Pearson
Edexcel Level 3 NVQ Diploma in Recruitment

Specification

NVQ qualification

First registration June 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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

About Pearson

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

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

This qualification was previously known as:

Pearson Edexcel Level 3 NVQ Diploma in Recruitment (QCF)

The QN remains the same.

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

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

ISBN 9781446952191

Summary of Pearson Edexcel Level 3 NVQ Diploma in Recruitment Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

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

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

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- 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
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson NVQ qualifications

What are NVQ qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

NVQ/Competence-based qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	**Pearson Edexcel Level 3 NVQ Diploma in Recruitment**
Qualification Number (QN)	601/6188/7
Regulation start date	15/05/2015
Operational start date	01/06/2015
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	41
Assessment	Portfolio of Evidence (internal assessment).
Total Qualification Time (TQT)	410
Guided learning hours	188
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however learners are likely to have some prior experience in a target-focused role such as sales, marketing, customer service and/or recruitment, although this is not a formal requirement. However, centres must follow the Pearson Access and Recruitment policy (see *Section 7, Access and Recruitment*).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. Alternatively, the Skills Funding Agency's simplified funding catalogues can be used to check funding approval. Further information and guidance is available on the website: www.gov.uk

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner’s final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual,* available on our website at: qualifications.pearson.com

3 Qualification rationale

Qualification objectives

The Pearson Edexcel Level 3 NVQ Diploma in Recruitment is for learners who work in, or who want to work in the recruitment sector in job roles such as Trainee/Junior Recruitment Consultant or Account Representative.

It gives learners the opportunity to:

- develop and demonstrate a range of technical skills and behaviours that support competence in the job roles stated above. This includes skills in identifying client recruitment requirements, assessing candidates, briefing and supporting candidates, administering the recruitment process and developing working relationships with colleagues.
- develop the role-related knowledge to underpin competence in the job roles stated above
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

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

Apprenticeships

Skills CFA include the Pearson Edexcel Level 3 NVQ Diploma in Recruitment as the competencies component for the Advanced Apprenticeship in Recruitment.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 NVQ Diploma in Recruitment can progress to the Advanced Apprenticeship in Recruitment (completing the Pearson BTEC Level 3 Certificate in Recruitment Practice. Learners can also progress to higher levels within the recruitment suite of qualifications, for example the Pearson Edexcel Level 4 NVQ Diploma in Recruitment and the Pearson BTEC Level 4 Diploma in Recruitment Management, which together form part of the Higher Apprenticeship in Recruitment. With further development, learners can also progress to job roles that require a more complex set of skills, such as Lead/Senior/Principal Consultant or Account Manager.

Industry support and recognition

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

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Recruitment, which were set and designed by Skills CFA, the Sector Skills Council for the sector.

4 Qualification structure

Pearson Edexcel Level 3 NVQ Diploma in Recruitment

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

Minimum number of credits that must be achieved	41
Minimum number of credits that must be achieved at level 3 or above	36
Number of mandatory credits that must be achieved	28
Number of optional credits that must be achieved	13

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	T/504/6962	Identify Client Recruitment Requirements	3	3	10
2	F/504/6964	Pre-select Candidates	3	3	10
3	L/504/6966	Assess Candidates	3	3	20
4	R/504/6967	Match and Present Candidates to Employers	3	4	30
5	K/504/6974	Attract Potential Candidates	3	3	20
6	T/504/6976	Brief and Support Candidates	3	3	15
7	A/504/6977	Carry Out Candidate Debriefing	3	4	20
8	F/504/6978	Administer Recruitment Processes	2	2	20
9	H/600/9660	Develop Working Relationships with Colleagues	2	3	15
Unit	**Unit reference number**	**Optional units**	**Level**	**Credit**	**Guided learning hours**
10	M/504/6961	Advise Clients on Operational Recruitment Planning	3	4	15
11	A/504/6963	Develop Resourcing Plan for Recruitment Services	3	4	15
12	D/504/6969	Sustain Customer-Focused Relationships with Clients	3	6	30
13	J/504/6979	Co-ordinate Flexible Workers	3	6	40
14	H/502/9929	Conduct Market Research	3	6	10

Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
15	F/502/8612	Negotiating, Handling Objections and Closing Sales	3	4	22
16	K/502/8622	Buyer Behaviour in Sales Situations	3	3	27
17	Y/502/9927	Analyse Competitor Activity	3	3	3
18	A/502/8656	Developing Sales Proposals	4	5	30
19	L/502/8631	Preparing and Delivering a Sales Presentation	3	4	28
20	R/600/9587	Develop, Maintain and Review Personal Networks	4	4	25

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* can be found on our website: qualifications.pearson.com

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- Providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme.
- Using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs.
- Carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve the employer in the induction process. This helps employers to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme.
- Keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- Offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios.
- Planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practice their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning.
- Integrating the delivery and assessment of Personal, Learning and Thinking Skills (PLTS) and Employment Rights and Responsibilities (ERR) if the programme is being delivered as a part of an Apprenticeship. It is important that learners understand the relevance of these skills in the workplace and are aware of when and how they will be developing them. Please see *Annexe C* for mapping of PLTS to the units in this specification.
- Developing an holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and that indicates how and when the units will be assessed.
- Discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- Communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs.
- Working with the employer to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor.
- Helping the employer to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

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 the appropriate physical resources to support delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it must offer the same conditions as the normal, day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7, Access and recruitment*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Access and recruitment

Our policy on 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification, however learners are likely to have some prior experience in a target-focused role such as sales, marketing, customer service and/or recruitment, although this is not a formal requirement.

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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8, Assessment*.

8 Assessment

To achieve a pass for the full qualification, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment of the internally assessed units may be in English, Welsh or Irish. If assessment is to be carried out in either Welsh or Irish then centres must inform Pearson at the point of learner registration.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our policy document *Use of languages in qualifications policy,* available on our website at: qualifications.pearson.com

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*. Both documents are on our website at: qualifications.pearson.com

Internal assessment

The units in this qualification are assessed through an internally and externally quality assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria for the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.

  Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: qualifications.pearson.com
- a combination of these.

Assessment strategy

The assessment strategy for this qualification is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualification remains valid and reliable. It has been developed by Skills CFA in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements (please see *Section 10, Quality assurance of centres*) and the requirements of the assessment requirements/strategy given in *Annexe A*.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Any specific evidence requirements for a unit are given in the *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website at: qualifications.pearson.com. Please see *Section 12, Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy,* which is available on our website at: qualifications.pearson.com

Dealing with malpractice

Centres must have a policy for dealing with malpractice by learners. This policy must follow the *Pearson Assessment Malpractice Policy,* which is available on our website at: qualifications.pearson.com. Centres must report malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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*.

Both documents are on our website at: qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

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

Both of the documents mentioned above are on our website at: qualifications.pearson.com

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson vocational qualifications need to apply for and be granted centre recognition and approval 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 Pearson vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which 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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will normally be allocated to verify all elements of the BTEC Apprenticeship programme. Centres should make use of our one-click learner registration to access this facility. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier should be allocated. If a centre is also offering stand-alone BTEC qualifications in the same sector as a full BTEC Apprenticeship, a different quality assurance model applies.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment and verification, and for the specific occupational sector are being met consistently.

For further details, please go to the *NVQ Quality Assurance Centre Handbook,* the *BTEC Apprenticeships Quality Assurance Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

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

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

Assessment criteria

Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.

Unit 1: Identify Client Recruitment Requirements

Unit reference number: T/504/6962

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

In this unit, you will be able to confirm clients' staffing requirements through establishing the numbers of people needed in which roles and the client's policies and requirements for experience, skills, qualifications, attributes and any other relevant candidate requirements. The unit will enable you to analyse the role requirements of the staff sought. You will gain an understanding of the purpose, methods and suitability of different methods of job analysis, be able to record role profiles, job descriptions, person specifications and/or vacancy details in the agreed format(s). You will also gain an understanding of the distinctions between role profiles, job descriptions and person specifications and the information needed for each.

