Pearson BTEC Level 3 Certificate in Recruitment Practice

Specification

BTEC Specialist qualification

First teaching July 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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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 3 Certificate in Recruitment Practice (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does 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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Summary of Pearson BTEC Level 3 Certificate in Recruitment Practice Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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

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.

1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 Specialist qualifications are 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).

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Certificate in Recruitment Practice**
Qualification Number (QN)	601/6283/1
Accreditation start date	29/05/2015
Approved age ranges	16–18 19+
Credit value	26
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	260
Guided learning hours	100
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 3 Certificate in Recruitment Practice is for learners who work in, or who want to work in, job roles in recruitment, for example trainee or junior recruitment consultant, account representative.

It gives learners the opportunity to:

- develop underpinning and wider sector-related knowledge related to the job roles above. This includes an understanding of sales for recruitment, relationship management in recruitment, recruitment operations, the recruitment and market, and the principles for assessing people
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Apprenticeships

Skills CFA, the Sector Skills Council for pan-sector business skills, which includes recruitment, approves the Pearson BTEC Level 3 Certificate in Recruitment Practice as a knowledge component for the Advanced Apprenticeship in Recruitment.

Relationship with previous qualifications

This qualification is a new development and as such does not replace any previous qualifications.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Certificate in Recruitment Practice can progress to the Advanced Apprenticeship in Recruitment (by also completing the Pearson Edexcel Level 3 NVQ Diploma in Recruitment. Learners can also progress to higher levels of the recruitment suite of qualifications, to the Pearson Edexcel Level 4 NVQ Diploma in Recruitment and the Pearson BTEC Level 4 Diploma in Recruitment Management, which together form part of the Higher Apprenticeship in Recruitment. With further development, learners can also progress to job roles requiring a more complex set of skills, such as lead/senior/principal consultant and account manager.

Industry support and recognition

This qualification is supported by Skills CFA, the Sector Skills Council for pan-sector business skills, which includes recruitment.

3 Qualification structure

Pearson BTEC Level 3 Certificate in Recruitment Practice

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Number of credits that must be achieved	26

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/504/6984	Understanding Legal and Ethical Requirements in Recruitment	3	6	25
2	F/504/6981	Understanding Sales for Recruitment	3	4	15
3	D/504/6986	Understanding Relationship Management in Recruitment	3	4	15
4	K/504/6988	Understanding Recruitment Operations	3	4	15
5	A/504/6994	Understanding the Recruitment Market	3	4	15
6	J/504/6996	Understanding the Principles of Assessing People	3	4	15

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally-assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

5 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 in and outside the workplace, 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. If 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.

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

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given ‘automatic approval’ for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1. Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
   - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
2. Delivery of the qualification outside the Apprenticeship:
   - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
   - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson’s policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant’s prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre’s responsibility to ensure that the work environment they go into is safe.

11 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.

12 Units

Units have 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

When a learner achieves a unit, they gain the specified number of credits.

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.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

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 amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Understanding Legal and Ethical Requirements in Recruitment

Unit reference number:	**R/504/6984**
Level:	**3**
Credit value:	**6**
Guided learning hours:	**25**

Unit aim

Employment is governed by employment law. In this unit you will learn about the statutory responsibilities and rights of employers and employees in respect of employment. Employers have the responsibility to tell employees about their pay and their hours of work. Employees have the right to equal pay for equal work and the right not to be subject to discriminatory practices.

Contracts of employment contain express terms that must be put in writing. There are implied terms that although not stated are regarded as normal arrangements, such as the right to work in a safe and healthy environment. Consideration will be given to how the recruitment industry uses policies and procedures that ensure its activities are compliant with both employment law and the law and rules that apply to employment agencies. However, the industry will want to go beyond the legal requirements and to demonstrate that it uses best recruitment practices and acts in responsible and ethical ways.

By understanding the legal, regulatory and ethical requirements when recruiting and placing staff, professional recruitment organisations show that they are fulfilling the requirements of the law and demonstrating best recruitment practices. By doing this, they are contributing to the achievement of business objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the provisions of employer and employee statutory rights and related requirements	1.1	Explain employment law and other legislation affecting employment rights and responsibilities	◻ *Employment law*: UK and EU legislation; Employment Rights Act 1996; Equality Act 2010; National Minimum Wage Act 1998; Data Protection Act 1998; Rehabilitation of Offenders 1974; Safeguarding Vulnerable Groups Act 2006; Immigration, Asylum and Nationality Act 2006; Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002; European Working Time Directive (2003/88/EC), Agency Workers Regulations 2010 ◻ *Other legislation and regulation*: Employment Agencies Act 1973; Conduct of Employment Agencies and Employment Businesses Regulations 2003, Money Laundering Regulations 2007, Disclosure Barring Service checks (The legislation and regulations must be current at the time of study)
		1.2	Explain the duties, rights and responsibilities of employers and employees	◻ *Employers*: provide employment contract (employment terms and conditions, rights, responsibilities, duties); explicit terms; implicit terms; itemised pay statements; employee liability protection; healthy and safe working environment; pay agencies for agency staff; comply with legislative and regulatory requirements ◻ *Employees*: receive a contract; fulfil terms and conditions of employment contract; duty of care to employer; duty of care to self; observe employer confidentiality; provide relevant personal information for employment purposes

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the organisational procedures and documentation relating to contractual issues	◻ *Organisational procedures and documentation*: issue contract; contract acceptance; employee induction; obtain relevant employee data; creating employee records for payment purposes; check right to work in the UK; apply for DBS check where required
		1.4	Explain the range of sources of information and advice on employment rights and responsibilities	◻ *Sources of information*: the National Archive (publish all government legislation); the government portal (government services, government advice); advisory services (ACAS, Citizens Advice); Chartered Institute of Personnel and Development (CIPD); trade and industry associations; employment law advice services; company policies; company procedures
		1.5	Explain the importance of working within organisational principles and codes of practice	◻ *Working to organisational principles*: legal compliance; regulatory compliance; compliance with professional codes of practice; reputational maintenance; ethical behaviour; responsible behaviour

