Pearson BTEC Level 4 Diploma in Recruitment Management

Specification

BTEC Professional qualifications

First teaching July 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 4 Diploma in Recruitment Management (QCF)

The QN remains the same.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 4 Diploma in Recruitment Management

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

Pearson BTEC Level 4 Diploma in Recruitment Management	601/6284/3

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Summary of Pearson BTEC Level 4 Diploma in Recruitment Management Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	5
Reference to credit transfer within the QCF removed	10
QCF references removed from unit titles and unit levels in all units	15-124
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

What are BTEC Level 4 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Professional qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

Key features of the Pearson BTEC Level 4 Diploma in Recruitment Management

The Pearson BTEC Level 4 Diploma in Recruitment Management is for learners who work in, or who want to work in recruitment in roles such as:

Recruitment Consultant	Senior/Principal/Lead Consultant
Account Manager	

It gives learners the opportunity to:

- gain the specific types of knowledge needed to underpin the learner's competence as well as the wider sector-related knowledge related to the job roles mentioned above. The following knowledge threads have been included in the separate knowledge component: principles of relationship management in recruitment which includes how to build and develop professional business networks in the recruitment industry, how to build sustainable relationships with clients in the recruitment industry and how to build sustainable relationships with candidates; understanding recruitment contracts which covers the range of candidate contracts in the recruitment industry, the range of client contracts in the recruitment industry and the legal requirements of candidate contracts; understanding the principles of assessing people which covers the planning of candidate assessments and the principles and techniques of candidate assessment
- develop the knowledge needed to progress to roles with additional responsibility such as line management or managing a department
- achieve a nationally recognised Level 4 to Level 8 vocationally-related qualification.

Apprenticeships

Skills CFA include the Pearson BTEC Level 4 Diploma in Recruitment Management as the knowledge component for the Higher Apprenticeship in Recruitment.

Progression opportunities

Learners who have achieved the Pearson BTEC Level 4 Diploma in Recruitment Management can progress to:

- Pearson Edexcel Level 4 NVQ Diploma in Recruitment – competencies component of the Higher Apprenticeship in Recruitment
- Pearson Edexcel Level 4 NVQ Diploma in Management – competencies component of the Higher Apprenticeship in Management
- Pearson BTEC Level 4 Diploma in Management – knowledge component for the Higher Apprenticeship in Management
- Pearson BTEC Level 5 Award in Management and Leadership
- Pearson BTEC Level 5 Certificate in Management and Leadership
- Pearson BTEC Level 5 Diploma in Management and Leadership – knowledge component for the Higher Apprenticeship in Leadership and Management
- Pearson Edexcel Level 5 NVQ Diploma in Management and Leadership – competencies component of the Higher Apprenticeship in Leadership and Management
- job roles such as Manager and Senior Manager.

National Occupational Standards

Where relevant, BTEC Level 4 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Level 4 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 4 Diploma in Recruitment Management relates to the Recruitment NOS.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded.

Rules of combination for Pearson BTEC Level 4 qualifications

When combining units for a Pearson BTEC Level 4 Diploma in Recruitment Management, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 4 Diploma in Recruitment Management

1. Qualification credit value: a minimum of 44 credits.
2. Minimum credit to be achieved at or above the level of the qualification: 40 credits.
3. 34 credits must be achieved from the mandatory units.
4. A minimum of 10 credits must be achieved from the optional units.
5. All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 4 Diploma in Recruitment Management

The Pearson BTEC Level 4 Diploma in Recruitment Management is a 44 credit (where at least 40 credits must be at Level 4 or above) and 135 guided learning hour (GLH) qualification.

Learners must achieve a minimum of 44 credits to achieve this qualification, including 34 credits from the mandatory units (Group A) and a minimum of 10 credits from the optional units (Group B).

The Total Qualification Time (TQT) for this qualification is 440.

Pearson BTEC Level 4 Diploma in Recruitment Management			
Unit	**Group A – mandatory units**	**Level**	**Credit**
1	Principles of Recruitment Resource Strategies	4	7
2	Principles of Recruitment Sales	4	5
3	Principles of Legal and Ethical Requirements in Recruitment	4	8
4	Principles of Relationship Management in Recruitment	4	5
5	Understanding Recruitment Contracts	4	5
6	Understanding the Principles of Assessing People	3	4
Unit	**Group B – optional units**	**Level**	**Credit**
7	Principles of Business Management for Recruitment	4	5
8	Principles of Business Development and Account Management in Recruitment	4	5
9	Principles of Marketing in Recruitment	4	5
10	Understanding Finance in Recruitment	4	5
11	Understanding People Management in Recruitment	4	5

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In BTEC Level 4 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

BTEC Level 4–7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering BTEC Level 4–7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for BTEC Level 4–7 qualifications and units.

For all centres delivering BTEC qualifications at Levels 4–7, Pearson allocates a Standards Verifier (SV) for each sector offered who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for BTEC Level 4–7 qualifications are available on our website.

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Level 4 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of BTEC Level 4 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website.

Restrictions on learner entry

Pearson BTEC Level 4 Diploma in Recruitment Management is accredited on the for learners aged 18 and above.

Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

There is further guidance in our policy document *Recognition of Prior Learning Policy and Process,* available on our website.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of resource material that benchmarks the level of study.

Units

Units

Unit 1: Principles of Recruitment Resource Strategies

Unit reference number: H/504/6990

Level: 4

Credit value: 7

Guided learning hours: 20

Unit aim

This unit gives learners an introduction to the concepts and practices of recruitment resource strategies. The unit focuses on how organisations identify recruitment resourcing needs and develop, implement and evaluate recruitment resourcing strategies.

Unit introduction

Employee resourcing has long been seen as the backbone of an organisation's human resource management (HRM) function. However, with the increasing integration of HRM into organisational strategy, both policy and practice need to become more proactive in order to enhance the organisation's ability to fulfil its mission and strategic agenda. Therefore, decisions on who to employ and how to engage them in the organisational objectives, missions and values are central to the achievement of strategy. The core agenda for strategic recruitment resourcing is how to attract, engage, motivate, develop and reward a workforce to maximise the likelihood of achieving overall strategic objectives.

The accurate identification of recruitment resourcing needs, whether they form part of resource succession planning or are based on anticipated future requirements, is fundamental to the ongoing effectiveness and efficiency of an organisation. Understanding the roles and responsibilities of individuals, teams and departments is essential to identify such needs and is informed by activities such as robust job analysis activities and by developing clearly defined job descriptions and person specifications which secure employment of the right person, with the right skills and experience to the right role.

Identifying, confirming and acting on the recruitment resourcing needs of an organisation provides the basis for strategies that define and communicate an organisation's commitment to structured resourcing, that targets the right candidates, illustrates a clear brand message, is competitive and has the flexibility to shift as the economy and demand for candidates change.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how organisations identify their recruitment resourcing needs	1.1 Analyse the process that public and private sector organisations use when recruiting and selecting staff
	1.2 Assess the role of recruitment and selection within human resource processes
	1.3 Assess the purpose and methods of job analysis
	1.4 Analyse the purpose and techniques to develop effective job descriptions and person specifications
	1.5 Assess the role of the recruiter within human resource planning
2 Understand the development of recruitment resourcing strategies	2.1 Analyse the components of a resourcing strategy
	2.2 Explain how to ensure the recruitment resourcing strategy is achievable within budget and timescales to the quality required
	2.3 Explain how to identify the need for back up plans
	2.4 Explain the rationale for the provision of back up arrangements
	2.5 Explain how to identify successes and areas for improvement
	2.6 Explain the need to agree follow up actions with clients that are appropriate to the outcomes of the strategy implementation

Unit content

1 **Understand how organisations identify their recruitment resourcing needs**

Role of recruitment and selection: definition of human resource processes; role definitions; recruitment policy; recruitment strategy; effective recruitment and selection practices; common stages of recruitment process; similarities and differences between public and private sector recruitment processes; limitations; recruitment methods

Recruitment resourcing needs: identification of recruitment resourcing need; internal factors; external factors; common causes, e.g. growth, redundancy, leavers, terminations; current and future resource demands; types of need, e.g. level of urgency, available budget, profile sought

Job analysis: purposes, e.g. evaluation of current job roles, consideration of future job roles, collection and organisation of information about roles, validation of employment or redundancy decisions; uses of job analysis, e.g. performance analysis, identifying training and development needs, compensation management, job designing and redesigning (enrichment, enlargement); common areas for analysis, e.g. job description, job specification, environment, relationships, requirements (organisational, legal, ethical), performance standards; methods, e.g. task analysis, competency, critical incident analysis, worker orientated, threshold traits analysis

Job description and person specification: purposes; similarities and differences between a job description and a person specification; common components of an effective job description; common components of an effective person specification; development techniques, e.g. job analysis

2 Understand the development of recruitment resourcing strategies

Recruitment resourcing strategies: definitions; objectives; common components, e.g. primary goals of recruiting, prioritisation of jobs, performance level to target, experience level to target, candidates to target, when and where to search, who does the recruiting, primary sourcing tools, what skills to assess, how to assess skills, primary selling points to offer, retention strategy; keeping resourcing strategies to budget and timescale; flexibility, employer brand, managing talent; evaluation of recruitment resourcing strategies, e.g. measuring successes, areas for improvement, frequency, communication, development planning, training and development; implementation

Back-up plans: purposes; identification of expected outcomes; identification of non-expected outcomes or threats; need for back-up plans; rationale for having back up plans, e.g. candidate turns down offer, lack of suitably skilled or experienced candidates, new recruits leave, internal factors, external factors

Evaluation of recruitment resourcing strategies: purposes; measuring successes and areas for improvement, e.g. effectiveness, efficiency, cost; monitoring areas, e.g. time to fill, vacancy rates, turnover rates, selection ratios, quality of hire, retention rates, recruitment cost ratio; frequency of evaluation activities; methods of evaluation, e.g. data (qualitative, quantitative), benchmarking, focus groups, impact assessment, interviews, peer review, surveys, results-based accountability; evaluation outcomes, e.g. degree to which critical success factors are met; achievement of performance measures; positive outcomes; negative outcomes; implications (internal, external); potential future developments (short term, long term);communication of outcomes; action planning, e.g. internal, external; follow up of actions

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- tutor-led presentations
- worksheets
- assignments/projects/reports
- internet research
- business resources
- practical workshops
- scenario/case study responses
- visiting speakers
- sharing recruitment experiences.

For learning outcome 1, learners could undertake research activities into recruitment resourcing to develop understanding of resourcing needs of public and private sector organisations. Learners may be introduced to visiting speakers from these organisations and undertake practical activities to establish resourcing needs. Recruitment organisations could also be used to provide explicit knowledge of the role of recruitment and recruiters by speaking to individuals who already undertake this role. Learners could be given a range of job descriptions and person specifications for the purpose of analysis to help understand how these fit within job analysis activities.

The delivery of learning outcome 2 lends itself well to learning through examples of recruitment resourcing strategies from existing organisations. Learners could question visiting speakers regarding strategy implementation and back up plans. Learners could work in groups to develop mock recruitment resourcing strategies or be set practical activities using set criteria for budget, time and quality. Learners could undertake self-assessment activities to learn how to effectively identify successes and areas for improvement and use role-play or group work to deliver feedback.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For assessment criterion 1.1, learners need to show they understand recruitment processes and provide an analysis specifically relating to recruitment resourcing needs within public and private sectors. This may be achieved through research of recruitment and selection processes of organisations within both of these sectors.

Learners are required to provide examples of at least two aspects specifically relating to public sector recruitment processes and at least two aspects specifically relating to private sector recruitment processes.

Assessment criterion 1.2 will require learners to include at least three reasons why recruitment and selection form an essential part of Human Resource Management (HRM) within an organisation. Evidence may be presented in the form of a written or verbal assessment where learners will draw on the role of recruitment and selection within a HRM function. This may lead to achievement of assessment criterion 1.5 if assessment extends to the role of the recruiter within an HRM function.

For assessment criterion 1.3, learners are required to research at least three job analysis methods and assess the purpose of these within the recruitment and selection process. Learners will show they have understood different job analysis methods as well as appropriate application of such methods.

For assessment criterion 1.4, learners will need to understand the purpose of developing effective job descriptions and person specifications. Learners will analyse at least two techniques used to develop effective job descriptions and at least two techniques for developing effective person specifications. Learners may provide evidence of having demonstrated workplace competence, which could contribute to the achievement of this assessment criterion. Where this occurs, product evidence must also include a detailed analysis, which may be captured in writing or through verbal discussion.

For learning outcome 2, learners will need to understand the process of development, implementation and evaluation of recruitment resourcing strategies. For assessment criterion 2.1, learners should analyse at least five components typically found within an effective resourcing strategy. This could link with assessment criterion 2.2, if budgets and timescales are factored into learner analysis of resourcing strategies and how organisations ensure strategies are achievable within given, cost, time and quality requirements.

Assessment criteria 2.3 and 2.4 can be achieved through responses to oral or written questions where learners provide clear and detailed explanations of at least two needs for back-up plans and at least two appropriate rationales for providing back-up arrangements. Learners should include the impact having a back-up plan, or not having a back-up plan would have on an organisation.

For assessment criterion 2.5, learners will need to show they understand the processes associated with measuring the successes and areas for improvement following the review or evaluation of recruitment resourcing strategies. Learners will provide at least four examples of how to identify successes and areas for improvement, which could be included in such review/evaluation activities, and the areas that should be measured.

For assessment criterion 2.6, learners will understand aspects of Customer Relationship Management (CRM) specifically the need to agree follow up actions relating to the success of recruitment resourcing strategies with clients. Learners are required to provide at least three reasons why actions with clients need to be followed up.

Indicative resource materials

Books

Armstrong M – *Armstrong's Handbook of Human Resource Management Practice* (12th edition) (Kogan Page, 2012) ISBN: 9780749465506

Lamont E, Bruce A – *Talent Selection and Onboarding Tool Kit: How to Find, Hire, and Develop the Best of the Best* (1st edition) (McGraw-Hill, 2014) ISBN: 9780071834902

O'Mears B – *The Handbook of Strategic Recruitment and Selection: A Systems Approach* (Emerald Group Publishing Limited, 2013) ISBN: 9781780528106

Ulrich D, Younger J – *HR from the Outside In: Six Competencies for the Future of Human Resources* (McGraw-Hill Professional, 2012) ISBN: 9780071802666

Websites

Hrmguide.co.uk – Human resource management: Useful topics relating to Human Resource Management (HRM) which includes resourcing strategies

www.acas.org.uk – ACAS: PDF document specifically focussing on recruitment and selection

www.bbc.co.uk/bitesize – BBC: Bitesize business management – recruitment and selection

www.cipd.co.uk – Chartered Institute of Personnel Development: PDF document focusing on strategic resourcing (chapter 4)

Unit 2: Principles of Recruitment Sales

Unit reference number:	**J/504/6982**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**15**

Unit aim

This unit provides an introduction to the concepts and practices of selling and tendering in the recruitment industry and explores the necessary behaviours and selling skills required of effective recruitment sales people.

Unit introduction

Recruitment is one of the fastest growing sectors in the UK. In an increasingly competitive market, recruitment agencies and consultants are defined by the effectiveness of their recruitment sales people and the behaviours, selling skills and professionalism used to develop a recruitment business with existing and new recruitment buyers.

Recruitment sales professionals are required to apply a range of selling tools and techniques to secure those all-important contracts to provide recruitment services to businesses. These tools and techniques have become more complex in order to respond to a challenging market. Recruitment sales people are expanding their skills into more complex areas to read customers through behaviours and emotional intelligence, in order to interpret buying signals and predict sales outcomes. Learners will develop an understanding of selling in the recruitment industry and explore ways to achieve that elusive sale.

For many years, businesses have sub-contracted their recruitment function to external providers, but in this economic climate, recruitment management needs to be cost effective and provide the best value for money for the business. Recruitment contracts are increasingly being put out to tender to allow businesses to source and compare the quality and delivery standards of a range of recruitment providers before making the decision to enter into a contract. Tendering for recruitment contracts remains the most complex of selling processes, which requires, in some cases, teams to manage the process, write and submit tenders. This unit will take you through the complexities of the tendering process. The unit will develop your knowledge of tender objectives and the types of information in a tender, to ensure that it is effective and will win business.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the behaviours of effective sales people in recruitment	1.1 Analyse the characteristics, behaviours and activities of effective recruitment sales people 1.2 Assess techniques to enhance personal credibility 1.3 Analyse the components and misconceptions relating to emotional intelligence 1.4 Assess the importance of managing personal feelings in recruitment sales situations
2 Understand selling in the recruitment industry	2.1 Explain the characteristics of effective questioning, listening and structured research 2.2 Analyse the nature and application of "push" and "pull" sales styles 2.3 Explain how to adapt personal behaviour and sales activities to different recruitment buyer profiles 2.4 Assess the impact of words, tone and body language 2.5 Analyse the principles of and differences between consultative and transactional selling in recruitment 2.6 Explain the calculation of recruitment charging rates

Learning outcomes	Assessment criteria
3 Understand tendering in recruitment	3.1 Analyse the benefits and risks of tendering for recruitment business 3.2 Explain the processes for invitations to tender, pre-qualification and requests for quotes 3.3 Explain how to set out a tender and the information needed 3.4 Explain the importance of addressing the tender objectives 3.5 Assess the value of feedback from the tendering process

Unit content

1 **Understand the behaviours of effective sales people in recruitment**

Behaviours, characteristics and activities: behaviours, e.g. empathetic, hardworking, disciplined, persuasive, strong communicator, product aware; characteristics, e.g. ambitious, passionate, positive, adaptable, self-motivated, confident, credible; activities, e.g. using sales, business development and marketing techniques, client relationship management (CRM), client needs analysis, advertising vacancies to attract candidates, headhunting, receiving and reviewing applications, matching candidates to suitable jobs, managing interviews, employment screening, pay negotiation

Techniques which enhance credibility: definitions; credibility types, e.g. initial, derived, terminal; techniques, e.g. arriving early, researching prospective clients, active listening, accurate and appropriate pitching, follow-through, updating product awareness; credibility traits, e.g. honesty, integrity, transparent, professional

Emotional intelligence: definitions; components, e.g. self-awareness, self-regulation, internal motivation (initiative, commitment, perseverance), empathy (perceptive, proactive), social skills; misconceptions, e.g. empathy and feelings, stereotyping (genders), interpersonal communication, leadership, cognitive behaviours