You will be able to confirm recruitment arrangements with clients, including the services to be offered to clients and terms of business and timescales, whilst ensuring that agreements made meet legal and ethical requirements.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Confirm clients' staffing requirements	1.1	Establish the numbers of people needed in which roles			
		1.2	Establish the client's policies and requirements for experience, skills, qualifications, attributes and any other relevant candidate requirements			
		1.3	Clarify the contractual terms of the staff sought by the clients			
2	Analyse the role requirements of staff sought	2.1	Explain the purpose, methods and suitability of different methods of job analysis			
		2.2	Identify the requirements of the roles using valid sources of information			
		2.3	Record role profiles, job descriptions, person specifications and/or vacancy details in the agreed format(s)			
		2.4	Explain the distinctions between role profiles, job descriptions and person specifications and the information needed for each			
3	Confirm recruitment arrangements with clients	3.1	Confirm the services to be offered			
		3.2	Confirm terms of business and timescales			
		3.3	Ensure that agreements meet legal and ethical requirements			

Learner name: ____ Date: ____________________________

Learner signature: ____ Date: ____________________________

Assessor signature: ____ Date: ____________________________

Internal verifier signature: _____________________________________ Date: ____________________________
(*if sampled*)

Unit 2: Pre-select Candidates

Unit reference number: F/504/6964

Level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

In this unit, you will be able to shortlist candidates, including assessing candidates against the agreed criteria, identifying any attractive prospects who do not meet the criteria but who offer potentially valuable alternatives and confirming the interest, identity, suitability and availability of those pre-selected, whilst ensuring that all pre-selection processes meet legal and ethical requirements.

The unit will enable you to present pre-selected candidates to clients in the agreed format and timescale, promoting them whilst explaining how they meet the client's requirements and agreeing with the client which candidates they will consider.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Shortlist candidates	1.1	Assess candidates against the agreed criteria			
		1.2	Identify any attractive prospects who do not meet the criteria but who offer potentially valuable alternatives			
		1.3	Inform those who are not pre-selected of the outcome in accordance with organisational standards and procedures			
		1.4	Confirm the interest, identity, suitability and availability of those pre-selected			
		1.5	Ensure all pre-selection processes meet legal and ethical requirements			
2	Present pre-selected candidates to clients	2.1	Present shortlisted candidates to clients in the agreed format and timescale			
		2.2	Promote the shortlisted candidates, explaining how they meet the client's requirements			
		2.3	Agree with the client which candidates they will consider			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 3: Assess Candidates

Unit reference number: L/504/6966

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

In this unit, you will understand the basis for choosing selection methods and media, including the features, requirements, advantages and disadvantages of a range of selection methods and why some selection methods are better suited to some roles than others.

The unit will enable you to carry out candidate assessments, including making assessments that are objective and evidence-based, recording and informing candidates of the next step(s) and/or results in the process, whilst ensuring the assessment process(es) meet legal and ethical requirements. You will be able to plan candidate assessments, through confirming the objectives of the assessment process, assembling the resources needed and inviting candidates to carry out the assessment process in accordance with organisational standards and procedures.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A*.

Additional information

Assessments may include:

- Face to face interview
- Completed application forms
- On-going reviews
- Expression of interest forms
- Reference from employer
- CV
- Qualifications/certificates
- Appraisal
- Previous job descriptions/role
- Witness testimony

- Personal development plan
- Supervision reports

(This is not definitive and a variety of evidence should be used to make an assessment.)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Plan candidate assessments	1.1	Confirm the objectives of the assessment process(es)			
		1.2	Assemble the resources needed for the assessment process			
		1.3	Invite candidates to carry out the assessment process(es) in accordance with organisational standards and procedures			
2	Carry out candidate assessments	2.1	Carry out assessments in accordance with the resourcing plan, job and personal specification and good industry practice in the use of interviewing techniques			
		2.2	Make assessments that are objective and evidence-based			
		2.3	Inform candidates of the next step(s) and/or results in the process in accordance with organisational standards and procedures			
		2.4	Record the outcomes of the assessment in accordance with organisational standards and procedures			
		2.5	Ensure the assessment process(es) meet legal and ethical requirements			
3	Understand the basis for choosing selection methods and media	3.1	Explain the features, requirements, advantages and disadvantages of a range of selection methods (pre-selection, interviewing (biographical and competence assessment), assessment centres, psychometric testing)			
		3.2	Explain why some selection methods are better suited to some roles than others			