<table>
<tr><th colspan="2">Learning outcomes</th><th colspan="2">Assessment criteria</th><th>Unit amplification</th></tr>
<tr><td rowspan="2">2</td><td rowspan="2">Understand how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry</td><td>2.1</td><td>Explain the features and scope of the recruitment compliance cycle</td><td>□ Recruitment compliance cycle: components (recruitment strategy, candidate attraction, candidate management, client acquisition)
□ Recruitment strategy: identifying need, adding value; providing advice; sourcing candidates
□ Candidate attraction: talent strategy; attracting candidates; headhunting; networking; developing candidate networks; developing relationships with candidate pools (e.g. professional bodies, universities); presenting candidates
□ Candidate management: setting up candidate records; candidate evaluation; building a candidate relationship; qualifying candidates for roles; candidate interviewing; preparing candidates; de-briefing candidates; closing job offers for candidates
□ Client acquisition: researching clients; developing new business; account management; qualifying clients; handling client objections; managing client meetings; developing a client knowledge base
□ Compliance: adherence to and compliance with legal, regulatory and ethical considerations at all stages in the recruitment cycle</td></tr>
<tr><td>2.2</td><td>Explain the roles and powers of legislative organisations which have an impact on recruitment practices</td><td>□ Powers of legislative organisations: parliament (pass and amend legislation, statutory instruments); regulators, e.g. Information Commissioner (judgement; enforcement, advice, audit), Disclosure and Barring Service (maintaining barred lists, approving employee suitability for specific occupations); courts (enforce law, resolve disputes); inspectorates, e.g. Employment Agency Standards (EAS), Inspectorate (enforcement, compliance)</td></tr>
</table>

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Explain the practical application of recruitment-related legislation	▫ *Practical application*: determine company recruitment policies, e.g. Equality Act 2010 to ensure no discrimination in recruitment/employment; determine company recruitment procedures, e.g. Employment Rights Act 1996 requires the issue of a contract of employment; specify action to comply with legislation, e.g. Employment Agencies Act 1973 and Conduct of Employment Agencies and Employment Businesses Regulations 2003 specifies what employment agencies cannot do
		2.4	Explain the purpose and ethical requirements of professional codes of conduct and practice	▫ *Codes:* REC Code of Professional Practice; Institute of Recruiters Code of Professional and Ethical Conduct ▫ *Purpose of codes*: ensure ethical behaviour; ensure social responsibility; adherence to legal and regulatory requirements; demonstrate best industry practice; responsible behaviour; promotion of a positive reputation (for industry, clients, candidates); respect rights of all parties in the recruitment cycle

Information for tutors

Delivery

The learning outcomes in this unit can be delivered flexibly. For learning outcome 1, formal teaching sessions can include tutor input that identifies theoretical material on the legal, regulatory and ethical requirements in the recruitment process. Tutors can illustrate points to show the impact of the law and the consequences for organisations of not being legally compliant.

For learning outcome 2, tutor input will be needed for the specialist technical input. Discussions, case studies, internet research and library resources can all be used to examine the impact of the legal and regulatory requirements on recruitment activity. Guest speakers can give an insight into the practicalities of the legal requirements in employment and recruitment processes.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment has to comply with the Skills CFA Assessment Strategy.

A range of assessment instruments (assignments) can be used, for example reports, presentations, displays, articles, diaries, discussions, verbal questioning, multiple-choice questions, case studies, exercises, simulations, practical work, recognition of prior learning. All assessment methods are acceptable provided that they enable the learner to produce relevant evidence that can be judged against the assessment criteria.

For both learning outcomes, and covering all criteria, a staged, integrated assignment could be used. The assignment could use a case study on the legal, regulatory and ethical requirements of the recruitment process. The aim would be to inform staff of the factors that need to be considered to ensure compliance with these requirements. The outcomes could be presented in the form of guides for staff, one on the legal, regulatory and ethical factors that have to be considered in the recruitment process, and the other on the employment rights and responsibilities of the employee and employer.

Assessment can be for individual learning outcomes and for combined learning outcomes in the unit, they can also be combined with the assessment of outcomes and criteria from other units. The latter would require an assessment map to identify where outcomes and criteria are assessed.

Suggested resources

Book

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

Websites

www.businesscasestudies.co.uk – provides a wide variety of case-study resources on various topics, including the rights and responsibilities of employers

www.cipd.co.uk – the website of The Chartered Institute of Personnel and Development provides a variety of resources on many aspects of recruitment, including reports and factsheets. Membership is required for full access

www.gov.uk – the government information and services website provides information on a wide range of topics, including regulations and guidance in respect of employment and recruitment practice

www.ico.org.uk – the website of the Information Commissioner's Office provides information on the role and activity of the Information Commissioner, as the UK's independent body set up to uphold information rights

www.theior.org.uk – the website of the Institute of Recruiters, the professional body for recruiters and HR provides a wide variety of information on recruitment. Membership is required for full access to resources

www.legislation.gov.uk – The National Archives, which publishes all UK legislation, including that in relation to recruitment

www.rec.uk.com – the website of the Recruitment & Employment Confederation, provides information and resources about recruitment and the recruitment industry, including their Code of Professional Practice. Membership is required for full access

Other

The Bottom Line podcasts and downloads chaired by Evan Davies or Stephanie Flanders. The podcasts bring together current practitioners to discuss current business matters. Many podcasts touch on topics relevant to the unit. They can be searched through and downloaded from:
www.bbc.co.uk/podcasts/series/bottomline/all

Unit 2: Understanding Sales for Recruitment

Unit reference number: F/504/6981

Level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

Recruitment agencies are in the business of selling their services to employers and potential employers. In this unit, you will learn how, if sales are to be successful, to identify sales opportunities and the importance of matching candidates to clients. This requires sales to be efficiently managed so that risks are minimised and success is maximised. Consideration will be given to the need to research candidates and clients in the sales process and to have clear objectives when it comes to making sales.

You will learn about the sales cycle and the activities that make up each stage, from identifying a sales lead to closing the sale. Along the way there will be problems, objections and matters that need clarifying and explaining before deals can be concluded. To sell successfully, you have to deal effectively with these issues because, as they are commercial enterprises, recruitment agencies need to be profitable and it is sales that generate revenue.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the preparation of sales activities in recruitment	1.1	Define the concept and purpose of sales in the recruitment industry	□ *Sales*: concept; matching candidates and clients; agreeing a sales contract to provide personnel and other employment-related products and services; generating revenues □ *Purposes*: satisfying candidates' requirements; satisfying clients' requirements; generating revenues; identifying ancillary and after-market products and services to clients; identifying repeat selling opportunities
		1.2	Explain how to identify sales opportunities	□ *Identifying sales opportunities*: identifying potential clients; target clients; research labour markets (recruitment fairs and exhibitions, economic trends, employment trends); identify decision makers in client organisations □ *Sales approaches*: candidate led; service led
		1.3	Explain the factors involved in qualifying recruitment sales opportunities	□ *Qualifying sales factors*: need (how many, skills, commencement, duration); finance (budget, buying criteria); authority (decision making group; group member roles and responsibilities; sign off manager)
		1.4	Explain the importance of research, planning and goal setting	□ *Research*: researching the market; researching clients; researching candidates; planning business strategies; setting goals using SMART (specific, measurable, achievable, realistic, time-constrained) objectives; importance, e.g. to identify objectives, resource requirements, time scales, problems and possible solutions, milestones

