

# **Pearson BTEC Level 2 Certificate in Recruitment Resourcing (QCF) Specification**

BTEC Specialist qualification  
First teaching July 2015

Please note that this is a draft pre-published specification that is to be replaced in due course by a final published specification. The final published specification may have minor differences in comparison to the draft pre-published version.

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# Purpose of this specification

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

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

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# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. 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.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Certificate in Recruitment Resourcing (QCF)
QCF Qualification Number (QN)	601/6282/X
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	29/05/2015
Approved age ranges	16–18 19+
Credit value	17
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	155
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 <i>Section 10 Access and recruitment</i> ).

## **QCF Qualification Number and qualification title**

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a QCF unit reference number (URN).

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.

## **Qualification objective**

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The Pearson BTEC Level 2 Certificate in Recruitment Resourcing (QCF) is for learners who work in, or who want to work in, roles in recruitment such as recruitment resourcer and in-house resourcer.

It gives learners the opportunity to:

- develop the specific types of knowledge that underpin the learner's competence, as well as the wider sector-related knowledge related to the job roles above. This includes an understanding of the recruitment industry, the use of research in the recruitment and selection process, preparation for selection processes, selection processes, sales techniques and processes used by recruiters, the legal, regulatory and ethical requirements when recruiting, and the building and maintaining of relationships with candidates
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Apprenticeships**

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Skills CFA, the Sector Skills Council for pan-sector business skills, including recruitment, approves the Pearson BTEC 2 Certificate in Recruitment Resourcing (QCF) as the knowledge component for the Intermediate Apprenticeship in Recruitment Resourcing.

## **Relationship with previous qualifications**

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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 2 Certificate in Recruitment Resourcing (QCF) can progress to the Intermediate Apprenticeship in Recruitment Resourcing (completing the Pearson Edexcel Level 2 NVQ Certificate in Recruitment Resourcing (QCF)). Learners can also progress to higher levels in the recruitment suite of qualifications, to the Pearson Edexcel Level 3 NVQ Diploma in Recruitment (QCF) and the Pearson BTEC Level 3 Certificate in Recruitment Practice (QCF), which together form part of the Advanced Apprenticeship in Recruitment, along with transferable skills. With further development, learners can also progress to job roles that require a more complex set of skills, such as junior recruitment consultant, account representative and senior recruitment consultant.

## **Industry support and recognition**

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

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### 3 Qualification structure

#### Pearson BTEC Level 2 Certificate in Recruitment Resourcing (QCF)

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	17
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	J/507/0960	Understanding the Recruitment Industry	2	2	18
2	L/507/0961	Understanding the Use of Research in the Recruitment and Selection Process	2	2	19
3	R/507/0962	Understanding Preparation for Selection Processes	2	3	26
4	Y/507/0963	Understanding Selection Processes	2	2	18
5	D/507/0964	Understanding Sales Techniques and Processes Used by Recruiters	2	4	36
6	H/507/0965	Understanding the Legal, Regulatory and Ethical Requirements when Recruiting	2	2	19
7	K/507/0966	Understanding the Building and Maintaining of Relationships with Candidates	2	2	19

## 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

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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; [qualifications.pearson.com](http://qualifications.pearson.com)

### Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

## 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](http://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 given on our website.

### **Approvals agreement**

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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; [qualifications.pearson.com](http://qualifications.pearson.com).

# 12 Units

Units have the following sections.

## **Unit title**

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## **Unit reference number**

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

## **QCF level**

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

## **Credit value**

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

## **Guided learning hours**

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

## **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 the Recruitment Industry**

**Unit reference number: J/507/0960**

**QCF Level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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## **Unit aim**

The aim of this unit is to provide you with knowledge and understanding of the roles and responsibilities within the recruitment industry.

Recruiting employees is a costly and time-consuming process and, for many organisations, it is a struggle to find sufficient time to review the numerous application forms in search of the right candidate to fill their job vacancy. Today many organisations will outsource their recruitment needs to recruitment agencies whose main function is to find suitable candidates to satisfy the specific requirements of a job vacancy.

This unit you an introduction to the many changes that have had an impact on the recruitment industry, and how both employers and employees have become more reliant on recruitment agencies to solve their employment issues. You will gain an understanding of the different sectors within the recruitment market and the difference between permanent and temporary recruitment.

You will also gain an understanding of the career opportunities in the recruitment industry and learn where to access advice and guidance on training and job roles.

The unit introduces you to the role of the recruitment consultancy and the types of organisation that use the services they provide. You will understand the different stages in the recruitment process and how having targets supports the achievement of deadlines.

## **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	Describe the recent history and growth of the recruitment market	<ul style="list-style-type: none"> <li>□ <i>Ways to recruit</i>: notices in windows, bulletin boards; word of mouth; media advertising, e.g. newspapers, radio, television; job centres; headhunting; recruitment agencies; technological developments, e.g. posting jobs on the organisation's website, online job boards, social networking sites, LinkedIn, Facebook, Twitter</li> <li>□ <i>Recruitment changes</i>: increase in female workers; increase in temporary, zero-hour contracts; fluctuations in the number of unemployed; changes in industry and the demand for specialist job skills; decline in candidates with specialist skills; graduate schemes; introduction of UK and EU regulations</li> <li>□ <i>Impact on recruitment</i>: increase in number of applicants; more competitive job market; worldwide access to potential vacancies and candidates; benefits and disadvantages of internal versus external; employers using social media to screen and vet potential candidates; compliance with UK and EU regulations and legislation</li> </ul>
		1.2	Describe different sectors within the recruitment market	<ul style="list-style-type: none"> <li>□ <i>Sectors</i>: e.g. financial, environment, healthcare, hospitality, construction, engineering, law, technology, retail, education, armed forces</li> <li>□ <i>Location</i>: local; regional: national: worldwide</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Explain the difference between permanent and temporary recruitment	<ul style="list-style-type: none"> <li>□ <i>Permanent</i>: continuity of employment; continuing employment with no pre-determined timescale; a permanent, full-time or part-time contract</li> <li>□ <i>Temporary</i>: employee recruited for a set period of time; for a specific project; seasonal work; to provide cover for staff who are ill or on leave</li> <li>□ <i>Legislation</i>: permanent and temporary recruitment needs to comply with UK and EU legislation</li> </ul>
2	Understand the opportunities for advancement within the recruitment industry	2.1	Describe career pathways and job roles within recruitment	<ul style="list-style-type: none"> <li>□ <i>Career paths and progression</i>: dependent on size and structure of the organisation; fast-track graduate scheme; from trainee to consultant to senior consultant to manager; area and regional management; niche consultancies which focus on specific sectors, e.g. engineering; headhunter consultancies concentrating on high-level management and board positions; start up own business</li> <li>□ <i>Job roles</i>: administration roles; researcher; trainee consultant; consultant; senior consultant, team leader; account management</li> </ul>
		2.2	Identify sources of information and advice on training and career opportunities within recruitment	<ul style="list-style-type: none"> <li>□ <i>Sources</i>: the Recruitment and Employment Confederation; Institute of Recruitment Professionals (IRP) which is the representative body for individual recruitment professionals; Graduate Jobs in Recruitment; CIPD, the professional body for HR and people development</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how recruitment consultancies operate	3.1	Describe the role of a recruitment consultancy	<ul style="list-style-type: none"> <li>□ <i>Job role</i>: to match candidates for job roles on behalf of clients; provide the link between the candidate and the client; matches potential candidates to a job role; ensuring candidates satisfy the specified criteria; screening and shortlisting candidates; headhunting</li> </ul>
		3.2	Identify types of customers who use recruitment consultancies	<ul style="list-style-type: none"> <li>□ <i>Customers</i>: small or large organisations looking to recruit people on a range of different contracts, e.g. zero-hours contract, fixed-term, temporary or permanent; organisations that require people with specialist skills; graduates looking for employment; the unemployed; people looking for a career change or progression</li> </ul>
		3.3	Describe the stages of the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Stages</i>: job analysis to identify skills, knowledge and attributes required; produce job description and person specification; advertise vacancy; review documents from potential candidates; screening and shortlisting; interviews and assessment; appoint new employee; inform unsuccessful candidates; comply with current UK and EU legislation</li> </ul>
		3.4	Explain the importance of targets in meeting deadlines	<ul style="list-style-type: none"> <li>□ <i>Targets</i>: helps to plan what needs to be done; sets a timescale for completing tasks; helps everyone involved stay on track and focused; helps to set priorities; progress can be tracked and monitored</li> <li>□ <i>Consequences of missing deadlines</i>: image of organisation; loss of repeat business</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, learners could discuss, through the use of a case study, the recent history and growth in the recruitment market. The discussion could then be developed to focus on the different sectors within the recruitment market. If learners are in employment they could be encouraged to share their knowledge of the differences between permanent and temporary recruitment. Alternatively, learners could be given a case study.