Learner name: ____ Date: ___________________________

Learner signature: ____ Date: ___________________________

Assessor signature: ____ Date: ___________________________

Internal verifier signature: ____________________________________ Date: ___________________________
(*if sampled*)

Unit 4: Match and Present Candidates to Employers

Unit reference number:	**R/504/6967**
Level:	**3**
Credit value:	**4**
Guided learning hours:	**30**

Unit summary

In this unit, you will develop and maintain a candidate database, including agreeing the criteria by which candidates will be included and obtaining sufficient relevant information about candidates to enable matching to take place. You will be able to match candidates to employers by identifying potentially suitable job opportunities that meet both candidate and client specifications. You will promote suitable candidates to clients and suitable clients to candidates, informing candidates of the nature and details of the selection assessment, including timescale.

The unit will enable you to promote shortlisted candidates, agreeing with the client which candidates will be accepted, and providing constructive feedback to them on the results of the submission and assessment, whilst ensuring that all recruitment policies, materials and processes meet legal and ethical requirements.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Develop and maintain a candidate database	1.1	Agree the criteria by which candidates will be included on the candidate database			
		1.2	Obtain sufficient relevant information about candidates to enable matching to take place			
		1.3	Keep the candidate database up to date			
2	Match candidates	2.1	Identify potentially suitable job opportunities that meet candidates' specifications and candidates who meet client specifications			
		2.2	Promote suitable candidates to clients and suitable clients to candidates			
		2.3	Inform candidates of the nature and details of the selection assessment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Present candidates to clients	3.1	Present candidates to clients in the agreed format and timescale			
		3.2	Promote shortlisted candidates, explaining how they meet the client's requirements			
		3.3	Agree with the client which candidates will be accepted			
		3.4	Record placements and carry out associated administrative and financial actions in accordance with organisational procedures			
		3.5	Provide constructive feedback to candidates on the results of the submission and assessment			
		3.6	Use feedback to make improvements to the recruitment process			
		3.7	Ensure all recruitment policies, materials and processes meet legal and ethical requirements			

Learner name: ______________________________ Date: ______________________

Learner signature: ______________________________ Date: ______________________

Assessor signature: ______________________________ Date: ______________________

Internal verifier signature: ______________________________ Date: ______________________
(*if sampled*)

Unit 5: Attract Potential Candidates

Unit reference number: K/504/6974

Level: 3

Credit value: 3

Guided learning hours: 20

Unit summary

In this unit, you will effectively plan candidate attraction activities, by selecting networks, marketing methods and media that are likely to reach the desired candidate groups, specifying the timescale and ensuring that all recruitment activities, materials and processes meet legal and ethical requirements. The unit will enable you to implement candidate attraction activities, including managing problems in accordance with organisational procedures and recording and reporting on the outcomes of the implementation, while being able to explain the principles of effective job advertisement design.

You will build relationships with candidates, including qualifying them in accordance with organisational standards and procedures, using opportunities to promote them for suitable positions and applying customer service techniques in building proactive relationships with potential candidates.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Additional information

Qualify may include:

- Face to face event
- On-line event
- Via recognised auditable event

(It is envisaged that the learner will have knowledge of the organisational standards and procedures.)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Plan candidate attraction activities	1.1	Select networks and marketing methods and media that are likely to reach the desired candidate group(s)			
		1.2	Specify the timescale			
		1.3	Ensure all recruitment activities, materials and processes meet legal and ethical requirements			
2	Implement candidate attraction activities	2.1	Deliver the plan within the agreed timescale			
		2.2	Manage problems in accordance with organisational procedures			
		2.3	Keep stakeholders up to date with progress, developments and issues			
		2.4	Record and report on the outcomes of the implementation in accordance with the plan and organisational procedures			
		2.5	Create job advertisements that capture all the required information using relevant and accurate information sources			
		2.6	Explain the principles of effective job advertisement design (Attention, Desire, Interest, Action (AIDA))			
		2.7	Ensure all recruitment advertising, materials and processes meet legal and ethical requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Build relationships with candidates	3.1	Qualify candidates in accordance with organisational standards and procedures			
		3.2	Provide information and advice that would enhance candidates' employability			
		3.3	Use opportunities to promote the candidate for suitable positions			
		3.4	Apply customer service techniques in building productive relationships with potential candidates			
		3.5	Record all contact with and information about candidates that is likely to add to understanding about candidates and clients			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 6: Brief and Support Candidates

Unit reference number: T/504/6976

Level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

In this unit, you will identify the nature of candidates' needs and expectations, agreeing priorities, availability, flexibilities and action plans and recording agreements and information in accordance with organisational procedures. The unit will enable you to brief candidates on employer requirements and preference, provide constructive and sensitive feedback to candidates and ensure that all recruitment policies, materials and processes meet legal and ethical requirements.

You will support candidates, by taking steps to find them suitable job opportunities, suggesting ways of improving their employability and negotiating on their behalf to optimum effect.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Identify candidates' needs	1.1	Identify the nature of candidates' needs and expectations			
		1.2	Agree priorities, availability, flexibilities and action plans			
		1.3	Record agreements and information in accordance with organisational procedures			
2	Brief candidates on employer requirements	2.1	Brief candidates on employers' requirements and preferences			
		2.2	Provide constructive and sensitive feedback to candidates on their job-search performance			
		2.3	Ensure all recruitment policies, materials and processes meet legal and ethical requirements			
3	Support candidates	3.1	Take steps to find suitable job opportunities for candidates			
		3.2	Promote candidates to employers for suitable positions			
		3.3	Suggest ways of improving candidates' employability			
		3.4	Negotiate on behalf of candidates to optimum effect (e.g. terms, dates, counter offers)			

Learner name: ____ Date: ____________________________

Learner signature: ____ Date: ____________________________

Assessor signature: ____ Date: ____________________________

Internal verifier signature: ____________________________________ Date: ____________________________
(*if sampled*)

Unit 7: Carry out Candidate Debriefing

Unit reference number:	**A/504/6977**
Level:	**3**
Credit value:	**4**
Guided learning hours:	**20**

Unit summary

This unit will enable you to review candidates' progress and exchange feedback with them. You will keep candidate records, review the effectiveness of agreed action plans and use information from a range of sources. You will provide timely feedback to candidates which is constructive, accurate, sensitive and evidence-based, ensuring the realism of their expectations, and that all recruitment policies and advice given meet legal and ethical requirements.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Review candidates' progress	1.1	Keep candidate records and the database of their job search-related activities up to date			
		1.2	Review the effectiveness of agreed action plans at agreed intervals and adapt them in the light of changing circumstances			
		1.3	Use information from a range of sources to add to the understanding of candidates' needs and expectations			
2	Exchange feedback with candidates	2.1	Provide timely feedback that is constructive, accurate, sensitive and evidence-based			
		2.2	Give candidates feedback at all stages of the job search programme			
		2.3	Optimise the personal and business brand through productive relationships with candidates			
		2.4	Ensure the realism of candidates' expectations, explaining why some may be unachievable			
		2.5	Ensure all recruitment policies and advice given meet legal and ethical requirements			

Learner name: ______________________________________ Date: ______________________

Learner signature: ___________________________________ Date: ______________________

Assessor signature: __________________________________ Date: ______________________

Internal verifier signature: ____________________________ Date: ______________________
(*if sampled*)

Unit 8: Administer Recruitment Processes

Unit reference number: F/504/6978

Level: 2

Credit value: 2

Guided learning hours: 20

Unit summary

This unit will enable you to administer recruitment, selection and appointment processes, ensuring that current and accurate job descriptions or role profiles and person specifications are available for the roles being recruited, managing responses in accordance with the candidate attraction plan and explaining organisational procedures for the recruitment of personnel.