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Explain the use of analytical tools to identify competitor threats and define Key Selling Propositions (KSPs) and Unique Selling Propositions (USPs)	◻ *Analytical tools*: SWOT analyses (strengths, weaknesses, opportunities, threats) for own business, for competitors; PESTLE analysis (political, economic, social, technical, legal, environmental) of recruitment market ◻ *Selling propositions*: Ansoff matrix to analyse selling propositions; key selling propositions (KSP); unique selling propositions (USP); develop products; diversify product and service range; develop markets; price strategy; location; promotional methods
		1.6	Explain the behaviours and knowledge of effective recruitment sales people	◻ *Personal behaviours and knowledge*: personal skills; emotional intelligence; motivation; commitment; methodical; focused on tasks; communication skills ◻ *Professional behaviour and knowledge*: qualifications in sales and human resources; client and candidate relationship management ,e.g. finding clients and candidates, retaining clients and candidates, building loyalty; adding value, e.g. additional sales, after-sales services, support for clients and candidates

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the recruitment sales cycle and techniques	2.1	Explain the recruitment sales cycle	▫ *Sales cycle*: stages (leads, needs, qualifying clients and candidates, present and questions, resolving problems; close); activity at each stage in the cycle
		2.2	Explain the meaning of ‘push’ and ‘pull’ sales styles	▫ *Push sales style*: promotion of products and services to clients and candidates ▫ *Pull sales style*: draw clients and candidates into buying/using products and services
		2.3	Explain the structure of recruitment sales	▫ *Sales style*: structure of recruitment sales (candidate attraction, client acquisition, qualifying clients and candidates, resolving problems; agree contracts, closure)
		2.4	Explain recruitment sales questioning techniques and sales behaviours	▫ *Sales methods*: questioning techniques; open questions; closed questions; direct question; preparation of questions with a focus and purpose (e.g. elicit information, probing, clarifying, hypothetical); active listening to responses, providing information ▫ *Sales behaviours*: professionalism; openness; honesty; fairness; friendliness; ethical stance; compliance with legal and regulatory requirements; compliance with business’ requirements
		2.5	Explain how to overcome objections	▫ *Overcoming objections*: types of objection, e.g. price, product and service, timing; understanding nature of objections; empathising; offering solutions that overcome the objections; obtaining agreement

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Explain how and why to ask for commitment and create loyalty	▫ *Commitment*: client loyalty; candidate loyalty; establishing relationships; nurturing relationships; being open and honest in client and customer relationships; demonstrating a capacity to meet client/candidate requirements in a cost-effective way; benefits, e.g. business creation, repeat sales, upselling, preferred supplier
		2.7	Explain the calculation of recruitment charging rates	▫ *Charges*: type of product or service; pricing a contract by using product or service prices and volumes
		2.8	Explain how to close the sale	▫ *Closing a sale*: verbal and non-verbal buying signals; confirm client requirements; clarify residual issues; obtain client agreement

Information for tutors

Delivery

The learning outcomes in this unit can be delivered flexibly. For learning outcome 1, formal teaching sessions can include tutor input that identifies the theoretical material about sales activities used in recruitment. Tutors can illustrate points to show the importance of making adequate preparations in order to sell products and services successfully.

For learning outcome 2, tutor input will be needed for the specialist technical input on selling methodology. Discussions, case studies, simulations and role play can be used to examine the sales cycle and selling techniques. A guest speaker will be able to give an insight into the practicalities of both preparing for and carrying out sales.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment has to comply with the Skills CFA Assessment Strategy.

A range of assessment instruments (assignments) can be used such as (but not confined to) reports, presentations, displays, articles, diaries, discussions, verbal questioning, multiple-choice questions, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided that assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For learning outcome 1, and covering all the associated assessment criteria, an assignment could use a scenario involving a new recruitment agency that is making preparations for sales activities in recruitment. The outcome could be demonstrated in the form of a presentation with supporting notes on how to prepare for recruitment sales. There is no need for the presentation to be given.

For learning outcome 2, to cover all the associated assessment criteria, an assignment could, again, use a scenario involving a new recruitment agency. The outcome could be demonstrated in the form of a poster with an annotated spidergram or a similar graphical display in which learners show which preparations need to be made for sales activities in recruitment.

Assessment can be for individual learning outcomes or for combined learning outcomes in the unit. It can also be combined with the assessment of learning outcomes and criteria from other units, this would require an assessment map to identify where each learning outcome and criterion is assessed.

Suggested resources

Books

Bird T, Cassell J – *Brilliant Selling: What the Best Salespeople Know, Do and Say (Brilliant Business), 2nd edition* (Pearson Business, 2012) ISBN 9780273771203

Etherington B – *Cold Calling for Chickens* (Cyan Books and Marshall Cavendish, 2006) ISBN 9781904879817

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

Websites

www.adecco.co.uk – the website of the recruitment agency Adecco, showing its products and services, other agencies offer similar information

www.businessballs.com – provides a wide variety of free information including information on sales and selling training and techniques

www.theior.org.uk – the website of the Institute of Recruiters, the professional body for recruiters and HR provides a wide variety of information on recruitment. Membership is required for full access to resources

www.theipm.org.uk – the website of The Institute of Promotional Marketing provides materials on sales and selling, some resources are free to download, however membership is required for full access

www.rec.uk.com – the website of the Recruitment & Employment Confederation, provides information and resources about recruitment and the recruitment industry, including their Code of Professional Practice, membership is required for full access

www.tutor2u.net – the tutor2u website is an online educational publisher that provides access to a wide variety of support resources and services for teachers, students, parents and other educational communities, including the topic of marketing and promotion

Unit 3: Understanding Relationship Management in Recruitment

Unit reference number: D/504/6986

Level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

Business success can be attributed, in part, to developing working relationships with customers and suppliers. In this unit, you will learn that a recruitment business depends on building a client and a candidate base and then maintaining them to ensure that all parties are offered the services they require. The unit will examine how, using networking, clients and candidates are found, and how the benefits of working with a particular agency can be explained to them.

Clients are the source of a recruitment agency's income so you will learn about the importance of offering products and services that add value to their businesses. The best clients will offer repeat business and may rely on an agency, so consultative and collaborative working arrangements need to be developed.