Importance of managing personal emotions: importance, e.g. form and maintain interpersonal relationships, react accurately to behaviour and emotions of clients, identify feelings and frustrations of others objectively, establish rapport, stress management; techniques, e.g. recognise, express, understand, control

2 **Understand selling in the recruitment industry**

Characteristics: effective questioning, e.g. purposeful, relevant, open with direction, brief and concise, centre on one idea, thought provoking, empower; listening, e.g. face speaker, make eye contact, be attentive, keep open mind, picture what the speaker is saying, don't interrupt, wait for a pause to ask for clarity, feel what the speaker is feeling, give regular feedback, pay attention to non-verbal cues; structured research; standardised questions, no deviation, no probing, no flexibility, quantitative, qualitative

Nature and application of "push" and "pull" sales style: nature of "push" sales style, e.g. outbound, take product/service to the customer; application of "push" sales style, e.g. offline, direct mail, advertising, trade shows, careers fairs, shop front, point-of-sale materials; nature of "pull" sales style, e.g. outbound, customer is drawn in; application of "pull" sales style, e.g. creating awareness, increasing brand visibility, websites, social media, prospective callers

Recruitment buyer profiles: company type, e.g. public, private, not-for-profit, franchise, co-operative; company size, e.g. small and medium enterprise (SME), independent, local, national, global; location; industry, e.g. management/professional, administrative/technical, services, manual; decision makers, e.g. influencers, deciders, buyers, users

Impact of words, tone and body language: words, e.g. choice, common vocabulary (terminology), 'buzz' words, accuracy; tone, e.g. voice inflections, pitch, accent, pace, formal, informal, positive, negative, confident; body language, e.g. facial expressions, posture, hand/arm gestures, eye contact, breathing rate, swallowing/coughing, blushing, fidgeting, sweating

Consultative and transactional selling in recruitment: principles; differences; consultative selling, e.g. long-term, recruitment strategy, research, ask, listen, teach, qualify, close; transactional selling, e.g. short-term, focused clients, little or no selling required

Calculation of recruitment charging rates: worker starting salary fees (%), margin, temp-to-perm fees, temp-to-temp fees, temp-to-third party fees, costs, rebates, retainer (up front, on production, successful offer)

3 **Understand tendering in recruitment**

Tendering for recruitment business: benefits, e.g. due diligence (value for money), compliance with probity requirements, keeping marketplace competitive, options and alternatives in the marketplace, keeping current supplier on their toes, engaging stakeholders in the selection process, ask for/get offered for value; risks, e.g. identifying the need (understatement of need, overstatement of need, misinterpretation of user needs); planning and purchase (insufficient funding, impractical timeframe, probity issues); developing the specification (narrow definition or commercial specification, definition of inappropriate products or services, biased specification, inadequate statement of requirements); selecting the purchasing method (failure to identify potential services, selecting inappropriate method); purchasing documentation (terms and conditions unacceptable to tenderers, providing inadequate information); inviting, clarifying and closing offers (failure to address enquiries from tenderers, favouritism in providing information, actual or perceived)

Tender processes: invitations to tender, e.g. letter of invitation, instructions to tenderers, specifications, pricing schedules, terms and conditions, deadlines; pre-qualification, e.g. status, financial/economic standing, health & safety considerations, equal opportunities considerations, environmental considerations, quality considerations, ability to deliver; requests for quotes, e.g. comparability, legal requirements, specifications of recruitment requirements, personnel, quantities/volumes, quality levels, delivery requirements, value-added requirements, draft contract

Setting out a tender: tender management, e.g. tender objectives, objectives for significant purchases, objectives for the management of tender process; cycle of procurement, e.g. plan, budget, specify requirements, commit funds, tender, establish contract, manage contract, handover; stages of tender development, e.g. prepare, check, approve, manage, review; tender specification, e.g. title page, table of contents, introduction, scope, background, service conditions and environmental factors, quality requirements, security, training, documentation, implementation timetable, glossary, attachments; specification information, e.g. clear and easy, accurate, complete, essential requirements, desirable requirements, evaluation criteria, function, consistency

Addressing tender objectives: importance, e.g. tender rejection; addressing objectives, e.g. reflects tender specification, structured to match questions and scoring, covers all questions fully, is succinct, is complete, clearly sets out what will be delivered, includes added value, timely submission; tender document considerations, e.g. structured to follow invitation to tender format, concisely addresses all requirements, bid pitched at the right level for reader, focus on key criteria, demonstrates relevant experience/capability, provides evidence to support statements, proof of being technically sound

Value of feedback from the tendering process: e.g. results of evaluation criteria scoring, reasons for rejection, improving future tenders, informs internal debriefing

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- visiting speakers
- practical workshops
- video clips
- worksite visits.

Learning outcome 1 could be delivered using interactive activities, such as role play and video clips of recruitment and sales professionals displaying behaviours and characteristics typical of recruitment management professionals. Learners may undertake self-assessment activities to identify their own behaviours and characteristics, and identify how credible they come across during sales pitches and presentations. Learners may need to undertake research activities around emotional intelligence, and determine aspects of this that align to recruitment resource management.

Learning outcome 2 could be delivered through worksite visits where selling behaviours, techniques and styles may be observed. Learners would benefit from practical group activities exploring words, tone and body language, as well as questioning and listening techniques. Tutor-led delivery could include presentations concerning sales-specific terminology and applications, provoking independent study of sales concepts and selling activities typically associated with the recruitment industry.

Learning outcome 3 lends itself well to research activities around tendering processes and how businesses put their recruitment needs out to tender. Learners may undertake practical activities to write tender specifications and write bids in response to tenders. Learners may demonstrate an understanding of the tender process through presentations, written assignments or professional discussions.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit, and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used, such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable, provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve learning outcome 1, learners could undertake research into the characteristics, behaviours, activities, credibility and emotional intelligence of effective sales people, in order to identify those that relate specifically to people in recruitment sales.

To achieve assessment criterion 1.1, learners could identify and analyse three characteristics and three activities typically associated with effective recruitment sales people. Evidence may be presented as a written analytical report or be captured within a recorded discussion with the assessor. Learners are expected to demonstrate knowledge of how the selected characteristics, behaviours and activities characterise effectiveness in the role.

Learners will need to fully understand the importance of personal credibility in order to carry out assessment of the techniques that could be used to enhance this. Learners are required to include at least three techniques in order to meet the requirements of assessment criterion 1.2.

For assessment criterion 1.3, learners may need to undertake research into the principles of emotional intelligence in order to understand its components and misconceptions. Learners are required to analyse at least two misconceptions relating to emotional intelligence and provide evidence of the outcome of this assessment activity. Evidence should include an outcome where the learner is able to provide a judgement regarding misconceptions.

To achieve assessment criterion 1.4, learners are required to confirm their understanding of the importance of managing personal feelings specifically relating to recruitment sales activities. Evidence may include written statements, which confirm the outcomes of such assessments, or evidence could be captured during recorded discussions with the assessor. Learners may wish to combine evidence to support achievement of this assessment criterion with that of 1.3.

Learning outcome 2 provides learners with the opportunity to demonstrate an understanding of the area that is the essence of a recruitment sales person’s role, i.e. selling.

To achieve assessment criterion 2.1, learners will identify at least two characteristics of effective questioning and two characteristics of effective listening. Evidence is required to reflect how these communication methods directly relate to those used within the recruitment industry. Evidence may derive from written statements or through responses to oral or written questions.

Learners may need to research the topic of "push" and "pull" sales styles in order to develop understanding of their nature and application. Evidence of assessment criterion 2.2 should include at least two examples of situations where a "push" sales style would be appropriate and at least two examples when to apply a "pull" sales style.

To achieve assessment criterion 2.3, learners are required to provide an explanation of how personal behaviours and sales activities should be adapted to at least three different buyer profiles. Evidence should include the personal behaviours and activities that would be appropriate when selling to the buyers identified. Achievement of this assessment criterion may be linked with 1.1.

To achieve assessment criterion 2.4, learners may be shown videos or role plays of a range of recruitment sales scenarios, for the purpose of assessing the impact of the words used by recruitment sales people, the tone used and the impact of body language during sales pitches. Evidence should include assessments of the impact of both positive and negative sales scenarios, which will provide learners with the opportunity to fully assess the impact of words, tone and body language.

For assessment criterion 2.5, learners may need to undertake research into consultative and transactional selling within recruitment. Learners are required to confirm their understanding of the principles of both consultative selling and transactional selling, and provide assessment of at least three differences between these selling approaches.

To achieve assessment criterion 2.6, learners are required to explain at least four chargeable fees used when calculating recruitment rates. Explanations should be sufficiently detailed to provide evidence that learners fully understand the fees typically applied for recruitment services.

Learning outcome 3 will require learners to undertake research into the tendering or procurement process and the associated legal and ethical requirements that need to be considered where recruitment services are agreed by means of bidding activities.

To achieve assessment criterion 3.1, learners are required to provide an analysis of at least three benefits and at least three risks of tendering for recruitment business.

To achieve assessment criterion 3.2, learners are required to provide a detailed explanation, which sufficiently explains the processes for invitation to tender, pre-qualification questions and requests for quotes. Learners are encouraged to relate responses specifically to recruitment. Evidence may include written statements, discussions with the assessor or by producing an information flyer explaining these topics.

Leaners are required to provide evidence of at least five pieces of information that should be included when setting out a tender, in order to achieve assessment criterion 3.3. Learners will also need to demonstrate a clear understanding of the tendering process and at least three objectives of setting out a tender. Learners may provide evidence of a tender they have set out and use this as a basis for discussion or presentation to the assessor.

To achieve assessment criterion 3.4, learners are required to provide evidence of at least three reasons why it is important to address tender objectives. Learners may choose to combine evidence for this assessment criterion with that of 3.3.

To achieve assessment criterion 3.5, learners will be required to undertake research into the role of feedback within the tendering process in order to assess its value. Learners are required to include at least two values within their assessment of feedback. Evidence may take the form of a written assessment or evidence that is captured through discussion with the assessor.

Indicative resource materials

Books

Bell J – *Emotional Intelligence: A Practical Guide to Mastering Emotions* (CreateSpace Independent Publishing Platform, 2014) ISBN: 9781503157378

Gitomer J – *The Sales Bible: The Ultimate Sales Resource* (new edition) (John Wiley & Sons, 2015) ISBN: 9781118985816

Lewis H – *Bids, Tenders and Proposals: Winning Business Through Best Practice* (4th edition) (Kogan Press, 2012) ISBN: 9780749465605

Masson G – *Emotional Intelligence: Managing Emotions to Make a Positive Impact on your Life and Career* (1st edition) (Capstone, 2014) ISBN: 9780857085443

Paulin T – *Sales: You've been doing it Wrong – Influence People using the Persuasive Techniques Psychologists use to Change Behaviours Quickly* (CreateSpace Independent Publishing Platform, 2015) ISBN: 9781507883402

Websites

Helpguide.org – Mental and emotional health resource

www.businessballs.com – Businessballs: Training for business and industry

www.cips.org – Chartered Institute of Procurement and Supply: 'How to Prepare and Evaluate Tenders' (PDF document)

www.marketingdonut.co.uk – Small business marketing advice, tools and resources

www.procurementportal.com – Providing advice and information on public procurement and other commercial or contract issues

Unit 3: Principles of Legal and Ethical Requirements in Recruitment

Unit reference number:	**L/504/6983**
Level:	**4**
Credit value:	**8**
Guided learning hours:	**25**

Unit aim

This unit will introduce you to the legislation, regulations, and professional and ethical standards typical of a business within the recruitment industry.

Unit introduction

While it seems that those with no experience of running businesses have created much legislation, there are many laws that protect owners' interests. Such legislation is designed to stop businesses from being harmed by the illegal acts of competitors, customers, suppliers, employees and even government. And although opinions will always differ over what is fair and unjust, few would deny that the law has an important responsibility to protect.

This unit will introduce you to the meaning of law, its role and purpose, and the key features of the different areas of law, such as criminal and civil. It looks at the characteristics of different areas of civil law and the funding of legal services. Consideration is also given to the roles and responsibilities of the personnel involved in the administration of the law, as well as the types of laws and regulations typically associated with the recruitment industry.

This unit continues with an overview of the functions of civil and criminal courts, both first instance and appeal, and how the hierarchies operate. It also considers the composition and role of tribunals.

With employment law being one of the most complex legal areas for a business, with the most significant consequences, you will focus on understanding the rights and responsibilities of employers. You will also understand the importance, value and content of typical contractual documents, procedures, principles and codes of practice, specifically relating to the recruitment industry. You will explore the legal requirements for a recruitment business and the potential risks and consequences of non-compliance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the legal system as it affects the recruitment industry	1.1 Analyse the hierarchy, role and powers of the legal system 1.2 Distinguish between civil and criminal law 1.3 Distinguish between common law and statute law 1.4 Distinguish between law and regulation 1.5 Analyse the employment appeals process
2 Understand the scope and provisions of employer and employee statutory rights and related requirements	2.1 Analyse the way in which employment law and other legislation affects employment rights and responsibilities 2.2 Explain the way in which the duties, rights and responsibilities of employers and employees affect business activities 2.3 Explain the organisational procedures and documentation relating to contractual issues 2.4 Determine relevant sources of information and advice for a range of employment issues 2.5 Explain the importance and purpose of working within organisational principles and codes of practice

Learning outcomes	**Assessment criteria**
3 Understand legal and ethical considerations affecting the conduct of business in the recruitment industry	3.1 Analyse the purpose and application of the recruitment compliance cycle 3.2 Analyse the implications of recruitment-related legislation to candidates, employers, employees and recruiters 3.3 Explain the purpose, ethical requirements and importance of compliance with professional codes of conduct and practice 3.4 Identify the risks and potential consequences of non-compliance with professional and legal requirements

Unit content

1 Understand the legal system as it affects the recruitment industry

The legal system: roles of government departments and agencies, e.g. putting policy into practice, providing government services, legislation (acts of parliament); powers of government departments and agencies, e.g. agreeing new policies, enforcement of policies; law, e.g. legislation, purpose; regulations, e.g. code of practice, rules

Criminal law: hierarchy, e.g. magistrates, Crown Court, Court of Appeal, the Supreme Court; procedure; adversarial system; mode of trial; bail; types of offence

Civil law: hierarchy, e.g. County Court, High Court, Court of Appeal, the Supreme Court; claims; tracks; appeals; forms tribunals, composition, roles

Common law: judicial precedent, e.g. development of the system, law reporting, binding authorities, persuasive authorities, *ratio decidendi*, *obiter dicta* statements; advantages and disadvantages

Statute law: statutory legal rules, e.g. the pre-legislative process, public and private bills, private members' bills, the process in parliament of a bill, commencement of an act, doctrine of parliamentary supremacy, criticisms of the process; delegated legislation, e.g. types (orders in council, statutory instruments, by-laws; controls on delegated legislation both by the courts, e.g. ultra vires and parliamentary, e.g. scrutiny committee); advantages and disadvantages

Employment appeals process: internal process, e.g. grievance procedures; external processes, e.g. employment tribunals; reasons for appeal, e.g. got the law wrong, correct law not applied, correct procedures not followed, no evidence to support decision, unfairly biased

2 Understand the scope and provisions of employer and employee statutory rights and related requirements

Employment Rights and Responsibilities: employment contract, e.g. usual terms, entitlement to; employee rights, e.g. common law rights, domestic legislation, current anti-discrimination legislation, equal pay, minimum wage, working time, time-off rights, protection of wages, maternity leave, paternity leave, adoption leave, right not to be unfairly dismissed; employer rights, e.g. honesty, confidentiality, best interests, competency, employer duties, pay, health and safety, contracts, data protection

Employer statutory rights and responsibilities: duty of care to employees, e.g. provide a safe, healthy and secure workplace (risk assessments, provide protective equipment if needed, emergency procedures, safe systems of work, policies and procedures), employers' liability insurance, safeguarding; appropriate training and development, e.g. induction, organisation systems, processes and procedures, use of equipment, health and safety; adherence to terms of contract

Employee statutory rights and responsibilities: current employment legislation, e.g. Equality Act 2010, Working Time Regulations 2009; current anti-discrimination legislation, e.g. gender, sexual preference, nationality, race, religion, colour, disability, age; contract of employment, e.g. written terms and conditions, minimum wage, sick pay, time off, grievance procedures; health and safety, e.g. own, others, use of equipment, lifting and handling; security, e.g. data protection, information security, premises, equipment

Documentation relating to contractual issues: e.g. contract of employment, written terms and conditions, payslip, published organisational policies, documented processes and procedures, records of training and development

Sources of information and advice: inside the organisation, e.g. contract of employment, written terms and conditions, line manager, HR department, trade union representative; outside the organisation, e.g. trade union, Citizens Advice, ACAS, government websites, employment lawyer, Equality and Human Rights Commission (EHRC); information on employment law, e.g. UK primary and secondary legislation, European Union (EU) directives and regulations, decided cases

Organisational principles and codes of practice: purpose, e.g. guides managerial decisions, creates a common framework, cohesive understanding of boundaries; importance, e.g. defines employee behavioural expectations (avoiding actual and potential conflict, prohibits discrimination), legal and ethical standards (rules, laws, regulations)

3 **Understand legal and ethical considerations affecting the conduct of business in the recruitment industry**

Recruitment compliance cycle: purpose, e.g. legal and ethical standards; components, e.g. planning, recruitment, advertising, selecting staff, induction, identify training needs, performance monitoring, moving on; application, e.g. timescale, objective-led compliance activities, communication

Legislative organisations that have an impact on recruitment practices: Employment Agency Standards Inspectorate (EAS), UK Visas and Immigration, Health & Safety Executive (HSE), Information Commissioner's Office (ICO), HM Revenue & Customs (HMRC)

Recruitment-related legislation: e.g. Conduct of Employment Agencies and Employment Businesses Regulations 2003 (Amended 2010), Employment Agency & Employment Business Regulations Act 2003, Data Protection Act 1998, Agency Workers Regulations 2010, Bribery Act 2010

Purpose and ethical requirements of professional codes of conduct and practice: e.g. to promote social ethics, to implement personal ethics, to promote fair and transparent trading practices, to respect the rights of staff, to provide protection to "whistle-blowers"

Non-compliance with professional and legal requirements: risks, e.g. inconsistent working practices, behaviours, standards, illegal activity (recruitment of illegal immigrants); potential consequences, e.g. scrutiny by regulators, fines and penalties, damage to reputation

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- practical workshops
- video clips
- site visits.

