers drive all businesses! This may also include both strategic commercial awareness, and even political awareness, in terms of how wider supply-chain works;
- corporate governance — or the awareness of good business practice, the responsibilities and reporting to stakeholders as appropriate, and what to do when things may go wrong.

iv) **Representational Qualities**

- personal projection, which may include setting a solid and consistent example for colleagues internally, as well as networking confidently further afield;
- team building skills, which inevitably include clear communication skills, establishing core values and acting fairly while holding others to account, but also in giving reward where reward is due, and even seeking and promoting those who may be better off in different functional units, to strengthen the business;
- influencing skills and negotiating skills; but most especially in representing the company.

v) **Problem Solving and Innovation**

Running a successful business is rarely about maintaining the status quo, but in seeking continuous improvement, finding better ways of doing things and maintaining and raising standards.

Key qualities almost certainly include:

- setting high standards and helping others to achieve them;
- learning from the past, and also seeking novel solutions where appropriate, being creativity, ‘breaking the mould’ and bringing in others’ ideas without adopting a ‘not invented here’ approach;
- focus, drive and determination, the persistence to see things through, dealing with important matters first, and the resilience to overcome inevitable set-backs.

vi) **Leadership**

The qualities required of a leader might fill several pages. There is no universal quality (or set of qualities) that make a good leader as ‘leadership’ is often context-specific.

However, BCE leadership skills and specifications required are:

- Knowledge of Leadership and Management Principles.
- Legislation.
- Knowledge of challenges and opportunities relating to the mission of the organisation.
- Knowledge of Human Resources Management and Financial Management.

All the above senior personnel have to see, and be responsible for, a far wider picture. And there is no room for any petty functional jealousies and inter-functional rivalries. A seriously divided management suggests a damaged company and BCE Board of Advisors would always want to ensure this never happens. Most especially, board-room disagreements must never be carried on outside the board.

All senior personnel should be able to answer the following questions

- ‘What is our overall purpose for this company?’ What markets are we really in, and which ones do we want to be in’?
- ‘What are our corporate goals, how will we know when we have reached them, and what will it look like when we get there’?
- ‘What are the values of our business, what sort of culture do we want to embed, and how will we know if we have achieved that’?
- ‘Are we clear on our own strengths and weakness as a business and what are the external opportunities and threats we need to be aware of’?

- ‘Do we know what our competitors are up to, our key suppliers and our core customers? What is happening to our core technology? What trends do we see happening to both supply and demand’?
- ‘Do we have the right skills, the right people and the right resources? What do we need to do to get them’?

### **Appointment checklist of practical issues**

[see Staff Selection Template]

### **Duration of Service/Tenure**

The length of time for holding of a position of:

- **Board of Advisor**
- **Appeals Committee Member**
- **Programme Design & Review Panel Member**
- **Programme Development Manager**
- **Quality Assurance Manager**
- **Office Manager**

can be up to five years, however, at the discretion of the CEO and Board of Advisors Chairperson and subject to annual renewal.

### **Work Permit**

BCE adheres to the EU/UK work permit, work visas and immigration requirement regulations.

### **Disclosure and Barring Service (DBS) Checks**

Where necessary, BCE would conduct a Disclosure and Barring Service (DBS) checks (previously CRB checks).

### **Personal Records**

[see BCE Record Management policy]

### **Minimum experience and educational qualifications**

1. **Board of Advisors/CEO**
  - University degree or work experience in Management Position
  - Interest/knowledge of Education sector operations
2. **Appeals Committee Member**
  - University degree or work experience in Management Position
  - Ability to handle appeal cases; instructing BCE Management, dealing with appellant correspondence and their representation at the hearing.
3. **Programme Design & Review Panel Member**
  - Suitably qualified and experienced in BCE Qualifications
  - University degree or professional qualifications
  - Minimum 2 years experience
4. **Programme Development Manager**
  - University degree or professional qualifications
  - Minimum 2 years experience

- Industrial knowledge and skills required for BCE Qualifications
  - Possess the ability maintain the currency and high level of educational knowledge and skills.
  - Ability to follow and comprehend current educational legislative policies and issues
5. **Quality Assurance Manager**
- Practical experience in UK Qualifications Framework
  - Knowledge of BCE Centre Approval requirements and processes
  - Experience in principles and practices of internally/externally assessments
  - Be able to plan, allocate and monitor work in area of responsibility
6. **Office Manager**
- essential knowledge and understanding across a range of practices and learn how to work collaboratively;
  - skills in specific business and administrative management techniques;
  - communication skills, being able to work with others and responsive to BCE centre complaints and enquiries.

### **Selection Panel/Selection Process**

[see BCE Staff Selection template]

### **BCE Position Advertisement**

It is BCE policy to place adverts through newspapers, job centres and web site. However, most people email CVs to BCE regularly, and these are filed.

### **Qualification and Reference Checks**

Prospective candidates must bring both Original Qualification Certificates and Copies. The Office Manager writes to two referees in cases if selected candidates.

[see BCE Reference Request template]

### **Grievances and complaints**

Any member of staff who has a complaint about selection and or recruitment process can raise the issue through BCE Board of Advisors.

Grievances can be brought about for the following reasons;

- The recruitment procedure as documented in the BCE Recruitment & Selection Policy was not followed correctly.
- Equal opportunity issues.

#### *Related documents*

1. Job Descriptions
2.
  - a. Performance Review
  - b. Performance Development Plan
3. Staff Appointment Form
4. Contract of Employment
5. Reference Request Form
6. Staff Selection Template
7. Job Specification Form
8.
  - a. Senior Officer Declaration Disclosure
  - b. Statement of Private Interest
9. Board of Advisors Oversight Self Assessment