Candidates will give clients the personnel that they need, so agencies need to find and nurture the best candidates and persuade them of the benefits of offering their skills through an agency. Finding a good fit between the needs of clients and those of candidates is the basis for successful and profitable recruitment agency operations.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the use of networking tools in the recruitment industry	1.1	Define the nature, purpose and benefits of recruitment networking	◻ *Networking*: developing professional relationships (clients, candidates) ◻ *Purposes*: identify clients; identify candidates; obtain client and candidate business; creating business relationships; understand the characteristics and requirements of the job market ◻ *Benefits*: creation of a client base; creation of a client base; create commercial relationships
		1.2	Explain the advantages and disadvantages of different types of recruitment networking activity	◻ *Networking activity*: face-to-face; recruitment fairs; conferences; professional groups, e.g. ICAEW, CIPD; business groups, e.g. Chambers of Commerce; online networks, e.g. LinkedIn; social media, e.g. Facebook, Twitter; advantages, e.g. personal contact; relevant target groups of clients and candidates; disadvantages, e.g. impersonal contact; haphazard targeting of clients and candidates
		1.3	Explain how to make the most of networking activities for recruitment purposes	◻ *Optimising networking*: target clients; target candidates; establish client and candidate needs; market products and services; personal promotion; identify revenue earning activity; identify potential markets (requirements, trends, niches)
		1.4	Assess the considerations to be taken into account in creating a personal brand	◻ *Personal brand*: skills; experience; track record; products and services offered; image; commitment to clients; commitment to candidates; accessibility and availability; establishing a brand

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the development and maintenance of consultative relationships with clients in the recruitment industry	2.1	Define the nature and benefits of consultative relationships and the notion of added value	▫ *Consultative relationships*: involvement in recruitment process (clients, candidates); establishing needs (clients, candidates); responding to needs (clients, candidates) ▫ *Benefits*: short term; long term; meeting needs (clients, candidates); preferred partner for (clients, candidates); added value for all parties; after market opportunities; building trust
		2.2	Explain the classification of different kinds of recruitment client relationships	▫ *Client relationships*: face-to-face; remote (written, online); formal; informal; regular, irregular; business; social
		2.3	Explain how to develop opportunities for consultative relationship building	▫ *Development opportunities*: identify clients; understand client requirements; target client decision makers; identify candidates; understand candidate requirements; contact (formal, informal); schedule contacts; purpose of contacts
		2.4	Identify effective communication tools and techniques	▫ *Communication*: tools and techniques verbal, e.g. face-to-face, telephone; non-verbal, e.g. email, letter; visual, e.g. graphical ▫ *Effectiveness*: clarity; speed; efficiency, cost; convenience, meeting audience needs; presenting positive image of self and organisation; impact on others; minimising barriers; respecting confidentiality
		2.5	Explain ways of monitoring client satisfaction and exceeding expectations	▫ *Monitoring client satisfaction*: performance indicators; obtaining feedback (formal, informal); sources of feedback (survey, spoken, electronic, e.g. social media; analysing feedback against performance indicators ▫ *Exceeding expectations*: e.g. anticipating needs, providing additional services

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to build relationships with candidates	3.1	Explain how the process for qualifying candidates contributes to the relationship	◻ *Qualifying candidates*: candidate categories (actually in demand, potentially in demand); eligibility; aspirations; motivation; achievements; experience; personal skills; professional skills ◻ *Relationship building*: establish rapport; identify candidate capacities; identify candidate needs and wants
		3.2	Explain how to identify candidates' current needs and long term aspirations	◻ *Identifying candidates' needs*: gather candidate data; interview; discussion; CV review; career development plan; current requirements; long term requirements; establish candidate key selling point
		3.3	Explain the importance of managing candidates' expectations	◻ *Managing expectations*: establish base-line (skills, knowledge, salary, aspirations, timescales); actual and potential opportunities; adaptability; conditions in the job market; realism ◻ *Importance*: retain candidates; develop candidates; place candidates; matching candidates to clients; retain client business
		3.4	Identify the factors to be taken into account in building and managing a productive database of candidates	◻ *Databases*: candidate data detailed, (accurate, validated, sufficient, complete, current); database security; indexed/filtered on employment criteria; database maintenance (add, delete, amend candidate records) compliance with Data Protection Act
		3.5	Explain the factors to be taken into account in marketing candidates	◻ *Marketing candidates*: identify client (current, potential); identify roles and client requirements (existing, potential); identify candidates' key selling points; pricing candidates; promoting candidates to clients

Learning outcomes		Assessment criteria		Unit amplification
		3.6	Explain the purpose and features of an effective communications plan to build relationships with candidates	▫ *Communications plan*: purpose, e.g. build relationships with candidates (acquire, develop, inform); establish trust, obtain loyalty ▫ *Plan features*: objectives; resources required; content; audience requirements; monitoring arrangements; plan adjustment arrangements; candidate communication (frequency, content)
		3.7	Explain techniques to brief and provide constructive feedback to candidates (including post-hiring activity)	▫ *Briefing and feedback*: content/message; location; contact (face-to-face, remote; timing (pre-hiring, post hiring); evidence based; feedback sandwich (good news, bad news, good news); positive language; constructive points; action planning; candidate confirmation

Information for tutors

Delivery

The learning outcomes in this unit can be delivered flexibly. For learning outcome 1, formal teaching sessions can include input from a tutor to identify the theoretical material about networking. Learners may well be familiar with computer–based networking techniques so they can have discussions, use case studies, view video clips and carry out internet research. Learners can work both individually and in a group to gather information about networking.

For learning outcome 2, tutor input will be needed for the specialist technical input on consultative relationships with clients in the recruitment industry. A guest speaker will be able to give an insight into the practicalities and importance of client relationship management in recruitment.

For learning outcome 3, some formal teaching sessions can include input from a tutor to identify how to build candidate relationships. Learners can make use of case studies and discussion to clarify their understanding. The guest speaker from learning outcome 2 could, as well as speaking about client relationships, speak about candidate relationships.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment has to comply with the SkillsCfA Assessment Strategy.

A range of assessment instruments (assignments) can be used such as (but not confined to) reports, presentations, displays, articles, diaries, discussions, verbal questioning, multiple-choice questions, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided that assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For learning outcome 1, to cover all the associated assessment criteria, the assignment could use a case study on networking tools and techniques and involve learners in carry out the requisite research. They could then produce a report, demonstrating the outcome in which they explain how networking is used in the recruitment industry.

For learning outcome 2, to cover all the associated assessment criteria, the assignment could use a case study or problem to consider how a recruitment agency could develop and maintain consultative relationships with clients in the recruitment industry. The outcome could be presented in the form of presentation materials supported with notes about consultative relationships.

For learning outcome 3, to cover all the associated assessment criteria, the assignment could use an investigation into how agencies build relationships with candidates. The outcome could be presented in the form of a portfolio that contains examples of the documentation and associate techniques used with an accompanying supporting narrative.