Learning outcome 1 requires tutor input through structured sessions relating to the UK legal system. Delivery would benefit from more engaging, interactive content, which could be supported by individual research activities. Tutor-led sessions may include video clips and presentations explaining the legal system. Centres may choose to carry out site visits to criminal and county courts to provide learners with experience of the environment and how a court conducts its proceedings.

Learning outcome 2 will require further research into employment rights and responsibilities, and procedural arrangements within organisations. Learners currently employed may choose to identify employment rights and responsibilities contextualised within their own role and organisation that could be shared as part of a wider group experience. Learners are encouraged to identify and access naturally occurring evidence from their workplace such as job descriptions, organisational information, terms and conditions of contract, as well as organisational policies and procedures relating specifically to recruitment organisations for the purpose of additional learning and development. Other forms of delivery may include tutor-led methods, such as presentations or pair/group activities that explore employment rights, documentation, sources of information and advice, as well as principles and codes of practice associated with the recruitment industry.

Learning outcome 3 requires further research activities relating to legal and ethical considerations within a recruitment business environment. Learners may undertake research into legislation, regulations, principles and codes of practice that specifically relate to the recruitment industry. Delivery may include reading of legislative publications, video clips on the subject of ethics within business practice or news articles about the consequences when businesses are non-compliant with professional and legal requirements.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to analyse the legal system and its hierarchy, which includes at least two roles and at least two powers of the legal system. Evidence may derive from responses provided to written assignments or research projects or be captured in a presentation on these topics.

Assessment criteria 1.2, 1.3 and 1.4 require learners to distinguish between one aspect of law and another. Evidence must reflect at least three differences between civil and common law (AC1.2), two differences between common law and statute law (AC1.3) and at least two differences between law and regulation (AC1.4). Evidence may include comparison tables, or be captured within responses to written or oral questioning or discussions with assessors.

To achieve assessment criterion 1.5, learners are required to analyse the employment appeals process, which should include at least three key components of the process.

Assessment criteria 2.1 and 2.2 may be achieved within a single assessment activity. Learners are required to analyse at least three ways in which employment law and legislation affects employment rights and responsibilities (AC2.1), and at least three examples of how employment rights and responsibilities affect business activities (AC2.2). Evidence may include written reports and presentations or captured during recorded discussions with the assessor.

To achieve assessment criterion 2.3, learners are required to explain at least two procedures and at least two forms of documentation relating to contractual issues within employment. Evidence may be captured through responses to oral or written questions or through written assignments.

To achieve assessment criterion 2.4, learners are required to determine at least two internal relevant sources and at least two external relevant sources of information and advice relating to at least three employment issues. Assessment methods may include responses to written or verbal questioning, recorded discussions with the assessor or an information leaflet for employees.

To achieve assessment criterion 2.5, learners are required to provide at least three reasons why principles and codes of practice should be complied with and at least two examples of the purpose of principles and codes of practice.

To achieve assessment criterion 3.1, learners are required to analyse at least two purposes of the recruitment compliance cycle and at least three examples of how this cycle can be applied. Evidence may include an analytical written report or captured during a recorded discussion with the assessor.

To achieve assessment criterion 3.2, learners are required to analyse at least two implications of recruitment-related legislation for candidates, employers, employees and recruiters.

Assessment criteria 3.3 and 3.4 may be assessed within a single activity, given their relation to the compliance of professional standards. Learners are required to explain at least three purposes of the ethical requirements associated with compliance with professional codes of conduct and practice. Learners are required to explain at least three reasons of the importance of compliance, which will lead to at least two risks, and at least two potential consequences of non-compliance. Evidence may derive from responses to a written assignment relating to legal and ethical considerations.

Indicative resource materials

Books

Aylott E – *Employment Law (HR fundamentals)* (Kogan Page, 2014) ISBN: 9780749469740

Fisher C and Lovell Dr A – *Business Ethics and Values* (4th edition) (Pearson, 2012) ISBN: 9780273757917

Slopper G, Kelly D – *The English Legal System: 2014-2015* (Routledge, 2014) ISBN: 9780415726337

Tricker B – *Corporate Governance: Principles, Policies and Practices* (2nd edition) (OUP, 2012) ISBN: 9780199607969

Journals

New Law Journal (Butterworths/LexisNexis Direct/Reed Elsevier (UK) Limited)

Student Law Review (Cavendish)

Websites

www.acas.org.uk – ACAS: Improving employment relations

www.adviceguide.org.uk – Citizens Advice

www.bailii.org – British and Irish Legal Information Institute

www.barcouncil.org.uk – The Bar Council

www.citizenshipfoundation.org.uk – The Citizenship Foundation

www.gov.uk – The Home Office

www.justice.gov.uk – Justice: Formerly www.dca.gov.uk, can still be accessed for archived information and documents

www.legislation.gov.uk – The official home of UK legislation

Unit 4: Principles of Relationship Management in Recruitment

Unit reference number:	**Y/504/6985**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**15**

Unit aim

The aim of this unit is to introduce you to the importance of building long-lasting relationships with candidates and clients through effective networking.

Unit introduction

Recruitment businesses need to establish positive relationships with their candidates and clients. Building sustainable relationships involves finding the clients and candidates, and keeping them by engaging with them in ways that provide satisfaction and ensure profitable and continuing business opportunities.

All recruitment organisations and departments spend money, time and energy finding clients and candidates, so it is important to get value from and offer value by ensuring the relationship is an enduring and profitable one. Understanding the expectations and motivations of clients and aspirations of candidates is essential to building sustainable relationships, with effective and ongoing communication being the essence of maintaining these relationships.

With the UK being a desirable location for work, legal and ethical practices within the recruitment industry are increasingly requiring organisations to apply more robust methods for checking that candidates have a right to work in the UK and can evidence this entitlement through government documentation. As well as checking immigrant candidates, it is important that other worker groups are also systematically checked to ensure approaching candidates and the recruitment of candidates remains fair.

Tailoring the relationships will strengthen them and make them more effective as clients provide repeat business. Consideration will be given to how technology provides the means to improve the management of client relationships by enabling the profiling and monitoring of individual clients.

Having effective management of client and candidate relationships and satisfied customers directly contributes to the achievement of an organisation's strategic objectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand how to build and develop professional business networks in the recruitment industry	1.1	Assess the considerations to be taken into account in creating a recruitment networking strategy
		1.2	Analyse the advantages and disadvantages of different recruitment networking methods
		1.3	Analyse recruitment networking skills
		1.4	Assess the attributes of different recruitment networking roles (expert, coach and connector)
2	Understand how to build sustainable relationships with clients in the recruitment industry	2.1	Analyse the stages of the buying process
		2.2	Classify organisational buying cultures, buyer types and buyer profiles
		2.3	Analyse the considerations to be taken into account in building sustainable relationships
		2.4	Explain how to adapt relationship building approaches and behaviours to suit different buyer types, expectations and motivations
		2.5	Explain different methods of monitoring relationships with clients

Learning outcomes	**Assessment criteria**
3 Understand how to build sustainable relationships with candidates	3.1 Assess the importance of developing sustainable relationships with candidates 3.2 Explain techniques for communicating with candidates 3.3 Explain how to adapt relationship building approaches and behaviours to suit different candidates needs, expectations and aspirations 3.4 Assess the ethical considerations of approaching candidates and developing relationships 3.5 Explain opportunities and techniques for coaching candidates

Unit content

1 **Understand how to build and develop professional business networks in the recruitment industry**

Creating a recruitment networking strategy: purpose, e.g. development of professional relationships, recruitment networking objectives, targeted actions; considerations, e.g. advertising jobs, screening applicants, risks of discrimination, social exclusion; recruitment networking methods, e.g. social media, workshops, trade events, briefings; networking activities for recruitment purposes, e.g. providing advice, sharing knowledge, sharing addresses, creating mutually beneficial business opportunities with others; personal branding, e.g. image perception, issues of contactability, perceived expertise versus actual expertise

Networking skills: performance skills, e.g. preparation, planning, connecting on social media, supporting teams and individuals, questioning and listening, maintaining communication, accessing networks, delivering value; soft skills, e.g. trustworthy, credible, respectful, confident, negotiating ability, problem solving, engaging and engaged, observant, open

Attributes of recruitment networking roles: expert, e.g. cultivate and build relationships, hunter's mentality, strong sales skills, seeing the bigger picture, strong follow-up skills, listening, consult and advise, personable and approachable; connector, e.g. people specialist, bringing people together, connection between candidate and client, matching candidates with clients

2 **Understand how to build sustainable relationships with clients in the recruitment industry**

Stages of the buying process: buyer behaviours, e.g. problem recognition, seeking product or service information, being stimulated, responding to sales and marketing information, consumer decision-making process, paying, responding to service and after-care; motivations, e.g. intrinsic motivations (interest or enjoyment of products or services, contributes to other needs, satisfies physiological, social, creative, learning needs), extrinsic motivations (external persuaders, target driven, competition); buying cultures, e.g. value captured, value created, value added, value offered; buyer types, e.g. financial, technical, user, executive; buyer profiles, e.g. purchasing habits, when they purchase, impulse, planned, habitual, emergency; company type; company size, e.g. local, national, global, number of branches; demographics, e.g. location, age, gender, interests, spending habits; spending power, e.g. individual consumers, company

Building sustainable relationships: client relationships, e.g. online, offline, operational, developmental and strategic; considerations, e.g. engagement, persuasion, active treatment, relapse prevention; building relationships, e.g. being patient, getting to know their industry and company, going the extra mile, treating every client as your most important one, responding promptly, being more than just an email address, always summarising next steps; motivations, e.g. intrinsic motivations, extrinsic motivations

Ways of monitoring client satisfaction: e.g. comments on social media, telephone surveys, written surveys, comments on agency web site, direct questioning

3 **Understand how to build sustainable relationships with candidates**

Building sustainable relationships: candidate relationships, e.g. online, offline, understand expectations, understand motivations, keep in touch, and demonstrate professionalism; ethical considerations, e.g. right to work in the UK, employment of children, National Minimum Wage, working conditions, charging unnecessary fees, working hours, discriminatory behaviour

Candidate communication techniques: questioning; listening; verbal, e.g. language style, body language; written, e.g. electronic, images, presentations

Candidates' needs, expectations and aspirations: types of candidates, e.g. achievement-based, committed to the process, exclusivity; candidates' expectations, e.g. current income, monetary expectation for the job role, a limited commitment of time, active or passively seeking employment; non-management of expectations could lead to candidate rejection, loss of business, decrease in clients; identifying candidates' current needs and long-term aspirations, e.g. through a discussion, during an interview, production of a career development plan

Coaching candidates: opportunities, e.g. assessment of talents, abilities and true potential, self-awareness, defining career goals, career action planning, dealing with emotions in professional life, boosting confidence, interview skills, CV writing; techniques, e.g. online assessments, face to face, written, shadowing, feedback

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- practical workshops
- practice assessments
- video clips
- visiting guest speakers.

Learning outcome 1 lends itself well to delivery through observational delivery methods such as video clips and role play. Learners may use these activities to explore networking methods and understand the skills required for successful and effective networking, which can be applied to working with candidates and clients. Tutor-led presentations regarding recruitment networking strategies would provide learners with learning and development on the importance of effective networking within the recruitment industry. Delivery of this unit may be in conjunction with *Unit 1 Principles of Recruitment Resource Strategies* where content includes networking activities.

Learning outcome 2 could include research activities into the buying process and buyer cultures, types and profiles. Delivery may include role play to relate buyer types and profiles to recruitment client scenarios. Learners may benefit from visiting guest speakers from the recruitment industry who are directly responsible for client relationship management. In addition to this, tutors may choose to deliver presentations and classroom sessions on relationship management and how to adapt behaviours and techniques for different situations.

Learning outcome 3 also lends itself well to video clip and role-play activities, particularly those focussing on candidate communication techniques and behaviours, and techniques conducive to building and maintaining effective relationships with candidates. This learning outcome could be linked to *Unit 1 Principles of Recruitment Resource Strategies,* particularly for ethical sourcing of candidates and coaching requirements required during the recruitment process.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable, provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to assess at least three considerations to be taken into account in creating a recruitment networking strategy. Assessment may include responses to a written assignment or captured within a recorded discussion with the assessor.

To achieve assessment criterion 1.2, learners are required to analyse the advantages and disadvantages of at least at least three recruitment networking methods. Evidence may include tables of information that directly compares the methods and provides clear evidence for assessment.

To achieve assessment criterion 1.3, learners are required to provide evidence that demonstrates their analysis of at least four skills required for effective networking within the recruitment industry. Evidence may include responses to a written assignment or captured during a recorded discussion with the tutor.

Learners are required to assess at least two attributes of an expert, at least two attributes of a coach and at least two attributes of a connector within recruitment networking (AC1.4).

To achieve assessment criterion 2.1, learners are required to analyse at least five stages of the buying process. Evidence could form part of an assignment relating to the topic of ‘buying’ within the recruitment industry and may also include buying cultures, buying types and buyer profiles (AC2.2).

To achieve assessment criterion 2.3, learners are required to analyse at least four considerations when building sustainable relationships with clients. Evidence could include responses to written assignments or captured during recorded discussions with the tutor.

To achieve assessment criterion 2.4, learners are required to explain at least three ways to adapt relationship-building approaches and behaviours to suit at least two buyer types, at least two expectations and at least two motivations of clients. Assessment methods may include responses to written or oral questioning.

To achieve 2.5, learners are required to explain at least three different methods of monitoring relationships with clients.

To achieve assessment criterion 3.1, learners are required to assess at least three reasons why developing sustainable relationships with candidates is important. Evidence may be captured within written or verbal statements provided by the learner.

Assessment criterion 3.2 can be achieved by explaining at least three techniques for communicating with candidates. Learners may choose to provide annotation or narration of video evidence of communication techniques being demonstrated, or through written evidence such as statements or responses to assignments.

To achieve assessment criterion 3.3, learners are required to explain at least three ways to adapt relationship-building approaches and behaviours to suit at least two different candidates' needs, at least two expectations and at least two aspirations of candidates. Assessment methods may include responses to written or oral questioning.

To achieve assessment criterion 3.4, learners are required to assess at least three ethical considerations when approaching candidates and at least two ethical considerations when developing relationships with candidates. Assessment methods may include responses to written assignments or captured within verbal discussions with the tutor. Assessment of this assessment criterion may be in conjunction with *Unit 3 Principles of Legal and Ethical Requirements in Recruitment.*

To achieve assessment criterion 3.5, learners are required to explain at least three opportunities for coaching candidates and at least three coaching techniques.

Indicative resource materials

Books

Bird M – *Relationology: 101 Secrets to Grow your Business Through the Powers of Relationships* (Matador, 2014) ISBN: 9781783064786

Headworth A – *Social Media Recruitment: How to Successfully Integrate Social Media into Recruitment Strategy* (1st edition) (Kogan Press, 2015) ISBN: 9780749473709

Websites

www.acas.org.uk – ACAS: social networking and recruitment

www.cipd.co.uk – Chartered Institute of Personnel and Development: Resources and factsheets relating to the recruitment process, including candidate assessments (may require registration)

www.mindtools.com – Guidance on building and maintaining working relationships

Unit 5: Understanding Recruitment Contracts

Unit reference number:	**F/504/6995**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**15**

Unit aim

This unit will introduce you to the characteristics and content of a range of candidate and client recruitment contracts. It also explores the fundamentals of contract management, as well as legal and ethical requirements and considerations when forming contracts with candidates and clients.

Unit introduction

In today's fast-paced and ever-changing business world**,** establishing a successful recruitment process can have a major impact on a business. Similarly, once the decision has been made to hire someone or to provide recruitment services to a client, setting out the terms of your agreement with them in a clear written contract helps reduce the risk of any disputes arising later.

All candidates and clients should have a good understanding of their contractual rights and responsibilities. Being aware of and conversant with the rules, principles and regulations governing employment rights and responsibilities for workers and clients using recruitment services will help protect both employee and employer. It will ensure that work practice is undertaken in a mutually respectful environment while meeting all legal and ethical requirements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the range of candidate contracts in the recruitment industry	1.1 Explain the characteristics of a range of candidate contracts 1.2 Explain the essential content of a range of candidate contracts 1.3 Analyse the implications for employers and employees of a range of candidate contracts 1.4 Explain the significance to a candidate of an umbrella organisation
2 Understand the range of client contracts in the recruitment industry	2.1 Explain the characteristics of a range of client contracts 2.2 Explain the essential content of a range of client contracts 2.3 Analyse the implications for employers and employees of a range of client contracts 2.4 Explain the meaning and significance of master vendors, vendor neutrals, umbrella organisations and on demand 2.5 Analyse the management information and documentation needed to carry out work through different forms of contract

Learning outcomes	Assessment criteria
3 Understand the legal requirements of candidate contracts	3.1 Explain the difference and methods of distinguishing between a contract of service and a contract for service
	3.2 Analyse the scope of legislation relating to agency workers, non-employees, immigrants, gangmasters and ex-offenders
	3.3 Explain when criminal records need to be checked and how to do so
	3.4 Explain the legal requirements of clarifying candidates' work status
	3.5 Explain how to ensure all recruitment contracts meet legal and ethical requirements

Unit content

1 **Understand the range of candidate contracts in the recruitment industry**

Candidate contracts: purpose, e.g. agreement between recruiter and candidate, agreement between employer and employee/worker, employment rights and responsibilities, duties; types of contract, e.g. full time, part time, fixed term, agency staff, freelance, consultants and contractors, zero-hours contracts, employment of family, volunteers; characteristics, e.g. pay, working hours, holidays, sickness, notice period, employer, location, working conditions, duties

Significance of umbrella organisations to a candidate: e.g. processing of timesheets, calculation of salary payments, PAYE taxation, agency invoicing

2 **Understand the range of client contracts in the recruitment industry**

Client contracts: purpose of contract, e.g. offer and acceptance, intention to create legal relations, lawful consideration, capacity, legal formalities; types of contract, e.g. face to face, written, distance selling; impact; essential content, e.g. parties of the contract, contract date, definitions used in the contract, services being provided or received, payment amount and payment date, interest on late payments, delivery dates or performance date for services, insurance promises, guarantee promises, termination dates, renewal terms, damages for breach of contract, special considerations

Implications for employers: types of contracts and agreements, e.g. public; non-public; contract law, e.g. current legislation (Public Contracts Regulations 2006 and 2015, EU Directives); legal requirements of contracts, e.g. formal agreements; intention to create legal relations; contract requirements, e.g. value for money, integrity (corruption, conflict of interest), accountability; equal opportunities, e.g. fair treatment, objectives (industrial, social, environmental); public markets; efficiency in procurement process