For learning outcome 2, learners could share their knowledge of job roles and career paths in the recruitment industry. Alternatively, they could research jobs and careers paths and list the websites they have used in their research. They could then share and debate their findings in a group discussion.

For learning outcome 3, learners could discuss, through the use of a case study, the role of a recruitment consultancy. If learners have worked in the recruitment industry they could be encouraged to share their knowledge of the recruitment consultancy job role. They could make a list of the different types of customers who would use recruitment consultancies and then discuss their list with the group. Alternatively, learners could be given a case study.

Learners could discuss their experience of the different stages in the recruitment process. Alternatively, the stages in the recruitment process could be discussed using a case study. The discussion could then be developed to focus on the importance of having targets to help support the achievement of deadlines.

### 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 could be covered by 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 they should be supported by a witness statement from the assessor that provides 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, growth and the different sectors within the recruitment market. Learners will also need to demonstrate knowledge of the differences between permanent and temporary recruitment.

A professional discussion, presentation or report could be used to provide the evidence for AC1.1 and AC1.2 where learners will need to describe the recent history and growth of the recruitment market and its different sectors. Learners could then develop the professional discussion, presentation or report to explain the difference between permanent and temporary recruitment for AC1.3. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 2, learners will need to demonstrate that they know the career pathways and job roles in recruitment and how to source information and advice on training and career opportunities.

A presentation or report could be used to describe the pathways and job roles within recruitment and to identify the sources of information and advice on training and career opportunities for AC2.1 and AC2.2. The evidence submitted for learning outcome 2 must be in sufficient depth to satisfy the requirements of the command verbs 'describe' and 'identify'.

For learning outcome 3, learners will need to demonstrate an understanding of the recruitment consultancy job role and the stages in the recruitment process. Learners will need to demonstrate knowledge of the different types of customers who use recruitment consultancies and the importance of using targets in meeting deadlines.

A professional discussion, presentation or report could be used to describe the role of a recruitment consultancy for AC3.1 and the stages of the recruitment process for AC3.3. The professional discussion, presentation or report could then be developed to identify the types of customers who use recruitment consultancies for AC3.2. For AC3.4, a presentation or report could be used to explain the importance of targets in meeting deadlines. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verbs 'identify', 'describe' and 'explain'.

## **Suggested resources**

### **Books**

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

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

### **Journal**

*People Management* – Chartered Institute of Personnel and Development

### **Websites**

[www.acas.org.uk](http://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](http://www.cipd.co.uk) – the website of The Chartered Institute of Personnel and Development provides resources on recruitment

[www.gov.uk](http://www.gov.uk) – the government services and information website provides information on employment issues and the right to work in the UK

[www.rec-irp.uk.com](http://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](http://www.rec.uk.com) – the website of The Recruitment & Employment Confederation provides information on sectors and recruitment (membership is required for full access).

## **Unit 2: Understanding the Use of Research in the Recruitment and Selection Process**

**Unit reference number: L/507/0961**

**QCF Level: 2**

**Credit value: 2**

**Guided learning hours: 19**

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### **Unit aim**

Recruitment agencies match candidates to clients and doing this successfully depends upon having a clear understanding of candidates, clients and the labour market.

In this unit, you will learn about the techniques that are used in the research process. Research can be direct – such as asking candidates questions face to face – or indirect – such as reading about conditions in the labour market. Information researched can be both qualitative and quantitative but it has to be accurate if it is to be of use in recruitment. You will consider how you use the results of research in the recruitment and selection process. If an agency identifies that an international sporting event is to be held in four years' time it can bid to be a preferred supplier, identify the types of staff needed and the skills required, and set about building capacity by identifying and recruiting candidates.

Effective research gives a recruitment agency a competitive advantage and thereby contributes to meeting its objectives and its continuing operation in the recruitment market.

### **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 research process	1.1	Describe the elements of research in the recruitment and selection process	<ul style="list-style-type: none"> <li>□ <i>Research</i>: obtain recruitment data (candidates, clients, markets, best practice); establish requirements (candidates, clients); qualifying (candidates, clients); matching (candidates and clients)</li> </ul>
		1.2	Explain the importance of setting research objectives	<ul style="list-style-type: none"> <li>□ <i>Research objectives</i>: SMART (specific, measurable, achievable, realistic, time-constrained) objectives: purpose of research activity; parameters; resources; basis for measuring effectiveness of research</li> </ul>
		1.3	Describe the difference between quantitative and qualitative research methods	<ul style="list-style-type: none"> <li>□ <i>Qualitative methods</i>: flexible data collection methods, e.g. discussion, focus group, surveys; unlimited responses; aimed at gaining insights and understanding; use of personal experience</li> <li>□ <i>Quantitative methods</i>: systematic data collection; quantifying data; statistical analysis; identifying relationships between data items, making predictions; graphical presentation</li> </ul>
		1.4	Describe the advantages and disadvantages of a range of research methods	<ul style="list-style-type: none"> <li>□ <i>Methods</i>: interviews; focus groups; observation; questionnaires: field-based data collection; desk research</li> <li>□ <i>Advantages and disadvantages</i>: resource requirements; cost; population coverage, e.g. location, structure; technology requirement; time; speed; ease of use/complexity; precision; data capture; transcription; coding; processing</li> </ul>
		1.5	Explain the importance of ensuring that results are accurate and trustworthy	<ul style="list-style-type: none"> <li>□ <i>Importance</i>: need for accurate information in decision making (candidates, clients, recruitment agencies)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to use research in the recruitment and selection process	2.1	Describe the purpose and range of potential research techniques in recruitment	<ul style="list-style-type: none"> <li>□ <i>Purpose of qualitative techniques</i>: exploratory; establish reasons, e.g. how, why; identify views and opinions, establish motivation; establish aspirations</li> <li>□ <i>Purpose of quantitative techniques</i>: collect numerical data; quantify variables; perform calculations; establish patterns; establish requirements (candidates, clients); make predictions (demand for labour from clients, potential earnings for candidates)</li> </ul>
		2.2	Explain how to confirm research results are accurate and trustworthy	<ul style="list-style-type: none"> <li>□ <i>Result requirements</i>: accuracy; validity; trustworthiness; validity; reliability</li> <li>□ <i>Validating results</i>: reasonableness; triangulation; confirmation; consistency; repeatability</li> </ul>
		2.3	Explain the importance of having an organisational house style for presenting research reports	<ul style="list-style-type: none"> <li>□ <i>House style</i>: consistent style for presenting information; ease of use; intelligibility; business identity; professional image</li> </ul>
		2.4	Explain ways in which ethics can affect the conduct and use of research	<ul style="list-style-type: none"> <li>□ <i>Impact of ethics</i>: ethical approval; informed consent; confidentiality; data protection; participant wellbeing; acting with regard for equality; operating within area of expertise; protecting business reputation; preserving own reputation</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. For both learning outcomes 1 and 2, formal teaching sessions can have input from a tutor to identify the theoretical material about the conduct of research and the use of research results in recruitment. Tuition can use discussions, case studies, simulations, practical work and video clips. Learners can work both individually and in a group to gather information about the research and its applications in the recruitment industry.