Assessment can be for individual learning outcomes or for combined learning outcomes in the unit. They can also be combined with the assessment of learning outcomes and criteria from other units, this approach would require an assessment map to identify where each learning outcome and criterion is assessed**.**

Suggested resources

Books

Butterfield J – *Illustrated Course Guides: Verbal Communication – Soft Skills for a Digital Workplace, 2nd revised edition* (South Western College Publishing, 2012) ISBN 9781133526520

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

Websites

www.adecco.co.uk – the website of the recruitment agency Adecco, showing its products and services. Gives an insight into some of the approaches used in relationship management in recruitment, other agencies offer similar information

www.ico.org.uk – the website of the Information Commissioner’s Office provides information on the role and activity of the Information Commissioner, as the UK’s independent body set up to uphold information rights

www.theior.org.uk – the website of the Institute of Recruiters, the professional body for recruiters and HR provides a wide variety of information on recruitment, membership is required for full access to resources

www.rec.uk.com – the website of the Recruitment & Employment Confederation, provides information and resources about recruitment and the recruitment industry, including their Code of Professional Practice, membership is required for full access

Other

The Bottom Line podcasts and downloads chaired by Evan Davies or Stephanie Flanders. The podcasts bring together current practitioners to discuss current business matters. Many podcasts touch on topics relevant to the unit. They can be searched and downloaded from: www.bbc.co.uk/podcasts/series/bottomline/all

Unit 4: Understanding Recruitment Operations

Unit reference number: K/504/6988

Level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

The aim of this unit is to give you knowledge and understanding of recruitment operations. Although most organisations are still using traditional recruitment processes, the industry has experienced several changes, with the advancement in technology and the use of the internet and social media now playing an important role in the recruitment process.

The success of any organisation is still reliant on the ability to recruit and appoint employees with the right skills, knowledge and expertise. Changes in the economy and the need to recruit employees with different skills have resulted in a growth in the job opportunities and career paths in the recruitment industry. Technology advancements also allow the industry to measure performance to improve the service they provide.

This unit will introduce the roles and career opportunities in the recruitment industry. You will understand the sources of information available for the industry and how and where to access guidance and advice on occupations, career paths and training.

You will gain an understanding of how the recruitment industry functions. You will understand how performance in the recruitment process is reviewed to identify strengths and weaknesses, and of the characteristics and business acumen required to be a successful recruiter.

This unit will also give you an introduction to the financial implications for the organisation of interviewing candidates and of recruitment rates, and to the factors involved when calculating business profitability.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the nature of the recruitment industry	1.1	Explain the contribution of their role to the organisation and industry	◻ *Role*: will depend on size of organisations; the recruitment process, e.g. advertising; screening and shortlisting candidates; arranging job interviews; assessment tests; workforce planning and skills analysis; payroll; training and development; induction; tracking of sickness and absence; disciplinary and grievance procedures; redundancy and retirement; compliance with UK and EU regulations
		1.2	Explain the types of career pathways in the industry	◻ *Career paths*: apprenticeship; fast-track graduate programme; human resource, e.g. administrator; recruitment coordinator; training officer; manager; recruitment consultancy, e.g. administrator; trainee; researcher; consultant; team leader; senior consultant; manager; specialist consultant, e.g. niche markets; start up own business
		1.3	Explain the range of sources of information and advice on the industry, occupation, training and career routes	◻ *Sources*: media, e.g. journals; jobcentres; internet; social media sites; professional bodies; regulatory bodies ◻ *Information*: vacancies; training opportunities; qualification and skill requirements; legislation ◻ *The Institute of Recruitment Professionals (IRPs)*: career development; legal guidance; qualifications; apprenticeships; training ◻ *Chartered Institute of Personnel and Development (CIP*D): professional body for human resources; professional standards; information on career paths and job roles; qualifications; training and development; advice on employment legislation

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the roles, responsibilities and relevance of different types of representative body	◻ *Professional bodies*: to promote and support the profession; set best practice standards; set ethical standards; for some professions membership is compulsory, e.g. solicitors ◻ *Regulatory body*: main function is to protect the public; impose requirements, restrictions and conditions; set standards; some professions are self-regulating ◻ *The Recruitment & Employment Confederation*: the professional body for the recruitment industry; members abide by a Code of Ethics, committed to upholding best practice, professional development; offer members a range of products and services ◻ *Advisory, Conciliation and Arbitration Service (ACAS)*: provides free, impartial guidance information and advice to employers and employees on of workplace relations and employment law
		1.5	Explain how issues of public concern affects their organisation	◻ *Area of concerns*: ethical and environmental views; equality of workforce; use of child labour; negative media coverage; brand image ◻ *Impact*: decline in production levels due to insufficient staffing or skilled staff; decline in market share resulting in the need to reduce staffing levels; difficult to attract potential employees; reduction in skilled applicants applying for vacancies

Learning outcomes		Assessment criteria		Unit amplification
2	Understand recruitment business operations	2.1	Explain how a recruitment business works	◻ *Recruitment process*: job vacancy identified by organisation; review of existing staff to fill vacancy; start recruitment process or outsource to external agency; advertising to attract applicants; screening and shortlisting; interviewing: managing assessment process. e.g. practical assessment; skills and knowledge tests; written test; selection and appointment; informing unsuccessful candidates
		2.2	Explain sources of information and the use of performance indicators to measure personal performance and business efficiency	◻ *Sources of information*: e.g. response to the posting of the vacancy; number of applicants; outcome of screening and shortlisting process; review curriculum vitae for applicants with relevant skills and knowledge ◻ *Performance indicators*: a measurable value that demonstrates whether an organisation has achieved their goal; measure of personal performance and efficiency ◻ *Recruitment key performance indicators*: e.g. percentage employee satisfaction with recruiting process; percentage of candidates who accept the job offer; percentage of vacancies filled within a set timescale; ratio of internal versus external candidates
		2.3	Explain how to identify personal and recruitment business strengths, weaknesses and shortfalls through an analysis of performance data	◻ *Identifying strengths, weaknesses and shortfalls*: collation of relevant data; efficiency of the staff involved in the process; review of data on recruitment process. e.g. success or shortfalls in the screening and shortlisting process; number of applicants with appropriate skills and expertise; timescale; successful appointments; success of advertisement medium, e.g. restricting their market
		2.4	Describe the characteristics and business acumen of effective recruiters	◻ *Characteristics*: verbal and written communication skills; credible and persuasive; ability to prioritise, manage time and organise; target orientated and motivated ◻ *Business acumen*: knowledge of the market, the organisation, their objectives, how job role and responsibilities support the achievement of objectives, the job role, the benefits, career paths

Learning outcomes		Assessment criteria		Unit amplification
3	Understand finance in the recruitment industry	3.1	Explain the financial implications of different kinds of candidate remuneration options	◻ *Payments*: cost to the organisation of reimbursing all candidates, e.g. out of pocket expenses, travel expenses, hotel accommodation, meals; parking fees, relocation costs ◻ *Candidates*: e.g. pay up front, retain receipts for proof, no receipt may mean no reimbursement, paid by cheque rather than cash
		3.2	Explain the factors to be taken into account in the calculation of business profitability	◻ *Profitability*: calculation, revenue less expenses; profitable when revenue is greater than expenses; the primary goal of most organisations is to be profitable; without profit the organisation will not survive; any profit could be re-invested for business growth ◻ *Factors*: factors that influence profitability measures, changes in price, sales volume, or expenses; historical data based on past performance; the consequences of future external and internal changes; accurate records of revenue and expenses; identify areas for improvement
		3.3	Explain the calculation of recruitment charging rates	◻ *Fees*: usually paid when a candidate is hired; cover agency costs and allow for a profit, called a margin; margins will depend on sector, location and the contract with the agency ◻ *Rates*: linked to contract, e.g. temporary, permanent; temporary,- basic salary plus a percentage for the agency; temporary to permanent fee - when a temporary employee becomes a permanent employee; fixed fee for permanent employees – paid in three equal payments