Client recruitment contract services: master vendors, e.g. consolidation of recruitment services, single point of contact, single invoicing and terms and conditions, charged by secondary suppliers; vendor neutrals, e.g. single company providing a number of recruitment services, management of suppliers (terms and conditions, supply contracts); umbrella organisations; demand, e.g. client-led involving external providers, project-led contracts, time-spent charging structure

Information management: types of system, e.g. electronic (CRM), paper-based; use of information systems, e.g. secures data, records historical performance, analyses performances (individual, team, branch, group); enables relationship marketing; predict and forecast; identify customer demographics; information requirements, e.g. product/service information, personal details, financial data; documentation, e.g. recruitment contracts, terms and conditions, policies and procedures, payment records; importance of effective information management, e.g. keeping records up to date, accuracy, historical record, compliance with legislation (Data Protection Act 1998)

3 **Understand the legal requirements of candidate contracts**

Candidate contracts: contracts of service, e.g. employee–employer, buying an employee; contracts for service, e.g. contractor (client, buying a service); differences, e.g. performing tasks according to a job description, requirement to supply services; methods; legal and ethical requirements, e.g. contract law (current legislation, Public Contracts Regulations 2006 and 2015, EU Directives, employment law), legal requirements of contracts (formal agreements, intention to create legal relations), contract requirements, value for money, integrity, accountability, equal opportunities, fair treatment, objectives (industrial, social, environmental), public markets, efficiency in procurement process

Recruitment-related legislation: legislation, e.g. Conduct of Employment Agencies and Employment Businesses Regulations 2003 (Amended 2010), Employment Agency & Employment Business Conduct Regulations Act 2003, Data Protection Act 1998, Agency Workers Regulations 2010, Rehabilitation of Offenders Act 1974, Immigration Act 2014; legislative organisations, which have an impact on recruitment practices, e.g. Employment Agency Standards Inspectorate (EAS), UK Visas and Immigration, Health & Safety Executive (HSE), Information Commissioner's Office (ICO), HM Revenue & Customs (HMRC)

Criminal records: checking needs, e.g. applicants applying for posts working with children or vulnerable adults (regulated activity), where employer is entitled to ask excepted questions (Rehabilitation of Offenders Act 1974); when criminal records need to be checked, e.g. following job offer to successful candidates; how to carry out criminal records check, e.g. applicant to complete DBS application form, organisation to check identification (primary identity documents, trusted government documents, financial and social history documents), submission direct to DBS or submission through umbrella organisation, application tracking and certification

Clarifying candidates' work status: e.g. workers from European Economic Area, sponsored workers, students, children, asylum seekers, restricted

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- tutor-led presentations
- worksheets
- assignments/projects/reports
- internet research
- business resources
- practical workshops
- scenario/case study responses
- sharing recruitment experiences.

Learning outcome 1 is ideally delivered through a blended learning approach, which would include tutor-led sessions regarding the different candidate contracts associated with the recruitment industry. Learners would benefit from independent research activities regarding contract law and aspects of this that relate specifically to the range of candidate contracts typical of short- and long-term recruitment arrangements. Learners who already work within the recruitment industry may be encouraged to share knowledge with the group. Delivery should explore the content of candidate contracts and may also consider including aspects from learning outcome 3 during delivery.

Learning outcome 2 may be approached in a similar blended learning style as learning outcome 1. Learners could undertake research activities exploring aspects of contract law that are applied to client contracts specific to the recruitment industry. Learners may be provided with a range of client contracts to develop understanding of content and contractual information requirements. Learners would benefit from tutor-led activities to explore different organisations and their roles and responsibilities when contracting clients (AC2.4). Learners would benefit from experiencing a range of customer relationship management systems and the importance of proactive management of information relating to clients.

Learning outcome 3 could be delivered in conjunction with learning outcome 1. Tutors may also consider delivering this unit in conjunction with *Unit 3 Principles of Legal and Ethical Requirements in Recruitment*. Delivery would also include further research into the legal complexities of contracting with specific candidate groups (AC3.2) and legal considerations when checking the candidate's right-to-work status. Learners may benefit from completing a mock Disclosure and Barring Service (DBS) application to familiarise themselves with the requirements and process.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criteria 1.1 and 2.1, learners are required to explain characteristics of at least three candidate and three client contracts. Assessment may include written responses to assignments or written questions or be captured verbally as part of a discussion or oral questioning session with the assessor.

To achieve assessment criteria 1.2 and 2.2, learners are required to explain at least four essential components included in the content of candidate contracts and four components of client contracts.

Assessment criteria 1.3 and 2.3 require learners to provide evidence of undertaking an analysis activity, which includes at least two different candidate contracts and two different client contracts. At least two implications for employers and at least two implications for employees for each client contract are to be included in the analysis. Evidence may be captured within a written assignment or recorded during a discussion with the assessor.

To achieve assessment criterion 1.4, learners will need to explain at least two significances of an umbrella organisation to a candidate. Assessment of assessment criterion 2.4 may also be included here where responses relate also to clients.

To achieve assessment criterion 2.4, learners are required to provide evidence that they understand the meaning of master vendors, vendor neutrals, umbrella organisations and on-demand client contractual arrangements. At least two examples of the significance of each are required.

To achieve assessment criterion 2.5, learners are required to provide analysis, which includes at least two types of management information and at least two types of documents needed to carry out work through at least two different forms of contract. Evidence of assessment may include responses to an assignment or recorded discussion surrounding the outcomes of analysis activities.

To achieve assessment criterion 3.1, learners are required to explain at least two differences between contracts of service and contracts for service and at least three methods of applying these contracts.

To achieve assessment criterion 3.2, learners are required to analyse legislation, which specifically applies to the recruitment of each worker group specified within this assessment criterion. Assessment may include written reports or recorded discussions detailing outcomes of discussions. Learners may also wish to consider advice guides or information leaflets that contain information to assist other recruitment professionals.

To achieve assessment criterion 3.3, learners are required to provide evidence that they fully understand when to carry out criminal record checks as part of the recruitment assessment process and at least three steps required to carry out such checks. This assessment criterion may be assessed in conjunction with *Unit 6 Understanding the Principles of Assessing People*.

To achieve assessment criterion 3.4, learners are required to explain at least three legal requirements of clarifying candidates' work status. This assessment criterion may be assessed in conjunction with assessment criterion 3.2.

To achieve assessment criterion 3.5, learners are required to explain at least three examples of ensuring recruitment contracts meet legal and ethical requirements. This assessment criterion may be assessed in conjunction with learning outcome 1. Evidence may include responses to written or oral questions or through submission of a written assignment.

Indicative resource materials

Books

Aylott E – *Employment Law* (HR fundamentals) (Kogan Page, 2014)
ISBN: 9780749469740

Cushway B – *The Employers Handbook 2014-15: An Essential Guide to Employment Law, Personnel Policies and Procedures* (10th edition) (Kogan Page, 2014)
ISBN: 9780749472153

Fisher C and Lovell Dr A – *Business Ethics and Values* (4th edition) (Pearson, 2012)
ISBN: 9780273757917

Jones L – *Introduction to Business Law* (2nd edition) (OUP, 2013)
ISBN: 9780199662876

Websites

www.acas.org.uk – ACAS: information, advice and guidance relating to recruitment contracts

www.gov.uk – Disclosure and Barring Service guidance and procedures

Other

www.gov.uk – UK Visas and Immigration publication: summary guide for employers on preventing illegal working in the UK (also available in full guide format)

www.supplymanagement.com – Supply Management magazine

Unit 6: Understanding the Principles of Assessing People

Unit reference number: J/504/6996

Level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

This unit will introduce you to the planning and delivery of assessments used within the recruitment industry, to test and measure the suitability of candidates and aid the recruitment decision-making process.

Unit introduction

Effective selection is essential to recruit people with the right skills and experience to drive an organisation forward. Employers spend a lot of time and money recruiting new staff, so it is important that they follow good practice and get it right first time. Employers and recruitment organisations are including the assessment of recruitment candidates within recruitment strategies. This is to ensure that they are recruiting an individual who meets the requirements of the role, fits in with the culture of the business, and shares the ambition and mission of the business.

Each advertised vacancy now attracts an increased number of applicants who share common skills, knowledge and experience. More complex assessment and checking techniques, which measure behaviours, technical ability and character, are tools now being applied to differentiate between applicants.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the planning of candidate assessments	1.1 Explain the features, uses, requirements, advantages and disadvantages of a range of assessment methods 1.2 Explain the importance of setting objectives for the assessment process 1.3 Explain how to confirm the validity and reliability of the assessment process to meet the assessment objectives
2 Understand the principles and techniques of candidate assessment	2.1 Explain the characteristics of good biographical interviewing techniques 2.2 Explain the structure and use of competence assessment interviewing 2.3 Explain the features of effective questioning and interviewing skills 2.4 Explain the “halo and horns” effect 2.5 Explain techniques to gain rapport with candidates 2.6 Explain the importance and role of candidate feedback in the assessment process 2.7 Explain when and why to carry out references and checks on candidates 2.8 Explain the use of reasonable adjustments in candidate assessment 2.9 Explain the considerations following candidate assessment

Unit content

1 **Understand the planning of candidate assessments**

Recruitment assessments: ability, e.g. problem solving, vocabulary, arithmetic, grammar, spelling and words, capability; behaviour, e.g. interpersonal, personality, motivation, introvert/extrovert, attitude; character, e.g. work ethic, trustworthiness; uses, e.g. validation, criminal activity screening; requirements, e.g. objective, equality and diversity, fairness; methods, e.g. situational judgement, numeracy/literacy, industry assessments, software simulation, typing and data entry, psychometric profiling, written CVs and applications, video CVs, assessment centres, social interactions with candidates, group tasks, interviews, presentations, references, shortlisting, practical assessments, social media checking; advantages; disadvantages

Setting objectives: importance, e.g. planned outcomes; specifying the need, e.g. job description, person specification, skills set, person profile; assessment specification, e.g. methods of assessment, measurement, assessment outcomes, timescales, tolerances (essential/desirable)

Confirming validity and reliability: definitions; validity, e.g. content validity, predictive validity, face validity; reliability, e.g. test retest, split half reliability

2 Understand the principles and techniques of candidate assessment

Interviewing techniques: biographical, e.g. purpose; characteristics, e.g. informal, unstructured or semi-structured, verbal discussion or questioning, scrutiny of CV or application; content, e.g. education, work experience, future; competence, e.g. structure (situation task actions results), topics (team working, communication, commercial/business awareness, problem solving); effective questioning skills, e.g. easy to answer, have only one answer, have a specific planned purpose, job related; "halo and horns" effect; gaining rapport with candidates, e.g. sincere greeting, shake hands, smile, take genuine interest, comfortable environment, positive body language, give full attention, listen more than talk, offer clarification

Candidate feedback: role, e.g. reasons for rejection, how candidate performed against the criteria, identifying areas for development, skills gaps, actions to take if applying for similar roles; importance, e.g. respect and appreciation, employer branding (positive impressions, reputation), candidate development

References and checks: types, e.g. identity, right to work in the UK, employment history, qualification checks, character reference, criminal history checks (DBS), involvement in illegal activities, social media checks, health; reasons for checks, e.g. meets preconditions of employment, validation of information provided, professional integrity of candidate (misrepresentation), testing character; when to carry out checks, e.g. legal requirements, non-legal requirements

Reasonable adjustments: use, e.g. legal requirements (Equality Act 2010); types of reasonable adjustment, e.g. alternative assessment formats (audio, braille, large print), presentation of assessment responses (verbal), additional time, interpreter (sign language), location, environmental conditions

Considerations following candidate assessment: e.g. review of assessment evidence and outcomes, consultation and agreement of most suitable candidate (making final decision), keeping candidates informed (delays, second interviews, job offer, rejection), preparing for candidate employment, record keeping

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- practical workshops
- practice assessments
- video clips.

Learning outcome 1 lends itself well to tutor-led delivery of information, relating specifically to the planning of candidate assessments. Learners may also undertake research activities, which develop knowledge and understanding of assessment activities. Group discussions, or activities surrounding advantages and disadvantages of appropriate assessment methods, would encourage a broader opinion. Learners already working within the industry may share workplace examples of assessment with the group or include existing recruitment strategies, which capture the planning and delivery of assessment activities.

Learning outcome 2 lends itself well to more practical activities. Learners would benefit from carrying out a range of assessment activities using methods such as role play for interviews, CV and application writing aligned to a specific role, behavioural and character assessments and testing. Learners will gain a greater understanding of the validity and reliability of such assessments and when best to use them. Learners could watch video clips showing effective techniques to use during interviews, and practise in pairs or groups delivery of biographical and competence-based interviews.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used, such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

Assessment criterion 1.1 could be achieved through targeted explanations, which explore the uses, requirements, advantages or disadvantages of at least five assessment methods. Explanations may form part of a larger assignment or be captured within oral or written responses. Learners will be required to demonstrate sufficient understanding of assessment methods, evidence of which may include a tabular comparison of such methods.

Assessment criterion 1.2 could be achieved through learner responses to oral or written questions. Learners are required to explain at least three reasons why objective setting for the assessment process is important.

Assessment criterion 1.3 could be achieved through written assignment, verbal discussions or written responses to questioning. Learners are required to provide at least two examples of how to confirm validity and at least two examples of how to confirm reliability of the assessment process. Learner evidence should also make reference to assessments that meet the assessment objectives.

Assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5 all relate to the interview processes. Evidence may take the form of an interview guide produced in line with an assignment brief, or be captured through responses to oral or written questioning.

Learners are required to explain at least three good biographical interviewing techniques (AC2.1) and at least three uses of competence assessment interviewing (AC2.2).

At least three features of effective questioning and at least three features of effective interviewing skills are required to meet assessment criterion 2.3.

Evidence, which demonstrates understanding of assessment criterion 2.4, should include sufficient detail to explain the "halo and horns" effect.

To achieve assessment criterion 2.5, learners will be required to explain at least four techniques to gain rapport with candidates.

Assessment criterion 2.6 must include explanations that specifically relate to the role and the importance of candidate feedback. Learners are required to provide at least three examples of the importance of candidate feedback. Evidence may be in response to oral or written questions, or captured during discussions with the assessors.

To achieve assessment criterion 2.7, learners are required to evidence at least two pre-employment candidate checks and at least two post-employment candidate checks. Evidence must reflect that the learner understands the importance of completing mandatory checks prior to employment. Learners are required to explain at least three reasons why references and checks are carried out on candidates.

To achieve assessment criterion 2.8, learners are required to explain at least four uses of reasonable adjustment in candidate assessment. Evidence may include responses to oral or written questions, or captured within verbal discussion or presentation.

To achieve assessment criterion 2.9, learners are required to explain at least three considerations following candidate assessment. Evidence may include responses to oral or written questions, or captured within verbal discussion or presentation.

Indicative resource materials

Books

Hampel B, Bruce A – *Talent Assessment and Development Pocket Toolkit: How to get the most out of your Best People* (McGraw-Hill Professional, 2014) ISBN: 9780071840446

Nikolaou I, Oostrom J K – *Employee Recruitment, Selection and Assessment: Contemporary Issues for Theory and Practice* (Psychology Press, 2015) ISBN: 9781138823266

Yeung R – *Successful Interviewing and Recruitment* (Creating Success) (Kogan Page, 2010) ISBN: 9780749462222

Websites

Businesstrainingdirect.co.uk – Business Training Direct: Interview techniques that recruiters use

Helpguide.org – Interviewing techniques and tips

www.acas.org.uk – ACAS: online advisory booklet relating to recruitment and selection

www.cipd.co.uk – Chartered Institute of Personnel and Development: Resources and factsheets relating to the recruitment process, including candidate assessments (may require registration)

Unit 7: Principles of Business Management for Recruitment

Unit reference number: H/504/6987

Level: 4

Credit value: 5

Guided learning hours: 15

Unit aim

This unit provides an introduction to the concepts and practices of planning, measuring performance and managing change within a recruitment business.

Unit introduction

An important element of the recruitment management role is to efficiently organise, plan, review and monitor the use of all available resources, so that the organisational objectives can be achieved. At the core of all organisations are the human, physical and financial resources that enable them to operate efficiently. Business planning and reporting is important in organising and managing these resources. This is important to both new and existing organisations that are seeking to develop and improve their efficiency.

Managing and monitoring the performance of business activities play an important role in supporting an organisation to achieve its goals and objectives. The performance of an organisation is important, as a successful organisation is much more able to achieve its targets, continuously improve and maintain a competitive advantage. At some point in their career, a recruitment manager is likely to become involved in the measurement of business performance.