### 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 questioning, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For both learning outcomes, covering all assessment criteria, a staged, integrated assignment could be used. The assignment could use a case study about setting up a research activity for a newly-established recruitment agency. The aim would be to inform staff about the factors that need to be considered to ensure an effective research activity.

The outcomes could be presented in the form of a staff guide to the research process, identifying the factors that have to be considered together with supporting illustrative examples.

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 learning outcomes and criteria are assessed.

## Suggested resources

### Books

Dawson C – *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project 4<sup>th</sup> Edition* (How To Books, 2009)  
ISBN 9781845283674

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

Silverman D – *Doing Qualitative Research: A Practical Handbook 4th Edition* (SAGE Publications Ltd, 2013) ISBN 9781446260159

### Website

[www.managementhelp.org](http://www.managementhelp.org) – the Free Management Library – gives access to a wide range of information, including the topic of research and reporting of results

## Unit 3:

# Understanding Preparation for Selection Processes

**Unit reference number:** R/507/0962

**QCF Level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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### Unit aim

The aim of this unit is to give you knowledge and understanding of the preparation involved in the recruitment selection process.

The process of selecting the right candidate for a vacant position needs to be well planned, organised and structured in order to be effective and ensure that the right employee is appointed. For this to be effective, an organisation will need to implement a structured and planned process to ensure that the right employee is appointed. The selection process will need to meet organisational needs but comply with current employment legislation and regulations.

This unit will provide an introduction to the role that the job description and person specification have in ensuring that staff with the relevant skills, knowledge and experience are recruited.

You will gain an understanding of how advertising is used to attract potential applicants, and the advantages and disadvantages of using different media to post job vacancies.

This unit will give you an introduction to how important the terms and conditions of employment are, and the need to check that all potential employees have the right to access employment in the UK.

### 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 job descriptions and person specifications	1.1	Explain the use of a job description in the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Uses</i>: where job fits in organisational structure; workforce planning; provides essential information to potential candidates; support in selecting the right candidate for the job role; part of the legal contract; appraisal tool</li> </ul>
		1.2	Describe the structure of a job description	<ul style="list-style-type: none"> <li>□ <i>Structure</i>: job title; location; role and responsibilities; accountabilities; line manager; contract; terms and conditions</li> </ul>
		1.3	Explain the use of a person specification in the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Uses</i>: the personal requirement needed for the job role; provides information for potential candidates on the skills, knowledge and attributes they will need; a checklist to identify candidates for interview; tool for shortlisting candidates; comparing and assessing the suitability of potential candidates; used in the selection process</li> </ul>
		1.4	Describe a structure of a person specification	<ul style="list-style-type: none"> <li>□ <i>Structure</i>: job title; list of essential and desirable attributes, e.g. qualifications, skills, knowledge, experience, special aptitudes</li> </ul>
		1.5	Explain how the accuracy and completeness of job descriptions and person specifications can be confirmed	<ul style="list-style-type: none"> <li>□ <i>Accuracy of job role</i>: ask current job holder the tasks they are responsible for; review of current job role; linked to organisational objectives; reflects planned changes in organisation and job role; feedback from line manager; cross-checking of job description with person specification</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to write a job advertisement	2.1	Explain the use of a job advertisement in the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Why advertise:</i> to inform internal and external candidates about the vacancy; to create interest in the job; to target the right candidates for the job role; to communicate quickly and clearly the essential points of the vacancy</li> </ul>
		2.2	Describe the structure and contents of a job advertisement	<ul style="list-style-type: none"> <li>□ <i>Structure:</i> professional image; clear and concise information for potential candidates</li> <li>□ <i>Content:</i> information on job role; skills, qualifications and attributes required; opportunities for candidates; business logo; salary and any benefits; location; how and where to apply</li> </ul>
		2.3	Explain how to write a job advertisement to accurately reflect the clients requirements	<ul style="list-style-type: none"> <li>□ <i>Layout:</i> main heading, subheading and main message must be prominent; job title is clear, descriptive and concise; professional image; business logo; written in a language applicants will understand</li> <li>□ <i>Format:</i> AIDA selling format, attention, interest, desire, action; relevant, straightforward and clear information; short sentences or bullet points; highlighting the most important information; avoid buzzwords, jargon and acronyms; complies with employment legislation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the process of job posting	3.1	Explain the importance of understanding the terms and conditions on which the candidate will be employed	<ul style="list-style-type: none"> <li>□ <i>Conditions</i>: provided in a formal letter outlining what needs to be done and the timescale; appointed once certain conditions are met, e.g. a successful probationary period, satisfactory reference checks, outcome of recent qualifications are provided, Disclosure and Barring Service checks, previously known as CRB; proof of eligibility to work in the UK;</li> <li><i>Terms</i>: job title and role; location; terms of job role e.g. contract type, pay, hours, holidays</li> <li>□ <i>Importance of understanding</i>: identified timescale to meet conditions or employment offer may be withdrawn; highlights what the candidate needs to do; a formal record on what the terms and conditions which prevents misunderstanding which could be used for appraisals or in the disciplinary process; outlines what the employer will check</li> </ul>
		3.2	Describe the advantages and disadvantages of the different media used	<ul style="list-style-type: none"> <li>□ <i>Media</i>: internal, e.g. intranet, emails, notice boards; external, e.g. newspapers, journals, radio, internet, social networks, career events</li> <li>□ <i>Advantages</i>: ability to reach a wide number of candidates; quick and straightforward; target specific applicants</li> <li>□ <i>Disadvantages</i>: high costs; open to unqualified applicants; a high response could make the selection and short listing process time consuming</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Explain the importance of keeping databases up to date and maintaining the requirements of confidentiality	<ul style="list-style-type: none"> <li>□ <i>Employee data</i>: personal data; employment history; contact details; information is accurate and up to date; terms and conditions, training and development</li> <li>□ <i>Importance</i>: information is accurate, reviewed and up dated; tax and insurance; outcome of recruitment and selection, appointed staff, future vacancies; grievance and disciplinary; comply with legislation and regulations</li> <li>□ <i>Confidentiality</i>: data protection; access to information; secure storage of information; timescale for keeping information on unsuccessful applicants; comply with current legislation; disposal of information</li> </ul>
	3.4	Explain the importance of monitoring the number of responses	<ul style="list-style-type: none"> <li>□ <i>Responses</i>: responses relevant to job role; total number of applicants; percentage of applications appropriate for job role; to review and evaluate success of advertising and selection process</li> </ul>

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Learning outcomes		Assessment criteria		Unit amplification
4	Understand the process of checking a candidate's right to work in the UK	4.1	Explain the need for 'right to work' checks to be carried out on a candidate	<ul style="list-style-type: none"> <li>□ <i>Need for right to work check:</i> checks completed before employment starts; check that applicant is legally allowed to work in the UK</li> <li>□ <i>Checks needed:</i> genuine documents, original and unchanged and belong to the applicant, e.g. passport; dates to work in UK have not expired; photos match applicant; information is consistent across all documents</li> <li>□ <i>Penalty:</i> could face a civil penalty if an illegal worker is employed and the correct right to work check was not completed</li> </ul>
		4.2	Describe how to obtain proof of a candidate's right to work in the UK	<ul style="list-style-type: none"> <li>□ <i>Proof for right to work:</i> review applicants original documents, e.g. passport, a Registration Certificate or Document Certifying Permanent Residence issued by the Home Office, Biometric Residence Permit; check that the documents are valid with the applicant present</li> <li>□ <i>Maintain proof:</i> take copies of the documents; record the date the check was made</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, learners could discuss the role that job descriptions and person specifications play in the selection process. Learners could be given a job description and a personal specification, which are then discussed in pairs or in small groups. If learners are in employment, they could discuss how the content and accuracy of their job description and person specification can be confirmed. Alternatively, learners could be given a case study.