Information for tutors

Delivery

For learning outcome 1, if learners are or have been in employment they could share their knowledge of the role that recruitment plays in their organisation. The discussion can then be developed to focus on the career paths that are available for people who work in recruitment and where they could go for information and advice. Alternatively, if learners are not in employment, the role of recruitment and career paths could be discussed through the use of a case study. Learners could research the sources of information and advice for the industry, careers and training. The results of their research could then be the focus of a group discussion.

If learners are in employment they could share their knowledge of representative bodies and their roles, responsibilities and relevance. If learners are not in employment they could research the representative bodies and discuss their findings with the group, or discuss the roles and responsibilities of the representative bodies through the use of a case study.

Learners can discuss the current issues of public concern through the use of newspaper or magazine articles or a case study. The discussion can then be developed to focus on how organisations will be affected by the concerns of the public.

For learning outcome 2, if learners have worked in recruitment they could share their knowledge of how the recruitment business works and the processes used to measure performance. The discussion could then be developed to focus on how generated data from the recruitment process could be analysed to identify strengths, weaknesses or pitfalls. If learners are not in employment the recruitment process could be discussed through the use of a case study.

Learners could be encouraged to list the characteristics and business acumen required by effective recruiters. Learners could then share and debate their findings in a group discussion.

For learning outcome 3, if learners have been through the interview process they can discuss which out-of-pocket expenses they were reimbursed for and how they were paid. If learners have no experience of the recruitment process they could discuss the financial implications of candidate payments through the use of a case study.

Learners may have no financial background and could require an introduction to how profitability is calculated. A case study or an article could be used to discuss the factors that need to be considered in the profitability calculation.

If learners have worked in recruitment they could share their knowledge of the recruitment charging rates or they could research the current rates. Alternatively, a case study or article could be used to discuss the calculation of recruitment charging rates.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or a separate assignment brief for each learning outcome. Learners should be provided with the opportunity to present their evidence in a range of different formats such as professional discussions, reports or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the assessor that gives sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported by the learner’s notes or prompt cards.

For learning outcome 1, learners will need to demonstrate knowledge of the contribution and role of recruitment within the organisation and industry. Learners will need to demonstrate knowledge of the career paths and the sources of information and advice available. Learners will need to demonstrate knowledge of the role, responsibilities and relevance of representative bodies and how an issue of public concern affects organisations.

A professional discussion, presentation or report could be used for AC1.1 where learners need to explain the contribution of their role to the organisation and industry. For AC1.2 and AC1.3, a presentation or report could be used to explain the types of career pathways in the industry and the range of sources of information and advice on the industry, occupation, training and career routes. The presentation or report could then be developed for AC1.4 and AC1.5 where the learners needs to explain the roles, responsibilities and relevance of different types of representative body and how issues of public concern affects their organisation. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verb ‘explain’.

For learning outcome 2, learners will need to demonstrate knowledge of how a recruitment business works and the characteristics and business acumen of effective recruiters. Learners will need to demonstrate knowledge of the sources of information and use of performance indicators to measure personal performance and business efficiency. They will need to demonstrate knowledge of how to identify personal and recruitment business strengths, weaknesses and shortfalls through an analysis of performance data.

A professional discussion, presentation or report could be used for AC2.1 and AC2.4 where learners need to explain how a recruitment business works and describe the characteristics and business acumen of effective recruiters. Learners could use a presentation or report for AC2.2 to explain the sources of information and the use of performance indicators to measure personal performance and business efficiency. The presentation or report could be then developed for AC2.3 to explain how to identify personal and recruitment business strengths, weaknesses and shortfalls through an analysis of performance data. The evidence submitted for learning outcome 2 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 3, learners will need to demonstrate knowledge of the financial implications of different kinds of candidate remuneration options and the calculations of recruitment charging rates. Learners will also need to demonstrate knowledge of the factors that are taken into account in the calculation of business profitability.

A professional discussion, presentation or report could be used for AC3.1 and AC3.3 to explain the financial implications of different kinds of candidate remuneration options and the calculation of recruitment charging rates. The professional discussion, presentation or report could then be developed for AC3.2 to explain the factors to be taken into account in the calculation of business profitability. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verb 'explain'.

Suggested resources

Books

Armstrong M, Baron A – *Managing Performance: Performance Management in Action (Developing Practice),* 2nd edition (Chartered Institute of Personnel and Development, 2004) ISBN 9781843981015

Muller-Camen M, Croucher R, Leigh S – *Human Resource Management: A Case Study Approach* (CIPD, 2008) ISBN 9781843981657

Newell Brown J, Swain A – *The Professional Recruiter's Handbook: Delivering Excellence in Recruitment Practice* (Kogan Page, 2009) ISBN 0749453966

Journal

Recruitment Matters (Recruitment & Employment Confederation)

Websites

www.acas.org.uk – the website of The Advisory, Conciliation and Arbitration Service provides free and impartial advice on workplace relations and employment law, including recruitment and induction

www.cipd.uk – the website of The Chartered Institute of Personnel and Development provides resources on recruitment, including reports and factsheets, membership is required for full access

www.management.about.com – this website provides information on a wide variety of topics, including management topics such as Key Performance Indicators

www.rec-irp.uk.com – the website of the Institute of Recruitment Professionals provides information on job roles and career paths within recruitment, membership is required for full access

www.rec.uk.com – the website of The Recruitment & Employment Confederation provides information on sectors and recruitment, membership is required for full access

Unit 5: Understanding the Recruitment Market

Unit reference number: A/504/6994

Level: 3

Credit value: 4

Guided learning hours: 15

Unit aim

The aim of this unit is to give you knowledge and understanding of the recruitment market. An organisation may have excellent resources and the latest technology, but if it does not have employees with the appropriate skills and knowledge it will fail to achieve its objectives. Recruitment is, therefore, crucial to an organisation's performance and is the process of having the right person, in the right place, at the right time.

In today's constantly changing work environment it is important that an organisation is aware of the many external and internal factors that will affect the recruitment market. The recruitment market can become highly competitive when the number of vacancies exceeds the number of candidates. How an organisation is perceived by potential candidates can play a crucial role in the recruitment process.

This unit will introduce the history and evolution of the recruitment market and the different sectors that make up the market. You will learn how to distinguish between permanent and flexible recruitment models.