To remain competitive, an organisation will need to regularly review and revise its service offer and recruitment activities. There will be times when changes are imposed on the organisation by external forces or changes in the marketplace. To be effective, any change process needs to be managed and planned. Any changes implemented by the organisation will have an impact on the workforce and working practices, and this will inevitably lead to resistance from some employees. Employees may feel that the changes will have no positive benefits for them and others may prefer to keep the current working practices. Once changes have been implemented, it is important that they are monitored and evaluated.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand recruitment business planning	1.1 Analyse the role of market research and analysis tools in defining client needs and business planning 1.2 Define the strategic direction, vision, mission, objectives and success criteria of a recruitment business 1.3 Explain the requirements of a recruitment business model and the factors influencing it 1.4 Explain the considerations to be taken into account in the development and implementation of a recruitment business plan 1.5 Define realistic and justified key performance indicators
2 Understand the management and performance measurement of a recruitment business	2.1 Assess the effectiveness of a range of recruitment performance measures 2.2 Identify business strengths, weaknesses and shortfalls 2.3 Identify the drivers to change within a recruitment business 2.4 Explain the use of processes, tools and techniques to review and redesign recruitment business processes 2.5 Analyse the concept and principles of the management of change within a recruitment business

Learning outcomes	Assessment criteria
3 Understand commercial issues in recruitment	3.1 Analyse how a recruitment business works 3.2 Analyse the characteristics and business acumen of effective recruiters 3.3 Identify internal and external issues and trends of concern to a recruitment organisation and their impact on profitability 3.4 Explain how to develop contingencies that address identified threats

Unit content

1 Understand recruitment business planning

Market research: components, e.g. qualitative research, quantitative research, primary research, secondary research, electronic data collection; role of market research, e.g. measure customer behaviour, identify buying patterns, identify preferences, establish sales trends, measure success of product development, assess brand awareness/reputation, identify changes in markets and emergence of new markets, assess business environment (PESTLE analysis, establish triggers for buyer behaviour, target recruitment services accurately, increase sales, increase profits)

Business planning: types, e.g. mechanistic planning, goals-based planning, issues-based planning, alignment planning, scenario planning, organic planning, real-time planning, strategy hierarchy, consistency between business strategy and subsidiary strategies; business plan development, e.g. clarify business idea, identify potential problems, set out goals, measure progress

Client needs: workforce planning, e.g. ensuring sufficient staff with relevant skills, knowledge and expertise, aligning the workforce with the business plan and business operations, planning for future demands, skills gap analysis, changing nature of work, employee expectations (full time, temporary, casual); workforce planning model, e.g. process, optimum number of workers, up-to-date knowledge and skills; reasons to recruit, e.g. increase staffing levels, employee turnover, new skills needed, promotion of existing employees

Strategic direction: vision, e.g. desired future state for the organisation; mission; objectives, e.g. specific goals for teams, individuals or organisation; success criteria, e.g. sustained growth (sales, profits, client satisfaction, quality services, reputation), economic success, social success, environmental success

Key Performance Indicators (KPIs): KPI definition, e.g. quantifiable, agreed in advance, reflect critical success factors of organisation, defined, can change as organisation's goals change; KPIs and organisation's performance, e.g. KPIs measure progress towards goals, link between goals and mission, optimum number of KPIs, focus attention on organisational goals, motivate staff, link between focus, motivation and organisation's performance

2 **Understand the management and performance measurement of a recruitment business**

Performance measurement: measures, e.g. quantifiable indicator of performance, aligned to goals and objectives, measuring and monitoring progress, types (financial and non-financial, leading and lagging); performance measurement system (PMS), e.g. quantify efficiency and effectiveness, supports decision-making, focus on outcomes and outputs, balance of financial and non-financial performance measures, collects, records and analyses data, accuracy

Performance management: purpose; improve employee performance; improve team performance; improve business performance; performance plans; performance indicators, e.g. productivity, output, attitude, commitment; gathering performance information; appraisal; causes of effective performance and underperformance; review; rewarding good performance; remedying poor performance, e.g. mentoring, counselling, training, development, discipline, termination of employment

Business performance: outcomes in relation to goals; accomplishment of tasks measured against standards; actual against planned; tools and processes, e.g. planning and budgeting, Key Performance Indicators (KPIs), balance scorecard, benchmarking, performance dashboards, customer relationship management (CRM), appraisals; SWOT analysis

Drivers to change: changes in markets; economic downturns; customer needs; competitive advantage; change in mission; restructuring; mergers or acquisitions; location; legislation or regulations; technological developments; to meet objectives; response to internal and external factors and growth; factors, e.g. existing operational procedures, employee attitudes, communication barriers, embedded values, exclusion from the change process, lack of resources; risks, e.g. costs, manager’s inexperience, current processes, time and resources for training, resistance to change from employees, reluctance to accept new processes, knowledge and skills of employees, fear of future changes

Review and redesign recruitment business processes: change, e.g. step change, incremental change; change management models, e.g. Kubler-Ross 5 Stage Model, Kotter’s 8 Steps to Change, Lewin’s 3 Stage Change Model, ADKAR Model, Bridge’s Transitional Mode; change management, e.g. co-ordination of the change process, different contexts (planned change, unplanned change); principles of change management, e.g. start at the top, involve every layer, make a formal case, create ownership, communicate the message, assessment of cultural landscape, prepare for the unexpected, speak to the individual; tools and techniques, e.g. DRIVE (define, review, identify, verify, execute), problem solving methodology, process mapping, force field analysis, cause and effect diagrams, brainstorming, statistical process control, matrix analysis; barriers to change, e.g. uncertainty, culture, threatened by process of change, lack of understanding of need for change, failure of previous change initiatives, poor change management, Technical Political Cultural (TPC) resistance from employees

3 **Understand commercial issues in recruitment**

How a recruitment business works: intermediary between an organisation looking to employ someone and an individual looking for a job; advertising job vacancies; shortlisting potential candidates; arranging and co-ordinating interviews

Behaviours, characteristics and activities of effective recruiters: behaviours, e.g. empathetic, hardworking, disciplined, persuasive, strong communicator, product aware; characteristics, e.g. ambitious, passionate, positive, adaptable, self-motivated, confident, credible; activities, e.g. using sales, business development and marketing techniques, client relationship management (CRM), client needs analysis, advertising vacancies to attract candidates, headhunting, receiving and reviewing applications, matching candidates to suitable jobs, managing interviews, employment screening, pay negotiation; business acumen, e.g. commercial awareness, financial literacy, business sense, executive-level thinking, market acumen

Identification of business issues: internal, e.g. SWOT analysis, marketing analysis, competition analysis; trends, e.g. the mobile platform, data driven operations, video interviewing, online candidate assessments, remote work, accelerated internal movement, talent branding, active and passive candidates, quality hires; impact on profitability, e.g. market share, competitiveness, strength of demand, costs, efficiencies, price discrimination; external, e.g. issues of public concern (ethical recruitment, cultural recruitment, positive discrimination)

Business contingencies: e.g. risk analysis and management, risk impact/probability, developing a contingency plan, maintaining a contingency plan

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods including:

- worksheets
- assignments/projects/reports
- internet research
- visiting speakers
- practical workshops
- video clips.

Learning outcome 1 could be delivered using a range of practical activities that engage learners with the concept of market research and business planning. Learners would benefit from undertaking structured mock market research activities, which identify client needs and convert this information into a business plan. Learners would benefit from examining a range of business plans to explore the importance of business vision, mission and objectives and how these relate to success criteria. Visiting speakers can give learners specific and relevant workplace information relating to business planning and the role of Key Performance Indicators.

Learning outcome 2 lends itself well to more tutor-led delivery methods providing learners with learning activities that focus on a range of performance measures used within a recruitment business. Learners currently working in a recruitment environment may be encouraged to share their experiences of business performance measurement, and the importance of sales targets and client and candidate satisfaction capturing methods. Learners would benefit from scenario-led activities, which give them opportunities to carry out performance measurement activities using evidence such as recruitment-related data. Learners could view video clips about change management and techniques applied when reviewing and redesigning aspects of a business. Learners could undertake role-play activities responding to barriers to change and how to overcome them.

Learning outcome 3 could be delivered through worksite visits exploring recruitment businesses, meeting with recruitment consultants to ascertain characteristics and business awareness skills. Research activities may be used to develop understanding of internal and external issues and trends. Practical activities or written assignments could be used to provide experience of contingency planning activities.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to analyse at least two roles of market research, at least two tools for analysing client needs and at least three roles for business planning. Evidence may be taken from responses to written assignments, or outcomes of analytical activities may be verbally presented to the group or tutor.

To achieve assessment criterion 1.2, learners are required to define a recruitment business by providing evidence of at least two examples of strategic direction, at least one example of the business vision, at least one example of the business mission, at least two examples of business objectives and at least three success criteria. Assessment methods may include responses to written assignments or written questions, or be captured during a presentation relating to a chosen recruitment business. Learners may choose to include assessment criterion 1.1 through this method.

To achieve assessment criterion 1.3, learners are required to explain at least three requirements of a recruitment business model. Evidence may be captured during oral question sessions or discussions with the tutor.

To achieve assessment criterion 1.4, learners are required to explain at least four considerations when developing a recruitment business plan and at least two considerations when implementing a business plan. Assessment methods may include practical evidence, such as a mock business plan.

To achieve assessment criterion 1.5, learners are required to define at least three realistic and justified key performance indicators typically associated with a recruitment business.

To achieve assessment criterion 2.1, learners are required to assess the effectiveness of at least three recruitment performance measures. Evidence may be taken from a written assignment or captured within a recorded discussion with the tutor.

Assessment criterion 2.2 requires learners to identify at least three strengths of a recruitment business, at least three weaknesses and at least two shortfalls. Learners may choose to relate their evidence to the recruitment business used to achieve assessment criteria 1.1, 1.2, 1.3 and 1.4.

To achieve assessment criterion 2.3, learners are required to identify at least three drivers to change relating to a recruitment business. Learners may provide evidence in the form of responses to written or oral questioning, or written assignments.

To achieve assessment criterion 2.4, learners are required to explain at least two processes and at least three tools and techniques used when reviewing and redesigning recruitment business processes. Learners may choose to combine this evidence with that of assessment criterion 2.5 through analysis of at least three concepts and principles of change management. Evidence may be taken from responses to written assignments or from recorded discussions with the tutor.

To achieve assessment criterion 3.1, learners will need to analyse at least four aspects of how a recruitment business works. Evidence needs to reflect learners' understanding of a recruitment business, which may be captured within recruitment business plans from assessment criterion 1.4.

To achieve assessment criterion 3.2, learners are required to analyse at least three characteristics and at least two examples of business acumen typically expected of a recruiter. Evidence may be taken from person specifications explored within *Unit 1 Principles of Recruitment Resource Strategies*.

To achieve assessment criterion 3.3, learners are required to identify at least two internal and at least two external issues and trends of concern to a recruitment business, and at least two examples of how these issues may impact profitability. Assessment methods may include responses to written or oral questions or from the outcome of a written assignment.

Assessment criterion 3.4 requires learners to explain at least three methods of developing contingencies that address identified threats. Learners may choose to include this criterion during assessment activities required of assessment criterion 1.4, where business planning activities also include contingency plans and identification of risk.

Indicative resource materials

Books

Brown J N and Swain A – *The Professional Recruiter's Handbook: Delivering Excellence in Recruitment Practice* (2nd edition) (Kogan Page, 2012) ISBN: 9780749465414

Cameron E and Green M – *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change* (4th edition) (Kogan Page, 2015) ISBN: 9780749472580

Lai R – *Operations Forensics: Business Performance Analysis using Operations Measures and Tools* (MIT Press, 2013) ISBN: 9780262018661

Lee J– *The Right-Brain Business Plan: A Creative, Visual Map for Success* (New World Library, 2011) ISBN: 9781577319443

Marr B – *25 Need-to-Know Key Performance Indicators* (1st edition) (Pearson, 2014) ISBN: 9781292016474

Websites

www.businessballs.com – Businessballs: Career help, business training, organisational development - inspirational, innovative ideas, materials, exercises, tools and templates

www.gov.uk/write-business-plan – Business plan templates, help and advice to write a business plan

www.mindtools.com – Tools and techniques to help you manage change successfully

www.recruiter.co.uk – Magazine for the UK recruitment profession

Unit 8: Principles of Business Development and Account Management in Recruitment

Unit reference number:	**M/504/6989**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**15**

Unit aim

This unit provides an introduction into the concepts and techniques required for successful business development and account management within the recruitment industry.

Unit introduction

Recruitment is one of the fastest-growing sectors within business in the UK. In an increasingly competitive market, recruitment agencies and consultants are defined not only by their core service offer but also by other linked services, which add value to clients' businesses.

The information age has brought a lot of innovation. It has changed how people job hunt, how companies hire staff, but most of all how we do business. Staying one step ahead of competitors through innovative recruitment solutions may influence clients' decision-making which directly impacts on winning and losing key accounts. Managing key accounts and developing new accounts whilst remaining competitive are essential to growth and success of a recruitment business.

Recruitment businesses need to establish positive relationships with their clients and candidates. Managing relationships involves finding clients and candidates, and keeping them by engaging with them in ways that provide customer satisfaction and ensure profitable and continuing business opportunities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand business development within the recruitment industry	1.1 Analyse the characteristics, uses and limitations of primary, secondary, quantitative and qualitative research 1.2 Assess the validity, uses and limitations of sources of recruitment information (clients, candidates and competitors) 1.3 Identify changes in the recruitment industry and their implications 1.4 Explain the use of analytical tools to identify competitor threats
2 Understand value added services in the recruitment industry	2.1 Define “value added” recruitment services, their benefits and risks 2.2 Analyse the business imperatives for developing and offering value added services in the recruitment industry 2.3 Assess the factors that influence a recruiter’s ability to offer value added services 2.4 Assess the scope and considerations to be taken into account in developing and selling value added recruitment proposals 2.5 Analyse the use of added value within the account management process

Learning outcomes	**Assessment criteria**
3 Understand account management in the recruitment industry	3.1 Analyse the value of account management in recruitment 3.2 Assess the significance of recruitment client relationship management and client perceptions 3.3 Explain methods of account management 3.4 Assess techniques to enhance recruitment client penetration, exceed client expectations and add value

Unit content

1 Understand business development within the recruitment industry

Market research: types, e.g. primary research (data collection focused on correct selection of representative sample, clear objectives focused on planned marketing outcomes); secondary research (uses data already collected, provides background and/or longitudinal/cross-sectional information, not specifically focused on own research objectives); qualitative research strengths, e.g. can give 'richer' data than quantitative research that reflects reality better, suited to capturing information about opinions; qualitative research limitations, e.g. tends to be less reliable, tends to cost more to gather using more expensive/labour intensive methods, is more difficult to process as judgement needs to be used to analyse findings; quantitative research strengths, e.g. gives factual data on what happens, tends to be reliable, can be very cost effective and so allows lots of data to be collected quite cheaply, can be easier to process; quantitative research limitations, e.g. does not readily yield behavioural factors, often excludes real-life factors and so tends to be less valid

Assessing recruitment information sources: clients, e.g. targeting clients effectively, allocating value-based segmentation (marketing resources to best effect, revenue they generate, costs of establishing and maintaining relationships); establishing effective communication with others, e.g. marketing, customer service, buyers, logistics; evaluating current product/service provision, e.g. in terms of availability, matching needs, lead times, after-sales; candidates expectations - expectations could include current income, monetary expectation for the job role, a limited commitment of time, actively or passively seeking employment; competitors, e.g. competitors' strategies to respond to price changes and price-based promotions, price–cutting, price walling (increasing service level, raising prices, value-added services, unique selling points (USPs)

Changes in the recruitment industry: e.g. new employment laws, digital revolution, social media revolution, future workforce, mobile workforce, video screening, gender balance; implications, e.g. new competitors, attraction of passive candidates, corporate recruitment, increase of industry knowledge, recruitment outsourcing, vendor management solutions (getting on vendor lists)

Competitor analysis tools: e.g. Porter's Five Forces analysis, Porter's Four Corners analysis, SWOT analysis, Value Chain analysis, Early Warning analysis, War Games analysis

2 Understand value-added services in the recruitment industry

Value-added recruitment services: e.g. volume recruitment campaigns, payroll services, salary surveys, diversity monitoring, psychometric testing, bespoke testing of skills, progress reporting, advertising, online exposure, eco-policies; benefits, e.g. meeting client/candidate needs, competitive advantage, available after purchase of core services, improved client/candidate relationships, client/candidate retention, increased revenue, increased business growth; risks, e.g. effects on core services, staff competence to deliver value-added services, cost efficiencies, demand; business imperatives, e.g. increase client base, focussed marketing, alternative recruitment sectors; factors which influence ability to offer value added services, e.g. affordability, profitability, premises, facilities, equipment and resources, knowledge, skills, legal and ethical requirements

Value-added recruitment proposals: development, e.g. purpose, design, methodology, approach, findings, research limitations/implications, practical implications, originality, value; selling, e.g. providing expert advice, bundling and packaging, service levels, frequent buyer programs, transition and education, recognition and reward levels, qualitative preference, dedicated personnel, speed of service and delivery

Use of added value within the account management process: e.g. recognition of needs (current, future), building sustainable relationships, differentiating service propositions, client-led added-value propositions

3 Understand account management in the recruitment industry

Account management: purpose, e.g. finding customers; retaining customers; winning back customers; building loyalty; adding value, e.g. additional sales, after sales services, customer support; targeted marketing; tailoring information; individualised relationships; customising products and services; rewarding customers; contributing to the achievement of business objectives values, e.g. cost benefits, streamlined business processes, stronger business relationships, consistent delivery models, improved client satisfaction, improved client loyalty, competitive edge

Account measurement and monitoring methods: e.g. data types (qualitative, quantitative), data collection (manual, computer-based, automatic), customer analytics, data mining, customer profiling; market analysis; segmentation analysis; predictive analysis; review management of customer relationships; evaluation of management of customer relationships; potential improvements to management of customer relationships; client perception feedback, e.g. questionnaires, surveys, account reviews

Client relationship management: strategic priority; allocate resources; implement software solutions (data collection, analytics); modify business processes; customer support, e.g. help desk, responses to frequently asked questions, 24/7 service, online advice; customer communication; obtaining feedback; responsiveness to feedback; using client experiences to develop long-term relationships; follow-up procedures, e.g. telephone, email, reward loyalty, encourage repeat business, use for marketing/promotions

Meeting objectives: client engagement; meeting client needs; adding value; growth, e.g. sales, revenues, market share, profits; cost management; improve processes; achievement against Key Performance Indicators; client penetration techniques, e.g. identify services the customer could buy but doesn't, expand pool of contacts within the account, value-added services, ideas about how clients can improve their business operations, identify clients' customers

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- visiting speakers
- practical workshops
- video clips
- worksite visits.

Learning outcome 1 could be delivered through tutor-led presentations relating to business development within the recruitment industry. Learners would benefit from worksite visits to learn about business development techniques and speak to business development personnel within a recruitment business. Learners may be set practical market research activities and techniques to validate, verify and use the information captured during market research activities. Learners may benefit from visits by recruitment sector experts to speak about industry changes and the importance of competitive advantage.

Learning outcome 2 could be delivered through blended learning through research activities into value-added services associated with the provision of recruitment services. Learners currently working within the recruitment industry may be encouraged to share the added-value services they currently offer. Group work activities to explore new and innovative value-added services would provide experiences, which would be beneficial for the role of recruitment professional.

Learning outcome 3 could be delivered through tutor-led presentations, which focus on account management. Learners could undertake research activities into Client Relationship Management (CRM). Aspects of this learning outcome may be delivered in conjunction with *Unit 4 Principles of Relationship Management in Recruitment*. Worksite visits may provide learners with the opportunity to explore account management and how organisations approach this with their clients.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to analyse at least two characteristics, at least two uses and at least two limitations of primary, secondary, quantitative and qualitative research types. Evidence may come from responses to written assignments relating to market research. Alternatively, responses may be captured within a recorded discussion with the tutor.

To achieve assessment criterion 1.2, learners are required to provide evidence of having assessed the validity, uses and limitations of at least two sources of recruitment information relating to clients, candidates and competitors. Assessment methods may include a written report of assessment activities.