For learning outcome 2, learners could discuss why an organisation would need to advertise job vacancies. They could be given a range of different job advertisements and, in small groups, discuss the structure and content of the advertisements. Learners could then produce a job advertisement for their own job role or use a case study, and then compare the structure and content of the advertisement with their peers.

For learning outcome 3, learners could discuss the terms and conditions under which they were employed. If learners are not in employment, a case study on employment terms and conditions could be utilised.

Learners could discuss in groups the different types of media used for job posting and then list the advantages and disadvantages of using each method. Learners could discuss why an organisation would need to keep a database of information on candidates and employees and the type of information they would record. The discussion could then be developed to focus on how the information should be stored and accessed and the need to comply with current legislation. Alternatively, a case study could be used for the focus of the discussion.

Learners could discuss why an organisation would need to monitor the number of responses they have had to the job advertisement and how the results from the monitoring process could be used for future vacancies.

For learning outcome 4, learners will need to understand why there is a right to work check and how the process works. This could be discussed using a case study. Learners can then discuss why 'right to work' checks would be carried out on potential employees. The discussion can then be developed to focus on how an organisation could obtain proof of a candidate's 'right to work' in the UK.

## 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. The learners should be provided with 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 which provides 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 that they know the use, structure and content of a job description and person specification and how the accuracy of the information in these documents can be confirmed.

A professional discussion, report or a presentation could be used to provide the evidence for AC1.1 and AC1.3 where the learner will need to explain the use of a job description and a person specification in the recruitment process. The professional discussion, report or presentation could then be developed to describe the structure of a job description and a person specification for AC1.2 and AC1.4. For AC1.5, learners could develop the professional discussion, report or presentation to explain how the accuracy and completeness of job descriptions and person specifications can be confirmed. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 2, learners will need to demonstrate that they know the use, structure and content of a job advertisement and how to write a job advertisement that reflects the clients' requirements.

A professional discussion, presentation or report could be used to provide the evidence for AC2.1 and AC2.2 where the learner will need to explain the use of a job advertisement in the recruitment process and describe the structure and contents of a job advertisement. A presentation or report could be used for AC2.3 where learners will need to explain how to write a job advertisement to accurately reflect the clients' requirements. 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 an understanding of the terms and conditions under which a candidate will be employed. Learners will also need to demonstrate an understanding of the advantages and disadvantages of the different media used in job posting and the importance of keeping an up-to-date confidential database. Learners will need to demonstrate an understanding of why the number of responses should to be monitored.

A professional discussion or a report could be used for AC3.1 where learners will need to explain the importance of understanding the terms and conditions on which the candidate will be employed. A professional discussion, presentation or report could be used to describe the advantages and disadvantages of the different media used for AC3.2. The professional discussion, presentation or report could then be developed for AC3.3 to explain the importance of monitoring the number of responses. A presentation or report could be used for AC3.4 where learners need to explain the importance of keeping databases up to date and maintaining the requirements of confidentiality. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 4, learners will need to demonstrate an understanding of the need for a 'right to work' check and how an organisation will obtain proof of a candidate's 'right to work'.

A presentation or a report could be used to explain the need for 'right to work' checks to be carried out on a candidate for AC4.1. The presentation or report could then be developed to describe how to obtain proof of a candidate's 'right to work' in the UK. The evidence submitted for learning outcome 4 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

## **Suggested resources**

### **Books**

Armstrong M – *Armstrong's Handbook of Human Resource Management Practice 13th edition* (Kogan Page, 2014) ISBN 9780749469641

Brown, J N – *The Complete Guide to Recruitment: A Step-by-Step Approach to Selecting, Assessing and Hiring the Right People* (Kogan Page, 2011) ISBN 9780749459741

### **Journal**

*People Management* (Chartered Institute of Personnel and Development)

### **Websites**

[www.acas.org.uk](http://www.acas.org.uk) – the website of The Advisory, Conciliation and Arbitration Service, provides information on workplace problems, including recruitment and induction

[www.cipd.uk](http://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.gov.uk](http://www.gov.uk) – the Government services and information website provides information on employment issues and information on the right to work in the UK

# **Unit 4: Understanding Selection Processes**

**Unit reference number:** Y/507/0963

**QCF Level:** 2

**Credit value:** 2

**Guided learning hours:** 18

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## **Unit aim**

In this unit, you will gain an understanding of the selection process and assessment techniques that are used by recruiters. Selecting and appointing new staff can be an expensive and time-consuming process but an effective selection process will ensure that only candidates with the required skills, knowledge and expertise are appointed. Implementing an effective selection process will ensure that the candidate appointed will make a positive contribution to achieving an organisation's objectives.

This unit gives you an introduction to how important it is to interview candidates and the range of interview techniques that could be used. You will gain an understanding of the importance of building a rapport with candidates and the importance of giving them constructive feedback.

You will also gain an understanding of the terms and conditions for appointing new employees and the pre-employment checks that need to be completed. You will learn about the methods used to inform candidates that they have been successful, and how compliance with current legislation is important for storing and accessing candidate and employee records.