You will also gain an understanding of the ways in which the recruitment market affects both the candidate and clients. You will be introduced to the opportunities that can arise if the recruitment market is regularly analysed.

This unit gives you an introduction to how a recruitment business's brand is used. It also introduces you to the factors that will affect and support this brand, and to the advantages and disadvantages of utilising marketing collateral and various methods to promote the brand.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the recruitment market	1.1	Explain the history and evolution of the recruitment market	◻ *Impact of*: the current labour market, e.g. ratio of unemployed to job vacancies; changes in industry and the demand for specialist job skills; changes in how organisations recruit staff ,e.g. the use of bulletin boards, media advertising, online; increase in the outsourcing of the recruitment process; headhunting ◻ *Evolution*: the impact of technology developments, e.g. worldwide access to potential vacancies and candidates, social media; growth in recruitment agencies prompting the need for differentiation, e.g. specialising in one industry; compliance with UK and EU regulations and legislation
		1.2	Assess the size and importance of the recruitment market	◻ *Size of market*: growth in the economy and industry increase the number of vacancies; increase in the people looking for employment; changes in different sectors ◻ *Importance*: recruiting the right candidate, e.g. for a specific job role, to reduce staff turnover, to remain successful; implementing effective recruitment processes to remain competitive, meet organisational objectives; to maintain growth in the economy
		1.3	Characterise the different sectors within the recruitment market	◻ *Specialist*: e.g. finance; law; medical; engineering ◻ *General*: e.g. warehousing; retail ◻ *Geographic*: e.g. local; regional; national; world wide ◻ *Size and ownership*: e.g. partnership; large multinational organisation; private or public sector

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Distinguish between permanent and flexible models of recruitment	▫ *Permanent*: continuity of employment; continuing employment with no pre-determined timescale; a permanent full time or part time contract; organisation benefits, more commitment and loyal employees; employee benefits, more job security and stability; access to benefits, e.g. health care ▫ *Other models:* fixed term, e.g. employment is for a stated period of time; temporary, e.g. for a set period of time, for a specific project; zero hours, e.g. employed when and if required
		1.5	Outline common criticisms of the industry	▫ *Criticism:* timescale; insufficient information on job requirements; actual job role differs from what was advertised; lack of communication and feedback; candidates contacted for inappropriate job roles; use of assessments tools not relevant to job role; reliability in meeting deadlines; no feedback provided following the interview process; costs

Learning outcomes		Assessment criteria		Unit amplification
2	Understand influences on the recruitment market	2.1	Explain the way in which market and other factors affect candidates	▫ *Factors*: quantity of job opportunities in some sectors; timescale of the recruitment process; location of jobs; need to retrain to achieve appropriate skills for current job market; highly competitive; contract of employment ▫ *Impact on candidates*: decline in permanent recruitment; increase in temporary or zero hours contracts; need to relocate; costs involved
		2.2	Explain the way in which market and other factors affect clients	▫ *Factors*: fewer jobs so more applicants; increasingly competitive; time and costs involved; lack of candidates with specialist skills; compliance with UK and EU legislation ▫ *Impact on clients*: increased time in screening for potential employees; delays in the recruitment process could impact on achieving organisational objectives; costs incurred for the recruitment process or for outsourcing
		2.3	Identify potential opportunities arising from an analysis of the recruitment market	▫ *Opportunities*: awareness of the factors that could impact on the industry, e.g. technological developments, changes in the environmental, government legislation; knowledge of the decline or growth in specific industries and how this impacts on recruitment needs; demographics of available workforce; better knowledge of industry trends and employment statistics

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the brand in recruitment	3.1	Identify the concept and characteristics of a recruitment business's brand	◻ *Concept*: to attract potential employees; to increase the number of applicants for job vacancies which provides a wider pool to select from; highlights what differentiates the organisation from their competitors ◻ *Characteristics*: creating a positive image of the organisation, e.g. presenting the organisation as a good employer and a great place to work; communicating organisations' values, ethics, personality and culture in a positive way
		3.2	Assess the factors that affect and support a brand	◻ *Factors that could affect brand*: the recruitment brand is aligned with weak product branding; perceptions and views of existing employees, e.g. lack of training and promotional opportunities; negative media reports; outdated or insufficient information; accuracy of information ◻ *Factors that could support brand*: a clear and defined employer brand; brand displays a positive image; providing an accurate and true picture; opinion of current employees; a good brand image is more important in a candidate-driven competitive market; differentiate from competitors
		3.3	Explain the advantages and disadvantages of different methods of promoting a brand	◻ *Different methods*: internal, external; media advertising, e.g. newspapers, journals, radio; industry events, e.g. trade fairs; social media sites; internet advertising; word of mouth; emails, bulletin boards ◻ *Advantages*: reaching a wide audience; targeting a specific audience; candidates provided with access to accurate information ◻ *Disadvantages*: time; costs involved; attracting and targeting the intended audience; information could be removed or withdrawn; quality of information provided, e.g. use of jargon words

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Explain the notion and use of 'marketing collateral'	▫ *Definition*: the types of media used to support the recruitment process ▫ *Notion*: marketing collateral will consist of the printed materials used to support the recruitment process ,e.g. fact sheets, press releases, advertisements; produced by or for an organisation; to manage the recruiting process as a marketing problem ▫ *Use*: utilising different marketing collateral to target potential employees; choosing a marketing medium which is relevant to the situation; to market the job role and the organisation to potential candidates

Information for tutors

Delivery

For learning outcome 1, learners could discuss, through the use of a case study, the recent history and evolution of the recruitment market. The discussion could then develop to assess the size and importance of the recruitment market. Learners could produce a list that characterises the different sectors in the recruitment market, then share and debate their findings in a group discussion. Learners could be encouraged to share their knowledge of the permanent and flexible models of recruitment. Alternatively, they could be given a case study.

If learners are in employment they could be encouraged to share their views, opinions and criticisms of the recruitment industry. Alternatively, they could discuss the criticisms of the recruitment industry through the use of a case study.

For learning outcome 2, learners could discuss the influences on the recruitment market by looking at the ways in which external and internal factors affect both the candidates and the clients. The discussion could then be developed to focus on the potential opportunities of regularly analysing the recruitment market.

For learning outcome 3, if learners are working in the recruitment industry they could be encouraged to share their knowledge and experience of recruitment brands. Alternatively, they could be introduced to recruitment business brands through the use of case study. Learners could discuss the concepts and characteristics of the brand and assess the factors that will both affect and support the brand. They could list the advantages and disadvantages of different methods of promoting a brand and then discuss the points they have identified.