To achieve assessment criterion 1.3, learners are required to identify at least three changes to the recruitment industry and the implications of these changes. Evidence may be captured through responses to written or oral questioning, or from an assignment-based activity.

To achieve assessment criterion 1.4, learners are required to explain the use of at least three analytical tools, which could be used to identify competitor threats.

To achieve assessment criterion 2.1, learners are required to define at least three 'value-added' services typically offered by a recruitment organisation. Learners are required to provide evidence that they understand the benefits and risks of each service defined. Evidence may be taken from written assignments or from a recruitment services advertisement, which provides information about the risks and benefits of these services to potential clients.

Assessment criterion 2.2 can be achieved by analysing at least three business imperatives for developing and offering value-added services. Evidence may come from responses to written assignments relating to value-added services. Alternatively, responses may be captured within a recorded discussion with the tutor.

To achieve assessment criterion 2.3, learners are required to assess at least four factors that influence a recruiter's ability to offer value-added services. Assessment methods may include a written report of assessment activities.

To achieve assessment criterion 2.4, learners are required to provide evidence of the assessment of developing and selling value-added services. Evidence must include scope and considerations that need to be taken into account for both developing and selling value added services.

To achieve assessment criterion 2.5, learners are required to analyse at least three uses of value-added services within the account management process. Assessment may be in conjunction with assessment criterion 2.4 or through learning outcome 3.

To achieve assessment criterion 3.1, learners are required to analyse at least four values of account management in recruitment. Evidence may be in the form of responses to a written assignment or captured within a recorded discussion with the tutor.

To achieve assessment criterion 3.2, learners are required to assess at least two examples of the significance of client relationship management and at least two examples of the significance of client perception within account management. Assessment methods may include written statements or a presentation relating to these topics.

To achieve assessment criterion 3.3, learners are required to explain at least three methods of account management. Evidence may be captured through responses to written or oral questioning, or from an assignment-based activity.

To achieve assessment criterion 3.4, learners are required to assess at least two techniques to enhance client penetration and at least two techniques to exceed client expectations.

Indicative resource materials

Books

Cooper I – *Financial Times Guide to Business Development: How to Win Profitable Customers and Clients* (1st edition) (Financial Times/Prentice Hall, 2012) ISBN: 9780273759539

Hague P N – *Market Research in Practice: How to get Greater Insight from your Market* (2nd edition) (Kogan Press, 2013) ISBN: 9780749468644

Johnson M W, Marshall G W – *Contemporary Selling: Building Relationships, Creating Value* (4th edition) (Routledge, 2013) ISBN: 9780415523509

Porter M E – *Competitive Strategy: Techniques for Analysing Industries and Competitors* (Free Press, 2008) ISBN: 9780743260886

Woodburn D and McDonald M – *Key Account Management: The Definitive Guide* (3rd edition) (John Wiley & Sons, 2011) ISBN: 9780470974155

Websites

www.businessballs.com – Businessballs: Career help, business training, organisational development - inspirational, innovative ideas, materials, exercises, tools and templates

www.mindtools.com – Guidance on building and maintaining working relationships

Unit 9: Principles of Marketing in Recruitment

Unit reference number: T/504/6993

Level: 4

Credit value: 5

Guided learning hours: 15

Unit aim

This unit provides an introduction to the concepts and techniques for successful planning, implementation and evaluation of marketing activities.

Unit introduction

Today marketing has a more prominent role in an organisation, as organisations move more towards market-orientation. Organisations have become more aware of the changing needs of their customers and the increasingly competitive marketplace. To maintain or improve its market share, an organisation will need good marketing knowledge and accurate decision-making processes.

To remain competitive, an organisation will need to be constantly aware of changes in competition, consumers' needs and market forces. Managers will need to be proactive in making adjustments to marketing plans and adapting operations to achieve marketing objectives and strategies.

An organisation will remain competitive and more efficient if the marketing function is integrated and co-ordinated with other functional departments. All managers will require some knowledge of marketing principles to gain a deeper understanding of their organisation's links with customers. This enables them to contribute effectively to the achievement of their organisation's marketing plans and to carry out effective internal marketing of their own area of work.

Having an understanding of marketing principles will help managers understand the importance of the marketing mix and market segmentation. To have an effective marketing mix, the product must have the correct features, the right price, be in the right place at the right time and have appropriate promotional activities, which make the target consumers aware of the product's existence and availability. Dividing the market into different customer segments allows the organisation to decide the potential customer segment for its product. The development of effective marketing mix strategies, careful segmentation and targeting of customers are crucial tools in helping organisations achieve both organisational and marketing objectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the development of a marketing plan in the recruitment industry	1.1 Assess the components of a recruitment marketing plan 1.2 Analyse the internal and external influences on a recruitment marketing plan 1.3 Explain the application of the marketing mix to determine a recruitment marketing plan 1.4 Explain how to segment the recruitment market
2 Understand the implementation of a marketing plan in the recruitment industry	2.1 Develop SMART objectives, budget, timescale, resource allocations, marketing methods and success criteria 2.2 Explain the importance of alignment between recruitment marketing strategies and plans 2.3 Explain the role of back up planning 2.4 Explain the importance of keeping stakeholders up to date with progress, developments and issues 2.5 Analyse recording and reporting requirements of the implementation of a recruitment marketing plan

Learning outcomes	Assessment criteria
3 Understand the evaluation of a marketing plan in the recruitment industry	3.1 Explain how to identify valid and meaningful evaluation criteria 3.2 Explain how to identify valid evaluation methods 3.3 Explain the importance of measuring the effectiveness of the recruitment marketing plan in terms of financial and non-financial results 3.4 Analyse the return on investment and process efficiency of the recruitment marketing plan 3.5 Explain how to evaluate the extent of compliance with legal and ethical requirements

Unit content

1 Understand the development of a marketing plan in the recruitment industry

Recruitment marketing plan: components, e.g. market research, target market, products and/or services, competition, unique selling proposition (USP), mission statement, marketing strategies, pricing, positioning, branding, budget, marketing goals, monitoring results; influences, e.g. internal (marketing decisions over objectives, finance, skills and abilities of workforce, capability of resources and equipment), external (client and/or candidate needs/wants, competitors, legislation, political, economic, social attitudes, technological)

Marketing mix: e.g. combination of 4Ps (product, price, place, promotion), role of market research, buyer behaviour, the 7Ps, (product, price, place, promotion, people, physical evidence and process)

Product or service: e.g. brand name, identity, image, awareness, life cycle, features, benefits, accessories, packaging, warranty or support, new product development

Price: e.g. pricing strategies, introduction price; discounting; demand elasticity

Place: distribution to customers; supply chain; warehousing; logistics and transportation; getting the products in the right place at the right time

Promotion: introduction to the market; advertising and marketing; sales promotions; promotional mix; advertising; above and below the line; public relations; sponsorship; branding direct marketing; online methods

Market segmentation: segments, e.g. geographic, demographic, behavioural, psychographic; knowledge of target markets needs and expectations; tailor marketing mix to target market

2 Understand the implementation of a marketing plan in the recruitment industry

Objectives: e.g. difference between marketing plans and marketing strategies, marketing objectives derived from organisational objectives, marketing objectives linked to organisational goals, defines what needs to be achieved through marketing activities, provide direction for employees, different objectives for different size businesses, reflect current corporate and marketing situation, key market factors, SMART objectives, identify opportunities, potential for key market segments; respond to competition in the market place, the use of the marketing mix, marketing objectives support organisational corporate social responsibility and ethics policies

Examples of objectives: e.g. increase product awareness, highlight product benefits, improve or increase advertising, introduce promotional activities

Resource requirements: finance, e.g. investment to introduce new products, promotional activities; people with relevant skills, knowledge and expertise; marketing budget

Strategies: the process to achieve marketing objectives; co-ordination of different functional departments and activities across the organisation; marketing strategies that align and support organisational goals and objectives, e.g. increase market share, improve customer base; organisational objectives define the marketing goals; issuing of tasks and setting timeframes; awareness of current corporate and marketing situation; knowledge of market changes and market activity; aware of competitor activity and any growth; supporting organisational ethics and corporate social responsibility

Back up planning: role, e.g. address unexpected events, identify sources of uncertainty, analyse likelihood of risks taking place, provision for action when projected results don't materialise, evaluate variations in basic assumptions; internal risks, e.g. loss of key employees, physical damage to facilities, technical or quality failure; external risks, e.g. competitive environment, regulatory actions, legal challenges

Stakeholders: stakeholder identification; stakeholders' interests, e.g. claims, power, influence, priority; prioritising stakeholders; identifying influential stakeholders; stakeholder engagement, e.g. seeking views; using expertise, multi-way communication, transparency; responding to stakeholder interests in implementation plans, obtaining consensus

Implementation of recruitment marketing plan: implementation plan; purposes, e.g. sufficiency of preparation, plan ownership, description of the project, project goals; inform stakeholders; identify timelines; specify roles and responsibilities; sequencing of activities; contingency arrangements; acceptance tests; termination requirements, e.g. audit trails, punch lists, close-out reports, post-project appraisals, comparison of project outcome with objectives; post-implementation activities; implementation plan sign off; hand over; initiate plan activities

3 **Understand the evaluation of a marketing plan in the recruitment industry**

Marketing plan evaluation: methods, e.g. return on investment (total revenue, gross profit, net profit), sales figures, customer response, expansion, stakeholder response, sales people, competitor response; evaluation criteria, e.g. brand (social followers or blog subscribers), leads (qualified website traffic, networks creating more opportunities), sales, loyalty (customer engagement and increased lifetime value), tracking of progress, review to see if activities are successful, revise plans to meet changes in the market and customer needs

Measuring effectiveness: e.g. record planned outcomes, performance against agreed criteria, validate outcomes, analysis, evaluation, impact, implications, further development, disseminating outcomes to stakeholders, benefits of sharing outcomes (transparency, informing stakeholders, scrutinising outcomes, basis for discussion, determining future action)

Legal and ethical requirements: e.g. recruitment-related legislation (Conduct of Employment Agencies and Employment Businesses Regulations 2003, Employment Agency & Employment Business Conduct Regulations Act 2003, Data Protection Act 1998, Agency Workers Regulations 2010, Bribery Act 2010), ethical requirements (to promote social ethics, to implement personal ethics, to promote fair and transparent trading practices, to respect the rights of staff, to provide protection to 'whistleblowers'), compliance, e.g. consistent working practices, behaviours, standards, illegal activity (recruitment of illegal immigrants), potential consequences (scrutiny by regulators, fines and penalties, damage to reputation)

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods including:

- worksheets
- assignments/projects/reports
- internet research
- practical workshops
- video clips
- site visits
- guest speakers.

Learning outcomes 1 and 2 focus on the development and implementation of marketing plans in the recruitment industry. Delivery may be combined to provide learners with a wider understanding of marketing plans. Learners may benefit from visiting marketing experts who are actively involved in marketing plans. Learners could participate in practical workshops analysing a range of marketing plans for a range of purposes and organisations. Learners would benefit from developing mock marketing plans to assist with learning and understanding.

Learning outcome 2 could be delivered through tutor-led presentations relating to implementation of marketing plans. Learners could participate in group activities, including objective setting and exploration of marketing methods. Research activities could help learners discover more regarding marketing strategies and plans, as well as back-up or contingency planning.

Learning outcome 3 lends itself well to practical workshops, including evaluation of existing marketing plans. Tutor-led presentations relating to evaluation methods and measuring effectiveness of marketing plans would give learners the opportunity to gain understanding to support evaluation activities.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to assess at least four components of a recruitment marketing plan. A written assessment, report or recorded discussions with the tutor are suggested forms of evidence.

To achieve assessment criterion 1.2, learners are required to analyse at least two internal influences and at least two external influences on a recruitment marketing plan. Evidence may come from responses to a written assignment brief or analytical report.

To achieve assessment criterion 1.3, learners are required to provide a full explanation of how to apply a marketing mix to a recruitment marketing plan. Evidence may be from responses to oral or written questions, or captured within a recorded discussion with the tutor.

To achieve assessment criterion 1.4, learners are required to provide a full explanation of how to segment the recruitment market. Evidence is required to reflect that learners understand market segmentation and how this applies directly to the recruitment industry. Evidence may be from responses to oral or written questions or captured within a recorded discussion with the tutor.

To achieve assessment criteria 2.1, learners are required to develop a marketing plan, which includes SMART objectives, budget, timescale, resource allocations, marketing methods and identifies success criteria. Stronger evidence would come from development of a marketing plan from a live recruitment organisation. However, for the purposes of this activity, learners may be provided with information that is realistic to the recruitment industry.

To achieve assessment criterion 2.2, learners are required to explain at least three examples of the importance of the alignment between marketing strategies and plans. Evidence may be from responses to oral or written questions, or captured within a recorded discussion with the tutor.

To achieve assessment criterion 2.3, learners are required to provide a full explanation relating to the role of back up planning when implementing marketing plans.

To achieve assessment criterion 2.4, learners are required to explain at least three reasons why it is important to keep stakeholders up to date with progress, up to date with developments and up to date with issues. Evidence must include at least one reason for each aspect of stakeholder update information. Evidence may come from responses to a written assignment brief or from responses to oral questioning.

To achieve assessment criterion 2.5, learners are required to analyse at least two recording requirements and at least two reporting requirements when implementing a recruitment marketing plan. Evidence may include responses to written responses or be captured using supplementary evidence, such as discussion or questioning. Evidence can be linked to assessment criterion 2.1.

To achieve assessment criterion 3.1, learners are required to explain how to identify at least two valid evaluation criteria and at least two meaningful evaluation criteria. Evidence may be from responses to oral or written questions, or captured within a recorded discussion with the tutor.

To achieve assessment criterion 3.2, learners are required to explain at least three valid evaluation methods. Learners may choose to include this criterion during assessment activities required of assessment criterion 3.1. Responses may form part of workbook activities where written responses are required, or captured during oral questioning.

To achieve assessment criterion 3.3, learners are required to explain the importance of measuring the effectiveness of at least two financial results of a recruitment marketing plan and at least two non-financial results. Responses to written assignments or oral questioning may be appropriate forms of evidence.

To achieve assessment criterion 3.4, learners are required to analyse the return on investment and process efficiency of the recruitment marketing plan. Learners may choose to use the marketing plan developed within assessment criterion 2.1 for this purpose. Alternatively, learners may also be provided with example marketing plans, which can be used during this analysis.

To achieve assessment 3.5, learners are required to provide a full explanation relating to the evaluation of the extent compliance requirements have been met, with at least two legal and at least two ethical requirements.

Indicative resource materials

Books

Hooley G, Nicoulaud B and Piercy N – *Marketing Strategy and Competitive Positioning* (5th edition) (Financial Times/Prentice Hall, 2011)
ISBN 9780273740933

Malhotra N K, Birks D F and Wills P A – *Marketing Research* (4th edition) (Pearson, 2012) ISBN: 9780273725855

McDonald M and Wilson H – *Marketing Plans: How to Prepare Them, How to use Them* (7th Edition) (John Wiley & Sons, 2011) ISBN: 9780470669976

Westwood J – *How to Write a Marketing Plan (Creating Success)* (3rd edition) (Kogan Page, 2013) ISBN: 9780749467128

Websites

www.bgateway.com – Business gateway: business support services and advice for people starting or growing businesses

www.businessballs.com – Businessballs: Career help, business training, organisational development - inspirational, innovative ideas, materials, exercises, tools and templates

www.marketingdonut.co.uk – Helping businesses to succeed by providing reliable information and resources that can save business owners time and money

Unit 10: Understanding Finance in Recruitment

Unit reference number: K/504/6991

Level: 4

Credit value: 5

Guided learning hours: 15

Unit aim

This unit will introduce you to the concepts and practices required to successfully manage the finances of a recruitment business.

Unit introduction

Effective financial management underpins business success. Finance provides the funds for a business's operations and ensures its stability and continuity. Additionally, financial management generates information that informs the decision-making that is required to ensure businesses meet their objectives.