## **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 assessment techniques in recruitment	1.1	Explain the importance of assessment techniques in the selection process	<ul style="list-style-type: none"> <li>□ <i>Assessment techniques</i>: assessment process used as well as or instead of an interview; to identify the right candidate for the job; relevant to job role; to evaluate whether candidate's skills and personal characteristics are appropriate; to gain a more complete picture of the candidate; to help make effective selection decisions</li> </ul>
		1.2	Describe types of assessment techniques	<ul style="list-style-type: none"> <li>□ <i>Types of assessment</i>: psychometric assessments; practical assessment; demonstrations; skills and knowledge tests; written test; case studies; presentations; group task; use of assessment centres; advantages and disadvantages of assessment techniques</li> </ul>
		1.3	Explain when assessment techniques should be used	<ul style="list-style-type: none"> <li>□ <i>Use of assessment techniques</i>: to narrow down a large number of applicants; to evaluate job-related skills, knowledge; to screen candidates; compliance with current UK and EU legislation; avoid discriminating against any candidate</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the principles and techniques of interviewing	2.1	Explain the importance of interviewing candidates for selection	<ul style="list-style-type: none"> <li>□ <i>Interviewing candidates:</i> verify the information on CV, application form or letter; does the candidate meet the requirements of the job; explore candidate's strengths and weaknesses; to gain an insight to candidate's short-term and long-term goals; will the candidate fit in with existing employees?</li> </ul>
		2.2	Describe the methods used to interview candidates for selection	<ul style="list-style-type: none"> <li>□ <i>Methods used:</i> screening interview for large number of candidates; first interview by telephone; selection interview; panel interview; group interview; one-to-one interviews</li> </ul>
		2.3	Describe the features of a candidate interview	<ul style="list-style-type: none"> <li>□ <i>Features:</i> introduction; information provided on job role and organisation; open questions from interviewer about a candidate's work history, personality, work style and other factors relevant to the job; candidate questions</li> </ul>
		2.4	Describe the questioning techniques used during a candidate interview	<ul style="list-style-type: none"> <li>□ <i>Questioning techniques:</i> job related, e.g. technical questions; open questions; hypothetical questions, e.g. how would the candidate resolve a situation of conflict; behaviour-based questioning, e.g. examples of how the candidate has managed a situation or changes in job role</li> </ul>
		2.5	Describe techniques used to build rapport with candidates	<ul style="list-style-type: none"> <li>□ <i>Building rapport with candidates:</i> welcome candidate; maintain eye contact; use body language to convey an open and friendly attitude; set candidates at ease before beginning the formal interview; be prepared for the interview; use knowledge of candidates from CV and application form; end the interview on a positive note</li> </ul>
		2.6	Explain the role of candidate feedback	<ul style="list-style-type: none"> <li>□ <i>Unsuccessful candidates:</i> feedback in a professional, sincere and positive manner; give direct feedback on why they were not selected; provide feedback promptly; focus on both the positives and negatives</li> <li>□ <i>Importance of feedback:</i> feedback directly linked to job description and person specification; helps candidates know their strengths and weaknesses; helps candidates know what skills and knowledge they need to further develop; provides feedback on how interacting in an interview could be improved; gives a positive image of the organisation</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the final stage of the recruitment process	3.1	Describe the range of terms and conditions on which a candidate can be employed	<ul style="list-style-type: none"> <li>□ <i>Conditional offer</i>: usually in writing; provides information on job title and role; location; start date; terms, e.g. type of contract, pay, hours, holidays, bonuses; the conditions that need to be met, e.g. satisfactory references, Disclosure and Barring Service checks, previously known as CRB, health checks; probationary period; will have a set timescale for fulfilling conditions</li> <li>□ <i>Unconditional offer</i>: legally binding contract of employment which sets out the terms, job title and role; location; start date; terms, e.g. type of contract, pay, hours, holidays, bonuses</li> </ul>
		3.2	Describe the pre-employment checks that may be carried out on candidates	<ul style="list-style-type: none"> <li>□ <i>Pre-employment checks</i>: right to work in the UK; Disclosure and Barring Service checks, e.g. for working with children or in healthcare; health checks if relevant to job role, e.g. eye test for drivers; qualifications; job history; references; compliance with current legislation on keeping and storing candidates' information</li> </ul>
		3.3	Describe the methods used to communicate offers to clients and candidates	<ul style="list-style-type: none"> <li>□ <i>Methods</i>: letter outlining job offer and any conditions; job offer may be initially by telephone followed by a letter; email of job offer</li> <li>□ <i>Information provided</i>: any conditions; job role and location; confirming terms, e.g. start date, salary, hours</li> </ul>
		3.4	Explain the importance of keeping records up to date and confidential	<ul style="list-style-type: none"> <li>□ <i>Records</i>: paper-based or electronic records; safe and secure storage; accurate personal details; current job role and responsibilities; terms and conditions; previous employment history; references; results from assessments; records of training and development</li> <li>□ <i>Importance</i>: accurate and up-to-date information; to help improve recruitment, training and development, and promotion processes; to monitor equal opportunities issues and legal requirements; required by law</li> <li>□ <i>Confidential</i>: compliance with current legislation on keeping, accessing and storage of records; compliance with timescale for keeping records; secure disposal of records</li> </ul>

## Information for tutors

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### Delivery

For learning outcome 1, if learners are in employment they could be encouraged to share their experience of the assessment techniques used in their recruitment process. If learners are not in employment they could discuss why different types of organisation would use different assessment techniques to identify the most appropriate candidate to appoint. Learners could also undertake a range of the assessments used in the selection process, giving them greater knowledge, and how the results influence selection decisions. Alternatively, a case study could be used.

For learning outcome 2, learners could be encouraged to share their experience of the interview process when applying for a job, for a college course or to join a club. Learners could discuss the reasons why it is important for an organisation to interview candidates for job roles. The discussion could then be developed to focus on the different methods used for interviews and the content and features of the interview process.

Learners could discuss the reasons why it is important to build a rapport with the candidate. They could share their experience of the interview process and the techniques used by the interviewer to set them at ease before the interview started.

Learners could be given a case study on the questioning techniques that could be used in the interview process and then discuss why an organisation would use the different techniques. Learners could use a case study to discuss why it is beneficial for a candidate to receive feedback on the interview process. Alternatively, they could discuss why they would want feedback from a job interview and how the feedback would help them in planning for future interviews. Role-play activities of interviews could be used, as well as video clips of interviews.

For learning outcome 3, learners will need to understand the range of terms and conditions for a candidate to be employed. They could discuss the different terms and conditions through the use of a case study. The discussion could then be developed to focus on the pre-employment checks that may be carried out before a candidate is offered a contract of employment.

Learners could discuss the different methods used to inform candidates that they have been successful in the interview process and how job offers are made. They could discuss the importance of keeping records of employees and candidates up to date and confidential. The discussion could be developed to focus on how the information should be stored and accessed and the need to comply with current legislation. Alternatively, a case study could be used for the focus of the discussion.

## 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; 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, audio or video recordings should be made available and be supported by the learner's notes or prompt cards.

For learning outcome 1, learners will need to demonstrate an understanding of the range of assessment techniques and the role these techniques have in the selection process.

A professional discussion, presentation or a report could be used to provide the evidence for AC1.1 where learners need to explain the importance of assessment techniques in the selection process. The professional discussion, presentation or report could then be developed to describe types of assessment technique for AC1.2 and to explain when assessment techniques should be used for AC1.3. The evidence submitted for learning outcome 1 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

For learning outcome 2, learners will need to demonstrate an understanding of why interviewing candidates is important and the methods that can be used for the selection interview. Learners will need to demonstrate an understating of the features of the interview process, how to build rapport with candidates and the questioning techniques which are used. Learners will need to show they know the role feedback has in the interview process.

A professional discussion, presentation or a report could be used to provide the evidence for AC2.1 where learners need to explain the importance of interviewing candidates for selection and to describe the methods used to interview candidates for selection for AC2.2. The professional discussion, presentation or report could then be developed to describe the features of a candidate interview (AC2.3) and the techniques used to build rapport with candidates (AC2.5). A reflective account, presentation or report could be used for AC2.4 where learners need to describe the questioning techniques used during a candidate interview. The reflective account, presentation or report could then be developed for AC2.6 where learners need to explain the role of candidate feedback. 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 an understanding of the terms and conditions on which a candidate can be employed and the pre-employment checks that would be completed on the candidate. Learners will need to demonstrate an understanding of the methods used to communicate job offers to successful candidates and the importance of keeping personal records updated and confidential.

A professional discussion, reflective account, presentation or report could be used to describe the range of terms and conditions on which a candidate can be employed for AC3.1 and the pre-employment checks that may be carried out on candidates for AC3.2. The professional discussion, reflective account, presentation or report could then be developed to describe the methods used to communicate offers to clients and candidates for AC3.3. A presentation or report could be used to explain the importance of keeping records up to date and confidential. The evidence submitted for learning outcome 3 must be in sufficient depth to satisfy the requirements of the command verbs 'explain' and 'describe'.