A case study could be used to introduce learners to the idea of and use of marketing collateral in recruitment. Learners could discuss how different organisations would use marketing collateral in the recruitment process.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The unit assessment criteria can be covered in one assignment brief separated into small manageable tasks or a separate assignment brief for each learning outcome. Learners should be given the opportunity to present their evidence in a range of different formats such as reports, professional discussions or presentations. If learners meet any criteria through oral presentations then this should be supported by a witness statement from the assessor, giving sufficient detail on how each criterion has been met. Copies of the presentation slides should be made available and be supported by the learner's notes or prompt cards.

For learning outcome 1, learners will need to demonstrate knowledge of the history, evolution, size and importance of the recruitment market. Learners will need to demonstrate knowledge of the characteristics of the different sectors and distinguish between permanent and flexible models of recruitment.

A professional discussion, presentation or report could be used for AC1.1 and AC1.2 where learners need to explain the history and evolution of the recruitment market and assess the size and importance of the recruitment market. The professional discussion, presentation or report could then be developed to characterise the different sectors within the recruitment market for AC1.3. A presentation or report could be used to distinguish between permanent and flexible models of recruitment for AC1.4 and to outline the common criticisms of the industry for AC1.5. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs 'explain', 'assess', 'characterise', 'distinguish' and 'outline'.

For learning outcome 2, learners will need to demonstrate knowledge of the ways in which the market and other factors affect both the candidates and the clients. Learners will need to demonstrate knowledge of the opportunities that might arise from an analysis of the recruitment market.

A presentation or report could be used for AC2.1 and AC2.2 where learners explain the ways in which market and other factors affect candidates and clients. The presentation or report could then be developed to identify the opportunities that can arise from an analysis of the recruitment market for AC2.3. The evidence submitted for learning outcome 2 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'identify'.

For learning outcome 3, learners will need to demonstrate knowledge of the concept and characteristics of recruitment business' brands and the factors that could both affect and support the brand. Learners will need to demonstrate knowledge of the advantages and disadvantages of the different methods used to promote brands and the use of marketing collateral.

A professional discussion, presentation or report could be used for AC3.1 and AC3.2 to identify the concept and characteristics of a recruitment business's brand and assess the factors that affect and support a brand. Learners could use a presentation or report for AC3.3 to explain the advantages and disadvantages of different methods of promoting a brand. The presentation or report could then be developed for AC3.4 to explain the notion and use of marketing collateral. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verbs 'identify', 'assess' and 'explain'.

Suggested resources

Books

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

Lewis D, Sargeant M, Schwab B – *Employment Law: The Essentials, 11th Edition* (CIPD, 2011) ISBN 9781843982623

Mankin D – *Human Resource Development* (OUP Oxford, 2009) ISBN 9780199283286

Slocombe M – *Employment Law Made Easy, 11th Edition* (Lawpack, 2014) ISBN 9781910143131

Websites

www.acas.org.uk – the website of the Advisory, Conciliation and Arbitration Service provides information on workplace problems, including recruitment and induction

www.cipd.co.uk – the website of The Chartered Institute of Personnel and Development provides resources on recruitment, including reports and factsheets, membership is required for full access to resources

www.gov.uk – the government services and information website provides a wide variety of information, including employment issues, contracts and industry statistics

www.rec.uk.com – the website of The Recruitment & Employment Confederation provides a wide variety of information, including industry statistics, membership is required for full access

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 in the recruitment industry to test and measure the suitability of candidates and aid the recruitment decision-making process.

Effective selection is essential so as to recruit people with the right skills and experience needed 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 include the assessment of recruitment candidates in recruitment strategies. This ensures that employers recruit people who meet role requirements, fit in with the culture of the business, and share its ambition and mission.

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

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the planning of candidate assessments	1.1	Explain the features, uses, requirements, advantages and disadvantages of a range of assessment methods	□ *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; 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
		1.2	Explain the importance of setting objectives for the assessment process	□ *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)
		1.3	Explain how to confirm the validity and reliability of the assessment process to meet the assessment objectives	□ *Confirming validity and reliability*: definitions; validity, e.g. content validity, predictive validity, face validity; reliability, e.g. test retest, split half reliability

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the principles and techniques of candidate assessment	2.1	Explain the characteristics of good biographical 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
		2.2	Explain the structure and use of competence assessment interviewing	◻ *Competence*: e.g. structure (situation task actions results), topics (team working, communication, commercial/business awareness, problem solving)
		2.3	Explain the features of effective questioning and interviewing skills	◻ *Effective questioning skills*: e.g. easy to answer, have only one answer, have a specific planned purpose, job related
		2.4	Explain the “halo and horns” effect	◻ *Halo and horns*: influenced by first impression based on appearances, judgement, observation, character trait; unfavourable (horns); favourable (halo)
		2.5	Explain techniques to gain rapport with candidates	◻ *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
		2.6	Explain the importance and role of candidate feedback in the assessment process	◻ *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

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Explain when and why to carry out references and checks on candidates	▫ *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
		2.8	Explain the use of reasonable adjustments in candidate assessment	▫ *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
		2.9	Explain the considerations following candidate assessment	▫ *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

Information 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, relating specifically to the planning of candidate assessments. Learners may also undertake research activities that 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 in the industry may share workplace examples of assessment with the group or discuss relevant existing recruitment strategies.

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 these assessments and when best to use them. They could watch video clips showing effective techniques to use during interviews, and practice 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 which is 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 that assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

AC1.1 could be achieved through targeted explanations that 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.

AC1.2 could be achieved through oral or written questions. Learners are required to explain at least three reasons why setting objectives for the assessment process is important.

AC1.3 could be achieved through written assignment, verbal discussions or written responses to questions. Learners are required to provide at least two examples of how to confirm the validity of the assessment process, and at least two examples of how to confirm its reliability. Evidence should also make reference to assessments that meet the assessment objectives.

AC 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).

Learners should give examples of at least three features of effective questioning and at least three features of effective interviewing skills to meet assessment criterion 2.3.

Evidence that demonstrates leaners' understanding of AC2.4 should include sufficient detail to explain the “halo and horns” effect.

To achieve AC2.5, learners must explain at least four techniques used to build a rapport with candidates.

AC2.6 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 AC2.7, learners should provide evidence of 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 AC2.8, 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 AC2.9, 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.

Suggested resources

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

www.acas.org.uk – the website of The Advisory, Conciliation and Arbitration Service provides information relating to the workplace, including an advisory booklet relating to recruitment and selection

www.businesstrainingdirect.co.uk – the Business Training Direct website offers business training courses, including interviewing skills

W2ww.cipd.co.uk – the website of The Chartered Institute of Personnel and Development provides resources relating to the recruitment process, including reports and factsheets, membership is required for full access to resources

www.helpguide.org – the Help Guide website provides a wide variety of information, including the topic of interviewing

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

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

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

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- building your team and teamwork skills
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- Ask the Expert: submit your question online to our Ask the Expert online service qualifications.pearson.com and we will make sure your query is handled by a subject specialist.

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