In this unit you will learn about how to analyse the financial health of a business in respect of its profitability and stability. All businesses need to produce accounts in order to have an insight into their financial position. Balance sheets provide information on the sources of finance and how they are then used within the business. Income statements measure the profit position of businesses. In addition, managers need financial information to support decision-making. Consideration will be given to management accounting and how it is used in the decision-making process. It helps answer questions about what price to charge for a product or service so it is not sold at a loss, whether to make or buy a product and which, amongst alternative capital investments, should be chosen. Financial management provides the techniques that help measure whether a business is sustainable into the future and whether it is meeting its objectives.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	**Assessment criteria**
1 Understand the use of management accounts in the recruitment industry	1.1 Analyse the financial and tax implications of different kinds of trading entity 1.2 Explain the information needed to compile effective recruitment management accounts 1.3 Explain the statutory requirements for financial reports 1.4 Explain the compilation of a balance sheet, profit and loss account and the calculation of gross profit for a recruitment business 1.5 Explain the influences on gross profit
2 Understand cost control and management in the recruitment industry	2.1 Calculate breakeven point for a recruitment business 2.2 Explain the difference between and treatment of fixed costs and marginal costs 2.3 Explain the principles and treatment of cost allocation and cost analysis 2.4 Assess the considerations relating to cost control in a recruitment business 2.5 Create a realistic cash flow forecast for a recruitment business 2.6 Analyse the importance and methods of the management of cash flow 2.7 Explain how to carry out credit checks and monitor credit levels 2.8 Explain how to deal with credit control, debtors and creditors

Learning outcomes	Assessment criteria
3 Understand how to price recruitment products and services	3.1 Explain the considerations in pricing recruitment products and services and determining charging rates 3.2 Assess the use of financial ratios in the recruitment industry 3.3 Explain the calculation of recruitment charging rates
4 Understand forecasting and funding in the recruitment industry	4.1 Define realistic and justified financial projections 4.2 Analyse sources of finance for a recruitment business

Unit content

1 Understand the use of management accounts in the recruitment industry

Financial reporting requirements: e.g. profitability, liquidity, cash flow, job security, Financial Reporting Council statement of principles, International Accounting Standards Board's (IASB's) framework for the presentation of financial statements; legislation, e.g. current legislation including Companies Act 2006, Partnership Act 1890, European directives; other regulations, e.g. International Accounting Standards (IASs); International Financial Reporting Standards and the main differences from UK Statements of Standard Accounting Practice (SSAPs) and Financial Reporting Standards (FRSs); Financial Reporting Council; business taxation, e.g. corporation tax, value added tax (VAT), national insurance, pay as you earn (PAYE), stamp duty, capital gains tax, capital allowances

Statutory financial reports: e.g. statement of income, statement of cash flow, statement of stakeholder's equity; balance sheet, e.g. assets (cash, petty cash, investments, accounts receivable, inventory, supplies, land, buildings, equipment), liabilities (accounts payable, salaries, wages, interest, income tax), owner's equity (owner's equity = assets – liabilities); profit and loss (revenue, costs, expenses); gross profit (revenue - costs/expenses = gross profit), influences (boost turnover, minimise expenses)

Management accounting: trading entities, e.g. sole trader, private limited company, public limited company; decision-making (financial strategy, investment, costing, budgeting, expenditure, cash management); financial analysis; assessing financial risk; financial planning; cost measurement; cost apportionment; impact of decisions (costs, pricing, profits, sustainability, continuity, flexibility, competitive advantage, business objectives)

2 **Understand cost control and management in the recruitment industry**

Cost control and management: break-even point (producing enough revenue to cover all fixed and variable costs); fixed costs; marginal costs; cost allocation (identifying, aggregating and assigning costs to cost objects); cost analysis (identifying whether benefits outweigh costs when purchasing cost objects); cost control, e.g. managing and/or reducing business expenses, reasonable and affordable costs, cutting costs

Cash flow forecasts: purpose; creating a cash flow forecast, e.g. assumptions, anticipated sales income, other estimated cash inflows, estimated expenses, putting the information together; managing cash flow, e.g. setting clear cash flow targets, agree clear payment terms, invoice quickly, make payments easy for clients, offer clients fixed rate payment packages, use technology to manage cash flow, focus on cash flow – not profit, train employees to monitor cash flow

Credit checks: information needed to be able to carry out credit searches, e.g. organisations' credit policy, customer's personal details; process for setting credit limits on customers, e.g. check current standing using third party data (bank references), agency credit reports, financial statements; past performance, e.g. requirements of financial checks (through banks, credit-rating agencies and supplier references); actions to be taken if credit search findings are negative, e.g. notice of customer's right to dispute and additional free consumer report within 60 days

Credit management: importance of formal agreements with customers, e.g. legally binding (Sale and Supply of Goods and Services Act 1994), safeguarding customer, safeguarding organisation, lowers risks, ensures payments; different criteria customers' accounts are monitored against, e.g. character (job position, commercial credit refers to the customer's business management style); capital (business owner's investment in the company, cash flow, fixed assets, personal retained earnings and equity); capacity to pay (borrowing history, repayment record, overall cash flow); conditions (job security, duration of employment such as permanent/full-time, current economic conditions); collateral (using specific assets against a loan/credit, personal guarantee); changes in credit limits; spending patterns; status of accounts; credit control, e.g. promoting good credit, increasing sales revenue by offering credit for clients, minimising risk of loss from bad debts, judging a prospect's credit worthiness, procedures for extracting owed money; debtors, e.g. clients who have purchased services and therefore owe their supplier money in return; creditor, e.g. a person or institution that extends credit by giving another person or institution permission to borrow money if it is paid back at a later date

3 **Understand how to price recruitment products and services**

Pricing recruitment products: considerations, e.g. markup on cost versus selling price, competition, budget, knowledge, cost to produce, cost to market, funding for operations, market positioning availability; pricing strategy, e.g. penetration pricing, economy pricing, price skimming, bundle pricing, promotional pricing, captive pricing

Calculation of recruitment charges: permanent worker, e.g. a percentage of their annual salary, which is based on the number of candidates placed within a company; temporary worker, e.g. their basic salary plus a percentage placed on top, temporary to permanent – a fee that is designed to cover the loss of that worker's value

Ratio analysis: purposes, e.g. profitability, liquidity, efficiency, shareholder returns, financing; gross profit percentage; net profit percentage; return on capital employed (ROCE); current ratio; acid test ratio; debtors' collection period; creditors payment period; turnover period; earnings per share; dividend cover; dividend yield; price/earnings (P/E) ratio; gearing ratio; interest cover; limitations of ratio use

4 **Understand forecasting and funding in the recruitment industry**

Financial forecasting: financial projections, e.g. assumptions about future sales and costs, statements of income (historic, current), balance sheet, cash flow forecast

Sources of finance: e.g. bank borrowing, business angels, investment funds, venture capital trusts, private equity

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods including:

- worksheets
- assignments/projects/reports
- internet research
- visiting speakers
- practical workshops
- video clips
- worksite visits.

Learning outcome 1 could be delivered through a range of teaching methods, such as tutor-led presentations relating to business taxation and the impact taxes have on different types of business. Learners would benefit from visiting speakers from financial institutions providing useful information relating to management of business accounts. This may include compilation of accounts, financial reporting, profit and loss, and other financial activities. Learners could undertake mock financial activities where information relating specifically to the recruitment industry could be analysed and used to create a range of financial statements and records.

Learning outcome 2 could be delivered through visits to recruitment organisations where learning opportunities relating to costs and cost management could be obtained. Learners could take part in group activities to explore aspects of cost control and management, and present to the group. Learners may also undertake research activities into credit control and understanding creditors and debtors.

Learning outcome 3 could be delivered through research activities relating to charges applied by a recruitment organisation. Learners could also undertake this research during visits to recruitment organisations and combine delivery with that required in learning outcome 2. Learners may also undertake internet research activities into charging rates as well as financial ratios. Learners may find business case studies helpful to develop an understanding of ratios, which could then be applied to a recruitment business.

Learning outcome 4 could be delivered in conjunction with *Unit 9: Principles of Marketing in Recruitment* and *Unit 7: Principles of Business Management for Recruitment,* where financial aspects of business planning, cash forecasting and projections are covered. Visiting financial planning experts may provide learners with a good insight into financial projections and how to ensure these are realistic and justified.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to analyse at least two financial and at least two tax implications of at least two trading entities. Evidence may be assessed through written statements or responses to written assignments, or through recorded discussions with the tutor.

To achieve assessment criterion 1.2, learners are required to explain at least three examples of information typically required within management accounts. Learners may provide responses to written or oral questions.

Assessment criteria 1.3 and 1.4 may be achieved through combined assessment. Learners are required to provide evidence, which sufficiently explains how to compile a balance sheet, profit and loss account and how to calculate gross profit. Learner evidence is also required to identify which aspects of financial reporting are mandatory. Evidence may include compiled financial reports, which have been annotated or discussed with the tutor and explained how the learner has compiled each financial report.

To achieve assessment criterion 1.5, learners are required to explain at least three influences on gross profit. Learners may choose to combine this assessment criterion holistically with assessment criterion 1.4. Learners may provide evidence of calculations based on a range of recruitment sales scenarios, which could be annotated or discussed to include influences.

To achieve assessment criterion 2.1, learners are required to provide evidence that demonstrates knowledge of the process that calculates breakeven point. Evidence may be captured within written statements where calculations have been carried out or through responses to oral questions.

To achieve assessment criterion 2.2, learners are required to explain at least two differences between fixed costs and marginal costs, and at least one example of the treatment of each of these costs. Learners may provide evidence within a written assignment relating to cost control and management.

To achieve assessment criterion 2.3, learners are required to explain at least two principles of cost allocation and cost analysis and at least one example of the treatment of each of these costs. Learners may provide evidence within a written assignment relating to cost control and management.

To achieve assessment criterion 2.4, learners are required to include at least three considerations relating to cost control within their evidence of assessment activities.

To achieve assessment criterion 2.5, learners are required to create a realistic cash flow forecast for a recruitment business. Learners may be provided with the information regarding a recruitment business for this purpose. Evidence may include annotation detailing how the forecast has been created. Learners may consider combining evidence requirements relating to at least two cash flow forecasting methods and the importance of managing cash flow, which will also meet requirements for assessment criterion 2.6.

To achieve assessment criterion 2.7, learners are required to fully explain the process of carrying out credit checks and monitoring credit levels. Learners may choose to include evidence relating to credit control, which includes how to deal with debtors and creditors, which would also meet the requirements of assessment criterion 2.8. Evidence may be assessed through responses to written assignments or through recorded discussions with the tutor.

To achieve assessment criteria 3.1 and 3.3, learners are required to explain at least four considerations in pricing recruitment products and services and determining charging rates and explain the process of calculating recruitment charging rates. Learners may choose to combine this assessment criterion with evidence generated for assessment criteria 2.5 and 2.6 where cash flow forecasting activities are carried out.

To achieve assessment criterion 3.2, learners are required to assess the use of at least two financial ratios. Evidence may be in the form of assessment reports or captured within a written assignment.

To achieve assessment criterion 4.1, learners are required to provide evidence that defines at least two examples of realistic financial projections and at least two examples of justified financial projections. Evidence may be assessed in conjunction with assessment criterion 2.5 as well as *Unit 7: Principles of Business Management for Recruitment* where financial projections are included in business planning activities.

To achieve assessment criterion 4.2, learners are required to include at least three sources of finance for a recruitment business within evidence of analysis. Evidence may be in the form of assessment reports or captured within a written assignment.

Indicative resource materials

Books

Bouteille S and Coogan-Pushner D – *The Handbook of Credit Risk Management: Originating, Assessing and Managing Credit Exposures* (1st edition) (John Wiley & Sons, 2013) ISBN: 9781118300206

Drury C – *Management and Cost Accounting* (9th revised edition) (Cengage Learning EMEA, 2015) ISBN: 9781408093931

Collis J, Holt A and Hussey R – *Business Accounting: An Introduction to Business Financial and Management Accounting* (2nd edition) (Palgrave and Macmillan, 2012) ISBN: 9780230276239

Jury T – *Cashflow Analysis and Forecasting: The Definitive Guide to Understanding and Using Published Cashflow Data* (1st edition) (John Wiley & Sons, 2012) ISBN: 9781119962656

Weetman P – *Financial and Management Accounting: An Introduction* (6th edition) (Pearson, 2013) ISBN: 9780273789215

Websites

www.experian.co.uk – Provider of business credit checking services

www.gov.uk – Government website that includes guidance relating to statutory financial reports and business taxation

www.recruiter.co.uk – Magazine for the UK recruitment profession

www.smallbusiness.co.uk – Useful resources, products and services for small business owners and start-ups

Unit 11: Understanding People Management in Recruitment

Unit reference number:	**M/504/6992**
Level:	**4**
Credit value:	**5**
Guided learning hours:	**15**

Unit aim

This unit will introduce you to the processes used to measure and manage team performance and how they support individuals, teams and organisations in achieving their objectives.

Unit introduction

Managing and monitoring the performance of teams and individuals plays an important role in supporting a recruitment organisation in achieving its goals and objectives. Managing performance in an organisation will include managing staff performance, and for an organisation to achieve its objectives, it will need to recruit, train and retain employees with the relevant skills and knowledge.

The management role includes functions and processes that are vital to the success of a business. Understanding how management and leadership styles and theories apply to the role of a manager is an important contribution to this success. In fulfilling their role, a manager must effectively manage their time to ensure they remain of optimum value to the organisation.

You will learn about the processes relating to disciplinary action, grievances and other situations arising that may require action to be taken. You will gain an understanding of how performance is improved when all employees feel valued and have equality of opportunity, and how this leads to the creation of a fair and supportive working environment. In every workplace, there are people who have different views and values, and conflict can have an impact on business performance. It is therefore of utmost importance that managers resolve conflict and support the work-life balance of employees. You will also gain an understanding of how benchmarking is used to manage performance and how appraisals are used to improve performance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	**Assessment criteria**
1 Understand leadership in the recruitment industry	1.1 Analyse the qualities, behaviours and techniques of effective managers 1.2 Assess the application of leadership and management theories in the recruitment industry 1.3 Assess the application of motivation theories in a recruitment context 1.4 Analyse the application of coaching techniques in a recruitment context 1.5 Explain the legal and ethical issues of people management in the recruitment industry
2 Understand teams in the recruitment industry	2.1 Define the characteristics of an effective team 2.2 Assess the influence of organisational culture on teams 2.3 Assess the application of team working theories and models in the recruitment industry 2.4 Analyse conflict resolution techniques 2.5 Examine the use of delegation as a developmental vehicle 2.6 Define the requirements of an effective recruitment team succession plan

Learning outcomes	Assessment criteria
3 Understand performance management in the recruitment industry	3.1 Define the characteristics of different kinds of performance management systems 3.2 Analyse the purpose and benefits of an appraisal system 3.3 Explain processes and techniques for setting objectives and carrying out an appraisal 3.4 Explain the importance of giving constructive, evidence-based feedback on performance in a sensitive way 3.5 Explain the considerations relating to recognising and rewarding achievement
4 Understand discipline and grievance in the recruitment industry	4.1 Explain how to recognise discipline and grievance situations 4.2 Explain the disciplinary and grievance process 4.3 Explain the legal, ethical and organisational requirements for managing and documenting discipline and grievance cases 4.4 Explain sources of advice and support for managing discipline and grievance cases
5 Understand time management in the recruitment industry	5.1 Define managerial tasks and those that can be delegated 5.2 Distinguish between urgent and important, active and reactive tasks 5.3 Identify the issues relating to work-life balance 5.4 Examine techniques to achieve an appropriate work-life balance 5.5 Assess the impact of stress and ways of managing it

Unit content

1 Understand leadership in the recruitment industry

Effective management: qualities, e.g. integrity, empowerment, motivation, delegation, adaptable, takes action, understands business culture, role model, values people; behaviours, e.g. performance management (control, monitoring activities against plans, performance improvement, personal and professional development), mentoring (inductive and deductive, spread expertise, improved ability to do job, increase skill set), coaching (GROW model, constant improvement, support for change), effective communication (listening skills, message clarity, mutual understanding, recognising others' point of view, trust, buy-in to goals, openness); techniques, e.g. autocratic, democratic, paternalistic, hybrid

Leadership and management theories: theory types, e.g. trait, behavioural, transactional, contingency; classic theories, e.g. Scientific Management Theory (F Taylor), Administrative Management Theory (H Fayol), Bureaucratic Theory (M Weber); modern theories, e.g. Goal Setting Theory (E Locke), Expectancy Theory (V Vroom)

Motivation: purpose, e.g. productivity, engagement, commitment, job satisfaction; theories of motivation; sources of motivation (intrinsic, extrinsic); content theories, e.g. A Maslow Hierarchy of Needs, D M McGregor Theory and Theory Y, F Herzberg Motivation-Hygiene Theory, C Alderfer Existence, Relatedness and Growth (ERG) Theory; motivational techniques, e.g. rewards (financial, non-financial), praise, encouragement, recognition, celebration of achievement, clear goals, feedback, learning and development

Application of theory: techniques to improve productivity and efficiency; communication methods and techniques; employees' personal and professional development; improved working environment and remuneration; increased employee involvement; approaches to motivation (intrinsic, extrinsic)

Application of coaching techniques: e.g. coaching spirit, relationship and trust, asking questions and curiosity, listening and awareness, suggestions and simplification, goals and action plans, accountability and accomplishment

Legal and ethical issues: business, e.g. intellectual property (trademarks, copyrights), trading laws (Trade Descriptions Act 1972, 1987, 1998 and 2010, Supply of Goods and Services Act 1982, Data Protection Act 1998, Consumer Protection Act 1987, Price Marking Order 2004), insurance (employers liability (ELI), public liability (PLI), indemnity, motor, insurance relating to specialist equipment), tax liabilities (HM Revenue & Customs), employment laws; employee, e.g. individual employment rights (time off, working hours, flexible working, minimum wage, redundancy, unfair dismissal, grievance procedures, terms and conditions of employment; organisational health and safety, e.g. duty of care, occupational health practices and policies, management of ill health at work, accidents at work, ergonomics, stress and stress management; health and safety legislation, e.g. Health and Safety at Work Act (1974), Working Time Regulations (1998 and 2003), Parental Leave Regulations (1999, 2009, 2013 and 2014); organisational requirements for equality and diversity, e.g. equal opportunities practices and initiatives in the workplace including initiatives such as positive action approaches, codes of practice, implementing policy, training within the law, monitoring, the move from equal opportunities to managing diversity; legislative framework, e.g. direct and indirect discrimination, current legislation (Equality Act 2010)

2 Understand teams in the recruitment industry

Effective teams: types, e.g. formal, informal; size; temporary project/task teams; permanent groupings; benefits of teams, e.g. contribution to departmental and organisational productivity and effectiveness, target setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, e.g. Belbin’s team roles; stages of team development, e.g. Tuckman (forming, norming, storming, performing) Leigh and Maynard (starting, sorting, stabilising, succeeding, stopping); characteristics, e.g. participative leadership, loyalty, trust, open communication, shared goals and objectives, shared responsibility, shared vision, common purpose, co-operation between members, motivation; team performance, e.g. monitoring against objectives, using performance indicators, appraisal, providing support and development

Influences of organisational culture on teams: team behaviour, e.g. pervasiveness of organisational culture affecting selection of team members, team objectives, decision making, organisational culture as the largest and most controlling system (Egan), Chatman and Cha’s tools (recruitment and selection, social tools and training, reward system); individual behaviour, e.g. Schein’s quadrant (1968), conformity, isolation, creative individualism, rebellion and need to balance socialisation and individualisation

Team working theories and models: e.g. Tuckman (forming, storming, norming, performing, adjourning), STAR team model (strength, teamwork, alignment, results), Belbin team roles (plant, monitor evaluator, co-ordinator, resource investigator, implementer, completer finisher, teamworker, shaper, specialist), Maslow’s Hierarchy of Need, Briggs-Myers Type Investigator (MBTI)

Conflict resolution: problem solving approach; process for conflict resolution, e.g. self-analysis, calling a meeting to work on problem, defining problem, developing solutions, narrowing choices for actions, committing to solutions; monitoring process; guidelines for productive conflict, e.g. identify common goals and interests; develop norms to work on problems; focus on mutual gain; changes to resolve conflict, e.g. clarification of goals and objectives; resource distribution; human resource management policies and procedures; non-monetary rewards; development of interpersonal/group process skills; group activities; change in leadership style; organisational processes; formalise agreements on solutions; monitoring and review of effectiveness of solutions

Delegation: definition of delegation, purpose of delegation; benefits of delegation to manager, organisation and staff; delegation and motivation; responsibility and authority; levels of decision making; delegation process, e.g. identification of work to delegate, matching of work to staff capacities; gradual delegation models, e.g. recommend/act/delegate; principles of learning such as learning curve, learning styles, conscious/unconscious competence (Johari Window); definitions of empowerment; forms of empowerment (Lashley), 'True Empowerment' (Stewart, Theory E), effectiveness of empowerment (Wall and Wood)