## **Suggested resources**

### **Books**

Armstrong M, Taylor S – *Armstrong's Handbook of Human Resource Management Practice 13th Edition* (Kogan Page, 2014) ISBN 9780749469641

Lewis D, Sargeant M, Schwab B – *Employment Law: The Essentials 11th Revised Edition* (Chartered Institute of Personnel & Development (CIPD), 2011) ISBN 9781843982623

Newell Brown, J – *The Complete Guide to Recruitment: A Step-by-Step Approach to Selecting, Assessing and Hiring the Right People* (Kogan Page, 2011) ISBN 9780749459741

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

### **Journals and/or magazines**

*Management Today* (Haymarket Business Media)

*People Management* (Chartered Institute of Personnel and Development)

*Professional Manager* (A bi-monthly publication – Chartered Management Institute)

### **Websites**

[www.acas.org.uk](http://www.acas.org.uk) – the Advisory, Conciliation and Arbitration Service website, provides free and impartial advice on workplace relations and employment law, including recruitment and induction

[www.cipd.uk](http://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 to resources)

[www.gov.uk](http://www.gov.uk) – the government services and information website provides information on a variety of topics, including employment

# **Unit 5: Understanding Sales Techniques and Processes Used by Recruiters**

**Unit reference number: D/507/0964**

**QCF Level: 2**

**Credit value: 4**

**Guided learning hours: 36**

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## **Unit aim**

Recruitment agency staff have to sell their products and services to client businesses. Primarily this means placing employees into an organisation. You will learn that there is a sales cycle that involves acquiring clients and candidates and then matching them in order that the requirements of all parties are met in full.

This unit will examine how the matching process takes place. Initially, the market segment needs to be identified. A retail business wanting staff to work in a busy period would prefer to use people who have retail experience and, more specifically, a fashion store might want staff who have sold clothing. Information on potential candidates and clients is collected to establish how precisely their respective requirements can be aligned.

You will learn that recruitment agencies have to negotiate and agree the sale of employee services. There may also be other products and services that the recruitment agency can sell. It is through selling that agencies earn their income, make profits and achieve their objectives, as well as building a secure place in the recruitment market.

## **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 sales cycle used in recruitment	1.1	Describe the characteristics of the sales cycle used in recruitment	<ul style="list-style-type: none"> <li>□ <i>Sales cycle</i>: stages (leads, needs, qualifying clients and candidates, present and questions, resolving problems; close; contractual agreement); features of the stages</li> </ul>
		1.2	Explain how the different stages of the sales cycle affect the approach to recruitment	<ul style="list-style-type: none"> <li>□ <i>Approach to recruitment</i>: recruitment strategy; candidate attraction; candidate management; client acquisition</li> <li>□ <i>Market conditions</i>: shortage (candidates, clients) surplus (candidates, clients)</li> </ul>
		1.3	Describe the uses of the sales cycle in structuring and progressing sales contacts	<ul style="list-style-type: none"> <li>□ <i>Structuring and progressing</i>:                             <ul style="list-style-type: none"> <li>○ leads: identifying possible candidates and clients (pool, individuals)</li> <li>○ establishing requirements (candidates, clients)</li> <li>○ qualifying clients: identifying client requirements (skills, numbers, types, location, employment duration, commencement, payment)</li> <li>○ qualifying candidates: identifying candidate capacities to work (segments, roles)</li> <li>○ presenting and responding to questions: pitching (candidates, products, services); hearing objections and problems</li> <li>○ resolving problems: types of objection, e.g. price, product and service, timing; understanding nature of objections; offering solutions; obtaining agreement</li> <li>○ closing sales: verbal and non-verbal buying signals; confirm client requirements; clarify residual issues; obtain client agreement</li> </ul> </li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
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2	Understand how to identify sales opportunities	2.1	Explain how to segment candidates and clients	<ul style="list-style-type: none"> <li>□ <i>Candidate segmentation</i>: occupation; skills; geography; demography; psychography behavioural</li> <li>□ <i>Client segmentation</i>: industry sector; size; product/service requirements; location</li> </ul>
		2.2	Explain how to target candidates and clients	<ul style="list-style-type: none"> <li>□ <i>Targeting candidates</i>: advertising; headhunting; internet searching; in-house database; campus recruitment; referrals; talent mapping</li> <li>□ <i>Targeting clients</i>: identifying potential clients; target clients; research labour markets (recruitment fairs and exhibitions, economic trends, employment trends); identify decision makers in client organisations</li> </ul>
		2.3	Describe how to source and gather information about potential candidates and clients	<ul style="list-style-type: none"> <li>□ <i>Candidate information sources</i>: discussion; survey; questioning; databases; personal networks; word of mouth; CV searching, e.g. job boards, professional networks (LinkedIn, VisualCV)</li> <li>□ <i>Client information sources</i>: trade exhibitions; recruitment fairs; company searches; business press; trade directories; company annual reports; company and business websites; labour market surveys</li> </ul>
		2.4	Explain methods and reasons for qualifying the sales opportunities	<ul style="list-style-type: none"> <li>□ <i>Qualifying sales opportunities</i>: need (how many, skills, commencement, duration); finance (budget, buying criteria); authority (decision-making group; group member roles and responsibilities; sign off manager)</li> <li>□ <i>Reasons</i>: gain business; optimise chance of winning business; demonstrating expertise in sector; meeting client requirements efficiently</li> </ul>
		2.5	Explain the importance of accurate record keeping	<ul style="list-style-type: none"> <li>□ <i>Record keeping</i>: types, e.g. paper based; computer based; record of activity with candidates; record of activity with clients; legal and regulatory requirements; providing good quality information (candidates, clients); manage business activity efficiently; auditable record of activity; trusted information; underpin sound decision making; risk reduction; competitive advantage</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how recruiters close the sale	3.1	Explain how recruiters overcome objections to close the sale	<ul style="list-style-type: none"> <li>□ <i>Overcoming objections</i>: types of objection, e.g. price, product and service, timing; limit of authority; understanding nature of objections; empathising; offering solutions that overcome the objections; obtaining agreement</li> </ul>
		3.2	Explain how to identify verbal and non-verbal buying signals	<ul style="list-style-type: none"> <li>□ <i>Verbal and non-verbal buying signals</i>: questioning; seeking opinions; talks possessively; positive body language, e.g. smiling, nodding, eye contact; signals to confirm decision</li> </ul>
		3.3	Explain how to overcome barriers to closing the sale	<ul style="list-style-type: none"> <li>□ <i>Overcoming barriers</i>: types of objection, e.g. price, product and service, timing; understanding nature of objections; empathising; offering solutions that overcome the objections; obtaining agreement</li> </ul>
		3.4	Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale	<ul style="list-style-type: none"> <li>□ <i>After sales</i>: identify client requirement for additional products, services and support as add-ons, up sales and cross sales: specify range of products, services and support; indicate capacity to supply additional products, services and support</li> </ul>
		3.5	Describe different methods that recruiters use to close the sale	<ul style="list-style-type: none"> <li>□ <i>Methods for closing a sale</i>: techniques, e.g. alternative choice close, apology close, presumptive close; verbal and non-verbal buying signals; confirm client requirements; clarify residual issues; obtain client agreement</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. For learning outcome 1, formal teaching sessions can have input from a tutor to identify the theoretical material about the sales cycle in recruitment. Tutors can encourage learners to research the sales cycle online and to use discussions to clarify points about the use of the sales cycle.

For learning outcome 2, tutor input will be needed for the specialist technical input on identifying sales opportunities. Tutors can use techniques such as discussions and research activity (desk- or computer-based) to look at how sales opportunities can be identified. Using a guest speaker can give an insight into the practicalities of all aspects of selling in the recruitment market.

For learning outcome 3, tutor input will be needed for the specialist technical input on closing sales. Techniques such as discussions, video clips, simulations and role play can be used to examine the characteristics of sales closure. A guest speaker can give an insight into the practicalities of 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 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 questioning, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For all learning outcomes, covering all criteria, a staged, integrated assignment could be used with a scenario involving staff new to selling in recruitment. Learning outcome 1 could be demonstrated with a PowerPoint presentation consisting of four or five slides with accompanying notes. Learning outcome 2 could be demonstrated with a report on candidate and client management and the roles of segmentation, targeting, data gathering and qualifying sales opportunities. Learning outcome 3 could be demonstrated with an annotated display about how recruiters close a sale.