Succession planning: e.g. specify current workforce requirement, implications for workforce (number, quality, skills, expertise), estimate future workforce requirement, profile current workforce, estimate future supply of staff, action plan to address imbalances between demand and supply, monitor and continually evaluate balance between future requirements and supply; benchmarking, workforce analysis, recommendations and solutions and implementation; tools, e.g. workforce future scenarios, succession planning, gap analysis

3 **Understand performance management in the recruitment industry**

Effective performance management systems: characteristics, e.g. align with business drivers, align with corporate strategy, include coaching for engagement and performance, employee ownership and development, differentiates between the performance of individuals, focuses on real issues and not the process, balance of financial and non-financial performance measures, useful, accessible, reliable; performance management tools, e.g. performance appraisal, including features, techniques and benefits; 360° feedback, including limitations and benefits; learning and development including learning styles and learning interventions (formal and informal); objectives and performance standards; reward systems, e.g. performance-related pay; assessments and appraisals; coaching and feedback; goal setting; assignments and projects; meetings and discussions; checkpoints; training and development opportunities; career development opportunities; formal and informal mentoring

Appraisals: definition; ongoing; objective process; evaluation of employee performance; process, e.g. planned process; focus on performance and improvement; providing feedback; fair and consistent; target setting; identify training and development needs; promotional opportunities; benefits, e.g. targeting needs, charting progress, building relationships, motivating employee, training and development; techniques, e.g. past orientated, future orientated, physiological appraisals, 360° appraisals

Objective setting: agreeing professional objectives with line manager; use of performance and appraisal data to set objectives; identifying personal objectives; agreeing personal objectives; specifying objectives in behavioural terms; identifying resource requirements; identifying time frames; identifying milestones; identifying review points; identifying success criteria for personal and professional development

Constructive feedback: feedback types, e.g. formal, informal, praise, corrective; evidence, e.g. behaviours, descriptions, specifics, discussions, information; importance, e.g. improve relationships, work processes, results, awareness of the impact behaviour has on others; constructive feedback categories, e.g. content, manner, timing, frequency

Recognising and rewarding achievement: types of rewards, e.g. non-financial, financial; considerations, e.g. being consistent, being specific, knowing your staff, making the reward relevant; benefits, e.g. lets employees know their work is valued and appreciated, gives employees a sense of ownership and belonging, improves morale, enhances loyalty, builds a supportive working environment, increases employee motivation, improves employee retention; mechanisms for rewarding and recognising achievement, e.g. attraction and retention allowances, accelerated conformation of probation, incremental progression, accelerated progression through linked roles, higher duties/temporary secondment, promotion out-of-round, outside study programmes and conference leave, workload profile adjustments, personal development and training opportunities, university awards, contributions to specific projects

4 Understand discipline and grievance in the recruitment industry

Recognising discipline and grievance situations: differences between discipline and grievance; processes and procedures, e.g. establishing facts, informing employees, meetings with employees, accompanied hearings, deciding on appropriate action, opportunity for appeal; outcomes, e.g. verbal warning, performance improvement plan, suspension, reassignment of duties, loss of privileges, written warning, final warning, dismissal; discipline and grievance situations, e.g. persistent bad time keeping, health and safety issues, wilful failure to follow management instruction/guidance, mistreatment of colleagues, use of company facilities and equipment for personal use in work time, discrimination, bullying and harassment, inappropriate behaviour (drunkenness, violence, theft), negligence, wilful damage to property

Legal, ethical and organisational requirements: employment legislation, e.g. Employment Act 2008, Employment Tribunals (Constitution and Rules of Procedure) Regulations 2013; organisational, e.g. actions to be completed, roles and responsibilities, timescales, records to be kept; ethics, e.g. safety in the workplace, legal considerations, company reputation, cultural awareness, bribery, privacy, compensation, justifiable treatment of employees, basic human rights, respect, fairness and honesty

Sources of advice and support: inside the organisation, e.g. contract of employment, written terms and conditions, line manager, HR department, trade union representative; outside the organisation, e.g. trade union, Citizens Advice, Advisory, Conciliation and Arbitration Service (ACAS), government websites, employment lawyer

5 **Understand time management in the recruitment industry**

Managerial tasks: for delegation, e.g. where managers do not have adequate skill or expertise, tasks managers may not want to do but others might, tasks that are easy to accomplish but detract you from your value to the organisation; not for delegation, e.g. where others do not have adequate skills or expertise, tasks you are accountable for which have an important outcome, tasks where delegation is too expensive; urgent, e.g. largely governed by deadlines, immediate action, often reactive, response to circumstances; important, e.g. decided by impact or significant change, incremental evolution, develop and guide the outcome; active, e.g. a task you want to do, forward looking, aligned to long-term goals, long-term benefit, imaginative and creative; reactive, e.g. routine, a task someone else has asked you to do, very little long-term benefit, little or no planning, backward looking

Work-life balance: issues, e.g. exhaustion, absence, no friendships, workload increase, physical health issues, mental health issues, lowered self-esteem, depression, stress; techniques, e.g. set goals, plan, prioritise, structured work, practise good time management, undertake training to learn techniques required, take holidays and long weekends, reward yourself, stay healthy, be positive, passionate and enthusiastic, love your job, love your life

Workplace stress: causes, e.g. fear of being laid off, more overtime due to staff cutbacks, pressures to perform to meet rising expectations, no increase in job satisfaction, pressure to perform to the optimum level – all of the time; impact, e.g. exhaustion, absence, no friendships, workload increase, physical health issues, mental health issues, lowered self-esteem, depression, retention; stress management (time), e.g. create a balanced schedule, don’t over commit yourself, try to leave earlier in the morning, plan regular breaks; stress management (tasks), e.g. prioritise, break projects into smaller steps, delegate responsibility, be willing to compromise; stress management (self), e.g. resist perfectionism, clean up your act (get organised), flip your negative thinking, don’t try and control the uncontrollable

Essential guidance for tutors

Delivery

This unit can be delivered using a variety of methods, including:

- worksheets
- assignments/projects/reports
- internet research
- visiting speakers
- practical workshops
- video clips.

Learning outcome 1 is ideally delivered through a range of research activities, which focus on the key leadership, management and motivation theories that underpin practices of effective management. To understand the application of theories, learners could view video clips and use management and leadership scenarios where theories have been put into practice. To give context to their learning, learners with direct employment links to the recruitment industry could enhance their learning by applying theories to existing teams.

Learning outcome 2 could be delivered through classroom learning, encouraging learners to explore teams, teamwork and individuals within teams in order to establish the characteristics typical of effective teams. Learners will explore individuals who make up a recruitment team and the influences organisational culture may have on them. Learners could use role play to develop understanding of conflict management using a range of scenarios. Tutors may choose to deliver presentations surrounding the importance and effectiveness of delegation and succession planning within a recruitment management role.

Learning outcome 3 will require delivery of knowledge surrounding a range of popular performance management systems. Learners within recruitment roles may wish to share experiences of performance management and use this information to evaluate their effectiveness. Learners would benefit from activities carrying out appraisals with peers in order to explore techniques that typify an effective appraisal process. Learners may use video clips of appraisal and feedback sessions to identify constructive and effective styles for delivering feedback.

Learning outcome 4 will require learners to undertake research into employment law and its regulations surrounding disciplinary and grievance processes. Understanding of legal and ethical considerations will provide the foundations of further learning into organisational disciplinary and grievance management processes. Group practical activities, which encourage learners to develop documented organisational policies and procedures relating to disciplinary and grievance, would give learners a greater understanding of the importance of effective management processes.

Delivery of learning outcome 5 further explores the role of delegation within tasks and time management activities. Learners may undertake delegation and time management self-assessment activities to increase understanding of techniques used to effectively manage time and prioritise managerial tasks. Tutor-led learning activities surrounding work-life balance and how management can support teams to minimise the effects of stress caused by unbalanced work and life activities.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessment for this unit.

A range of assessment instruments can be used such as, but not confined to, reports, presentations, articles, diaries, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises and practical work. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

To achieve assessment criterion 1.1, learners are required to use research into qualities, behaviours and techniques in order to carry out an analysis into which of these typify an effective manager. Learners will need to provide examples of at least three qualities, three behaviours and three techniques within their analysis. Evidence may take the form of a written report of findings or recorded discussions with the assessor. Learners may choose to expand responses to include how the characteristics of an effective manager align to the characteristics of an effective team by defining at least four examples of team characteristics (assessment criterion 2.1).

Assessment criteria 1.2, 1.3 and 2.3 could be combined to include assessments of leadership and management theories, motivation theories and team working theories and models. Learners are expected to assess the application of at least two theories for each assessment criterion. Evidence will need to include an informed judgement regarding the appropriateness of chosen theories within the context of recruitment.

To achieve assessment criterion 1.4, learners will need to provide evidence of having assessed the application of at least four coaching techniques. Evidence may include written statements or can be captured within discussion or presentation formats.

To achieve assessment criterion 1.5, learners are required to explain at least two examples of both legal and ethical issues of people management. Learners may choose to expand responses to include assessment criterion 4.3. Evidence may include detailed responses to written or oral questioning or a prescribed assignment.

To achieve assessment criterion 2.2, learners will provide evidence that they have assessed at least three influences of organisational culture on teams. Learners are encouraged to relate cultures to those typical of recruitment organisations.

To achieve assessment criterion 2.4, learners are required to provide an analysis, which includes at least four conflict resolution techniques. Learners may choose to include assessment criteria 4.1 and 4.2 within their analysis by effective linking of conflict with grievance and disciplinary situations and processes. Evidence may include written analytical reports. Alternatively, learners may demonstrate such techniques within a practical assessment whilst providing narrative to support their assessment findings.

Assessment criteria 2.5 and 5.1 may be combined to provide evidence of managerial tasks within the context of a recruitment function, which could be delegated, and how such delegation could develop staff during downward delegation of tasks. Evidence will need to include examples of at least ten managerial tasks and clearly define which of these would be suitable for upward or downward delegation.

Assessment of criterion 2.6 may be included within the assessment of *Unit 1 Principles of Recruitment Resource Strategies*, learning outcome 1, specifically assessment criterion 1.5. Learners are required to define at least four requirements of an effective recruitment team succession plan. Evidence may be presented in the form of responses to written or verbal questioning, or captured within a wider assignment relating to recruitment resource strategies.

To achieve assessment criterion 3.1, learners are required to define the characteristics of at least four different kinds of performance management system.

Assessment criteria 3.2 and 3.3 may be combined within written statements or a prescribed assignment relating to performance appraisals. Evidence will need to reflect a clear understanding of appraisal systems and processes and at least three benefits and three objective-setting techniques when carrying out appraisals.

To achieve assessment criterion 3.4, learners are required to provide a detailed explanation that includes at least three reasons why it is important to give constructive, evidence-based feedback on performance in a sensitive way. Evidence may be presented as a written statement, verbal response to questioning or within a discussion recorded by the assessor.

To achieve assessment criterion 3.5, learners are required to provide evidence, which confirms understanding of recognising and rewarding achievement, and at least three considerations that need to be taken into account when using effective performance management systems.

To achieve assessment criterion 4.4, learners are required to identify and explain at least two internal and two external sources of support for managing discipline and grievance cases.

Assessment criterion 5.2 could be achieved through written evidence that demonstrates the learners' ability to distinguish between urgent and important tasks and active and reactive. Learners may choose to use managerial tasks identified in assessment criterion 5.1. Learners may choose to present evidence using tasks and time management assessment tools, which distinguish and differentiate between these four task areas.

Assessment criteria 5.3, 5.4 and 5.5 may be assessed together through written or verbal evidence which includes detailed responses that confirm learner understanding of at least three workplace issues associated with the recruitment industry relating to work-life balance that could impact on stress. Learners' responses may be extended to include examination of at least five techniques, which could be applied to achieve an appropriate work-life balance.

Indicative resource materials

Books

Allen D – *Getting Things Done – The Art of Stress-free Productivity* (Kindle edition) (Platkus, 2015) ASIN: B00SHL3V8M

Hunt N – *Setting Up and Running Effective Staff Appraisals and Feedback Review Meetings* (7th edition) (How to Books, 2010) ASIN: B00NPNZ39W

Hutchinson S – *Performance Management: Theory and Practice* (Chartered Institute of Personnel and Development, 2013) ISBN: 9781843983057

McGrath – *The Little Book of Big Management: Theory and Practice* (1st edition) (Pearson, 2013) ISBN: 9780273785262

Websites

Helpguide.org – Mental and Emotional Health resource, including managing stress and work-life balance

www.businessballs.com – Businessballs: Career help, business training, organizational development - inspirational, innovative ideas, materials, exercises, tools and templates

www.mindtools.com – Provides a range of practical, straightforward skills you need to excel in your career, including management

Other

ACAS – *Disciplinary and Grievance Procedures* (Stationery Office, 2009) ASBN: 9780117067288

ACAS – *Effective Interviewing for Disciplinary, Grievance and Complaints Investigations* (lulu.com, 2010) ASBN: 9781446175231

Further information and useful publications

To get in touch with us visit our ‘Contact us’ pages:

- Edexcel: qualifications.pearson.com/en/home.html
- BTEC: qualifications.pearson.com/en/support/contact-us.html
- Pearson Work Based Learning: qualifications.pearson.com/en/about-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website: qualifications.pearson.com/en/qualifications.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

Please contact:

Skills CFA
6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Telephone: 0207 091 96220
Email: info@skillscfa.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available on our website at: qualifications.pearson.com.

Annexe A

The Pearson/BTEC qualification framework for the recruitment sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Professional/ Specialist courses	NVQ/occupational
8				
7				
6				
5				
4				
3			Pearson BTEC Level 3 Certificate in Principles of Recruitment	Pearson Edexcel Level 3 NVQ Diploma in Recruitment
2			Pearson BTEC Level 2 Certificate in Recruitment Resourcing	Pearson Edexcel Level 2 NVQ Certificate in Recruitment Resourcing
1				
Entry				

Annexe B

Wider curriculum mapping

BTEC Level 4 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 4 Diploma in Recruitment Management against the underpinning knowledge of the Pearson Edexcel Level 4 NVQ Diploma in Recruitment

KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	Unit 1 – Principles of Recruitment Resource Strategies	Unit 2 – Principles of Recruitment Sales	Unit 3 – Principles of Legal and Ethical Requirements in Recruitment	Unit 4 – Principles of Relationship Management in Recruitment	Unit 5 – Understanding Recruitment Contracts	Unit 6 – Understanding the Principles of Assessing People	Unit 7 – Principles of Business Management for Recruitment	Unit 8 – Principles of Business Development and Account Management in Recruitment	Unit 9 – Principles of Marketing in Recruitment	Unit 10 – Understanding Finance in Recruitment	Unit 11 – Understanding People Management in Recruitment
Pearson Edexcel Level 4 NVQ Diploma in Recruitment											
Unit 1: Develop Resourcing Plan for Recruitment Services	#										
Unit 2: Identify Client Recruitment Requirements			#		#		#		#		
Unit 3: Carry Out Candidate Debriefing			#	#		#					
Unit 4: Pre-Select Candidates			#			#					
Unit 5: Carry Out Candidate Assessment			#			#					

Units	**Unit 1 – Principles of Recruitment Resource Strategies**	**Unit 2 – Principles of Recruitment Sales**	**Unit 3 – Principles of Legal and Ethical Requirements in Recruitment**	**Unit 4 – Principles of Relationship Management in Recruitment**	**Unit 5 – Understanding Recruitment Contracts**	**Unit 6 – Understanding the Principles of Assessing People**	**Unit 7 – Principles of Business Management for Recruitment**	**Unit 8 – Principles of Business Development and Account Management in Recruitment**	**Unit 9 – Principles of Marketing in Recruitment**	**Unit 10 – Understanding Finance in Recruitment**	**Unit 11 – Understanding People Management in Recruitment**
Unit 6: Coach and Support Candidates			#	#	#						
Unit 7: Match and Present Candidates to Employers			#	#	#						
Unit 8: Market for Potential Candidates		#	#	#			#	#	#		
Unit 9: Build and Sustain Strategic Relationships with Clients	#	#	#	#			#	#	#		
Unit 10: Analyse the Market in which your Organisation Operates							#	#	#		
Unit 11: Buyer Behaviour in Sales Situations				#							

Units	**Unit 1 – Principles of Recruitment Resource Strategies**	**Unit 2 – Principles of Recruitment Sales**	**Unit 3 – Principles of Legal and Ethical Requirements in Recruitment**	**Unit 4 – Principles of Relationship Management in Recruitment**	**Unit 5 – Understanding Recruitment Contracts**	**Unit 6 – Understanding the Principles of Assessing People**	**Unit 7 – Principles of Business Management for Recruitment**	**Unit 8 – Principles of Business Development and Account Management in Recruitment**	**Unit 9 – Principles of Marketing in Recruitment**	**Unit 10 – Understanding Finance in Recruitment**	**Unit 11 – Understanding People Management in Recruitment**
Unit 12: Negotiating, Handling Objections and Closing Sales		#						#			
Unit 13: Develop, Maintain and Review Personal Networks				#				#			
Unit 14: Advise Clients on Strategic Recruitment Planning	#	#		#			#		#		
Unit 15: Co-Ordinate Flexible Workers			#	#	#						
Unit 16: Conduct Market Research			#				#		#		

Units	Unit 1 – Principles of Recruitment Resource Strategies	Unit 2 – Principles of Recruitment Sales	Unit 3 – Principles of Legal and Ethical Requirements in Recruitment	Unit 4 – Principles of Relationship Management in Recruitment	Unit 5 – Understanding Recruitment Contracts	Unit 6 – Understanding the Principles of Assessing People	Unit 7 – Principles of Business Management for Recruitment	Unit 8 – Principles of Business Development and Account Management in Recruitment	Unit 9 – Principles of Marketing in Recruitment	Unit 10 – Understanding Finance in Recruitment	Unit 11 – Understanding People Management in Recruitment
Unit 17:Monitoring and Managing Sales Team Performance		#					#				#
Unit 18: Developing Sales Proposals		#									
Unit 19: Managing Budgets										#	
Unit 20: Preparing and Delivering a Sales Presentation		#						#			

Annexe D

Glossary of accreditation terminology

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.
UCAS points	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe E

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications	BTEC qualification suites
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

August 2017

For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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