Assessment can be for individual learning outcomes and for combined learning outcomes in the unit. It can also be combined with the assessment of outcomes and criteria from other units, this would require an assessment map to identify where outcomes and criteria are 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](http://www.adecco.co.uk) – the website of the recruitment agency Adecco, showing its products and services. Other agencies offer similar information

[www.businessballs.com](http://www.businessballs.com) – provides a wide variety of free information including information on sales and selling training and techniques

[www.rec.uk.com](http://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.theior.org.uk](http://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](http://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.tutor2u.net](http://www.tutor2u.net) – 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 on the topic of marketing and promotion

# **Unit 6: Understanding the Legal, Regulatory and Ethical Requirements when Recruiting**

**Unit reference number:** H/507/0965

**QCF Level:** 2

**Credit value:** 2

**Guided learning hours:** 19

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## **Unit aim**

Legal, regulatory and ethical factors have to be considered when recruiting staff. In this unit, you will learn how the law influences recruitment practices. For example, discrimination when selecting employees is outlawed by the Equality Act 2010 on a wide range of grounds such as age, race and sex, thus protecting individuals' rights when they are looking for work.

By understanding the legal, regulatory and ethical requirements when recruiting, organisations show that they are complying with the law and demonstrating best recruitment practices.

In addition to legal requirements there are ethical practices that businesses may wish to demonstrate such as paying a living wage or the national minimum wage. This unit will consider how organisations need to have procedures for accommodating the legal, regulatory and ethical requirements relating to recruitment.

You will also learn about the employment rights and responsibilities of both the employee and employer. So in the area of health and safety, employees are responsible for working in ways that consider their own and others' safety and employers have to carry out risk assessments to assess the dangers of specific work activities.

## **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 an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to the recruitment industry	1.1	Explain how recruitment-specific legislation affects the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Legislation</i>: UK and EU legislation; 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</li> <li>□ <i>Recruitment process</i>: provisions of legislation; requirements of each piece of legislation for recruitment practices; implementation of requirements (The legislation and regulations must be current at the time of study)</li> </ul>
		1.2	Identify internal and external sources of information on legal, regulatory and ethical requirements	<ul style="list-style-type: none"> <li>□ <i>External sources of information</i>: 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, e.g. Recruitment and Employment Confederation Institute of Recruiters; employment law advice services</li> <li>□ <i>Internal sources of information</i>: company policies; company procedures; HR personnel; line management; Codes of Practice</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Explain the roles and powers of legislative organisations which have an impact on recruitment practices	<ul style="list-style-type: none"> <li>□ <i>Powers of legislative organisations:</i> 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)</li> </ul>
	1.4	Explain the purpose of professional codes of conduct and practice	<ul style="list-style-type: none"> <li>□ <i>Professional codes:</i> codes, e.g. REC Code of Professional Practice; Institute of Recruiters Code of Professional and Ethical Conduct; purposes; recruitment and selection procedures; recruitment and selection policies; conduct; compliance; practices; ethical issues</li> </ul>

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Learning outcomes		Assessment criteria		Unit amplification
2	Understand the employment rights and responsibilities of the employee and employer	2.1	Identify the features of a contract of employment for a permanent recruitment process	<ul style="list-style-type: none"> <li>□ <i>Contract of employment:</i> existence of contract; written terms; explicit terms (employment terms and conditions – pay, holidays, notice, pension entitlement, rights, responsibilities, duties); implied terms, e.g. not stealing from employer; liability protection; provision of a healthy and safe working environment</li> </ul>
		2.2	Identify the employment legislation affecting employers	<ul style="list-style-type: none"> <li>□ <i>Employment law:</i> 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</li> <li>□ <i>Other legislation and regulation:</i> Employment Agencies Act 1973; Conduct of Employment Agencies and Employment Businesses Regulations 2003, Money Laundering Regulations 2007, Disclosure Barring Service checks</li> </ul>
		2.3	Identify the employment legislation affecting employees	<ul style="list-style-type: none"> <li>□ <i>Practical application:</i> determine company recruitment policies, e.g. Equality Act 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</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Identify where to find information on employment rights and responsibilities both internally and externally	<ul style="list-style-type: none"> <li>□ <i>Sources of information:</i> 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, e.g. Recruitment and Employment Confederation Institute of Recruiters; employment law advice services; company policies; company procedures</li> </ul>
	2.5	Describe how representative bodies can support the employee	<ul style="list-style-type: none"> <li>□ <i>Representative bodies:</i> trade unions; works councils; health and safety committees; trade and industry associations</li> <li>□ <i>Support:</i> identify rights; protections; representation and advocacy; negotiation</li> </ul>
	2.6	Identify employer and employee responsibilities for equality and diversity in a recruitment business environment	<ul style="list-style-type: none"> <li>□ <i>Employer responsibilities:</i> adhere to requirements of Equality Act 2010; demonstrate ethical behaviour in respect of equality; demonstrate ethical behaviour in respect of diversity; equality and diversity monitoring</li> <li>□ <i>Employee responsibilities:</i> act in line with the requirements of Equality Act 2010; demonstrate ethical and responsible behaviour in respect of equality; demonstrate ethical and responsible behaviour in respect of diversity</li> </ul>
	2.7	Explain the importance of equality and diversity procedures in a recruitment business environment	<ul style="list-style-type: none"> <li>□ <i>Equality procedures:</i> legal compliance; regulatory compliance; ethical conduct; corporate reputation; best practice; social responsibility; promote equality awareness and requirements (candidates, clients)</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. For learning outcome 1, formal teaching sessions can include input from a tutor to identify the theoretical material about the procedures for dealing with legal, regulatory and ethical requirements. Tutors can illustrate points to show the impact of the law and the responsibility organisations have to comply with it.

For learning outcome 2, tutor input will be needed for the specialist technical input. Discussions, case studies, video clips, internet research and library resources can be used to examine the impact of the legal and regulatory requirements on recruitment activity. A guest speaker can provide insights into the practicalities of employment rights and responsibilities of both the employee and employer.

### 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 questioning, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For both learning outcomes, covering all criteria, a staged, integrated assignment could be used. The assignment could use a case study about the legal, regulatory and ethical requirements of the recruitment process and the employment rights and responsibilities of both the employee and the employer.

The aim would be to inform staff about an organisation's procedures for fulfilling its legal obligations and the rights and responsibilities of the employee and employer. The outcomes could be presented in the form of guides for staff, one on an organisation's legal, regulatory and ethical procedures for meeting its obligations in respect of recruitment and the other on the employment rights and responsibilities of both the employee and employer.

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

## Suggested resources

### Books

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.acas.org.uk](http://www.acas.org.uk) – the website of the Advisory, Conciliation and Arbitration Service provides guidance on employment issues, including contractual matters

[www.cipd.co.uk](http://www.cipd.co.uk) – the website of The Chartered Institute of Personnel and Development provides a variety of resources on recruitment, including reports and factsheets (membership is required for full access)

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk) – provides a wide variety of case study resources on various topics, including the rights and responsibilities of employers

[www.gov.uk](http://www.gov.uk) – the government information and services website provides information on a wide range of topics, including regulations and guidance in respect of recruitment practice

[www.legislation.gov.uk](http://www.legislation.gov.uk) – the website of The National Archives, which publishes all UK legislation, including that in relation to recruitment

[www.rec.uk.com](http://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.theior.org.uk](http://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)

### 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](http://www.bbc.co.uk/podcasts/series/bottomline/all)

# **Unit 7: Understanding the Building and Maintaining of Relationships with Candidates**

**Unit reference number:** K/507/0966

**QCF Level:** 2

**Credit value:** 2

**Guided learning hours:** 19

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## **Unit aim**

Productive, motivated and industrious candidates are needed by the recruitment business so that clients' requirements for staff can be met effectively. You will learn that it is sound business practice for a recruiter to attract candidates and retain their loyalty through careful candidate management. At the centre of candidate management is an understanding of what candidates need and want. This has to be balanced with what recruiters and their clients require.

A dialogue in which candidates are supported, managed and developed in ways that produce mutually beneficial solutions, underpins the relationship between candidates and recruiters.

Consideration will be given to maintaining candidate loyalty. It is in the recruiter's interest to keep candidates loyal as this will satisfy the candidate (who can rely on getting placed in suitable employment), clients (who know a recruiter can supply the necessary candidates to meet their requirements) and the recruiter (who can draw from a pool of good quality candidates). Being able to provide clients with such candidates is the primary source of the recruiter's income and profit.

## **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 how to build long term relationships with candidates	1.1	Explain the purposes and features of an effective communication plan	<ul style="list-style-type: none"> <li>□ <i>Communications plan</i>: purpose, e.g. build relationships with candidates (acquire, develop, inform); establish trust; obtain loyalty</li> <li>□ <i>Plan features</i>: objectives; resources required; content; audience requirements; monitoring arrangements; plan adjustment arrangements; candidate communication (frequency, timing, content)</li> </ul>
		1.2	Understand candidates' needs, wants and expectations	<ul style="list-style-type: none"> <li>□ <i>Candidates' requirements</i>: build candidate profiles, e.g. CV reviews; internet scanning - social media, employment sites; interview/discussion; identify candidate objectives (needs, wants, expectations); career development plan; current requirements; long-term requirements; advice; establish candidate key selling point</li> </ul>
		1.3	Explain the importance of balancing candidates' needs with organisational policies	<ul style="list-style-type: none"> <li>□ <i>Balancing candidates' needs with organisational policies</i>: candidates' requirements; organisational requirements; differences between competing requirements</li> <li>□ <i>Importance</i>: prioritise requirements; reconcile requirements; meet objectives (candidate, client, recruiter)</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Describe the basis on which relationships with candidates are managed	<ul style="list-style-type: none"> <li>□ <i>Managing candidates</i>: establish base-lines; candidate (skills, knowledge, salary, aspirations, adaptability; timescales; client (actual and potential opportunities; conditions in the job market); recruiter (client pool, market expertise); realism; transparency</li> <li>□ <i>Basis</i>: candidate acquisition; qualify candidates; develop candidates; place candidates; retain candidates</li> </ul>
	1.5	Explain the importance of negotiating mutually beneficial solutions with candidates	<ul style="list-style-type: none"> <li>□ <i>Mutuality</i>: candidate benefits, e.g. needs met, suitable employment, career development; recruiter benefits, e.g. grow pool of candidates; candidate quality; candidate loyalty, satisfied clients, growth, (sales, revenues, profits); benefits exceed disadvantage (candidates, recruiters, clients)</li> </ul>
	1.6	Describe the role of candidate feedback in enhancing relationships and profitability	<ul style="list-style-type: none"> <li>□ <i>Feedback</i>: obtaining feedback (formal, informal); sources of feedback; survey; spoken; electronic, e.g. social media; analysing feedback</li> <li>□ <i>Role</i>: identifying issues that require action (candidate-related; recruiter-related); develop candidates; relationship enhancement (candidate; client); improved business activities (sales; profits)</li> </ul>
	1.7	Explain the importance of the candidate experience when developing long-term relationships	<ul style="list-style-type: none"> <li>□ <i>Candidate experience</i>: primacy of candidate interests; successful placement; needs met; supportive recruiter; commitment of recruiter to candidate</li> <li>□ <i>Importance</i>: mutuality of trust; loyalty; commitment; support; candidate retention; goodwill; reputational enhancement</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the importance of maintaining candidate loyalty	2.1	Explain the relationship between candidate loyalty and profitability	<ul style="list-style-type: none"> <li>□ <i>Loyalty</i>: candidate retention by recruiter; increased qualification opportunities; additional placements; candidate development to add value; enhanced candidate pool; improved recruiter flexibility</li> <li>□ <i>Profitability</i>: recruiter as preferred supplier; improved recruiter flexibility in supply of candidates; increased sales volumes; higher-value candidates: growth (revenues, profits)</li> </ul>
		2.2	Describe the factors affecting the attraction and retention of candidate loyalty	<ul style="list-style-type: none"> <li>□ <i>Attraction factors</i>: reputation; market segments covered; quality of placements; understanding candidate requirements</li> <li>□ <i>Retention factors</i>: recruiter support; candidate promotion; placement success rates; fulfilment of candidates' needs, wants and expectations; informing candidates; managing resignations</li> </ul>
		2.3	Describe the advantages and disadvantages of the different methods of enhancing candidate loyalty	<ul style="list-style-type: none"> <li>□ <i>Methods</i>: personal contact; regular communication; candidate marketing; candidate preparation; candidate briefing and de-briefing</li> <li>□ <i>Advantages and disadvantages</i>: time, cost, effort; maintaining candidate data; impact of competitor recruiter activity</li> </ul>
		2.4	Explain the importance of reviewing candidates' experiences as a means of improving the recruitment process	<ul style="list-style-type: none"> <li>□ <i>Reviewing candidates' experience</i>: reviews; de-briefings</li> <li>□ <i>Importance</i>: accurate candidate profile; improved candidate qualifying; improved placement rate; review client relationships; improved client qualifying</li> </ul>

## Information for tutors

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### Delivery

For this unit, tuition for the learning outcomes lends itself to flexible delivery. For learning outcome 1, formal teaching sessions can have input from a tutor to identify the theoretical material about building relationships with candidates. Learners may well be familiar with finding jobs through agencies so discussions and reflection can be insightful approaches to use. Learners can work both individually and in a group to gather information about the networking.

For learning outcome 2, tutor input will be needed for the specialist technical input on the importance of maintaining candidate loyalty. Learners can make use of case studies, discussion and video clips to clarify their understanding. A guest speaker can provide insights into the practicalities and importance of developing and maintaining candidate relationships in recruitment.

### Assessment

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

Learners must meet all assessment criteria to pass the unit.

The assessment must 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 questioning, case studies, exercises, simulations, practical work and recognition of prior learning. All assessment methods are acceptable provided that the assessment enables the learner to produce relevant evidence that can be judged against the assessment criteria.

For both learning outcomes, covering all the associated assessment criteria, a case study on a recruitment business that cannot keep its candidates could be used. Learners could then produce a presentation with supporting notes, demonstrating the outcomes, in which they explain the importance to the recruitment business of building long-term relationships with candidates who are loyal.

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

## Suggested resources

### Book

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.cipd.co.uk](http://www.cipd.co.uk) – the website of The Chartered Institute of Personnel and Development provides a variety of resources on recruitment, including reports and factsheets (membership is required for full access)

[www.rec.uk.com](http://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.theior.org.uk](http://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)

### 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](http://www.bbc.co.uk/podcasts/series/bottomline/all)

## 13 Further information and useful publications

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

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [qualifications.pearson.com](http://qualifications.pearson.com)
- Pearson Work Based Learning and Colleges: [qualifications.pearson.com/en/support/support-for-you/work-based-learning](http://qualifications.pearson.com/en/support/support-for-you/work-based-learning)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk)

Key publications:

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

All of these publications are available on our website.

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

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

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

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

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

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

## **BTEC training and support for the lifetime of the qualifications**

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

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

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

## **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/Aboutus/contact-us/Pages](http://www.edexcel.com/Aboutus/contact-us/Pages)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [www.edexcel.com/aboutus/contact-us/ask-expert/Pages](http://www.edexcel.com/aboutus/contact-us/ask-expert/Pages) and we will make sure your query is handled by a subject specialist.

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**June 2015**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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