You will make arrangements for assessment events in accordance with the resourcing plan, inviting shortlisted candidates to assessment events and managing all administration. Finally, you will confirm the terms and conditions of employment, carry out agreed pre-employment checks and communicate offers, whilst working in accordance with organisational standards and procedures.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Administer the recruitment process	1.1	Ensure that current and accurate job descriptions/role profiles and person specifications are available for the roles being recruited			
		1.2	Confirm the accuracy and completeness of the terms, conditions, benefits, application and response methods for the roles being recruited			
		1.3	Place advertisements in the chosen media/locations in accordance with the candidate attraction plan			
		1.4	Make effective use of internet recruitment in accordance with the candidate attraction plan			
		1.5	Manage responses in accordance with the candidate attraction plan			
		1.6	Explain organisational procedures for the recruitment of personnel			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Administer the selection process	2.1	Make arrangements for assessment events in accordance with the resourcing plan			
		2.2	Invite shortlisted candidates to assessment events in accordance with organisational procedures			
		2.3	Arrange for any tests to be administered in accordance with the resourcing plan			
		2.4	Manage the administration of the assessment event in accordance with organisational procedures			
		2.5	Carry out financial actions in accordance with organisational procedures			
3	Administer the appointment process	3.1	Confirm the terms and conditions on which the candidate will be employed			
		3.2	Carry out the agreed pre-employment checks			
		3.3	Communicate offers in accordance with organisational standards and procedures			
		3.4	Keep databases up to date and maintain the requirements of confidentiality			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 9: Develop Working Relationships with Colleagues

Unit reference number: **H/600/9660**

Level: **2**

Credit value: **3**

Guided learning hours: **15**

Unit summary

In this unit, you will understand the benefits of productive working relationships with colleagues. You will be able to establish working relationships, agreeing the roles and responsibilities for colleagues.

The unit will enable you to act in a professional and respectful manner, displaying behaviour that shows professionalism, communicating with colleagues, clearly and concisely and identifying potential work-related difficulties and conflicts of interest and how these can be resolved.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership, in *Annexe C.*

Additional information

Display behaviours may include:

- Face to face
- Verbal communication
- Non-verbal communication
- Administrative functions (e-mail and other electronic communications)

Professionalism can be related to the sector they are recruiting in.

(The learner should be able to explain how behaviours and professionalism may vary dependant on the environment.)

Receive may include:

- Verbal communication
- Non-verbal communication

Clarify – the learner should explain how they confirm their understanding

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits of working with colleagues	1.1	Describe the benefits of productive working relationships			
2	Be able to establish working relationships with colleagues	2.1	Identify colleagues within own and other organisations			
		2.2	Agree the roles and responsibilities for colleagues			
3	Be able to act in a professional and respectful manner when working with colleagues	3.1	Explain how to display behaviour that shows professionalism			
4	Be able to communicate with colleagues	4.1	Identify, information to others clearly and concisely			
		4.2	Explain how to receive and clarify own understanding of information			
5	Be able to identify potential work-related difficulties and explore solutions	5.1	Identify potential work-related difficulties and conflicts of interest			
		5.2	Explain how to resolve identified potential difficulties			

Learner name: ______________________________ Date: ______________________

Learner signature: ______________________________ Date: ______________________

Assessor signature: ______________________________ Date: ______________________

Internal verifier signature: ______________________________ Date: ______________________
(*if sampled*)

Unit 10: Advise Clients on Operational Recruitment Planning

Unit reference number: M/504/6961

Level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

In this unit, you will gain an understanding of human resource planning, including how public and private sector organisations carry out human resource planning, and the importance of the role of recruitment and the recruiter's role within it. You will also understand the basis for choosing recruitment methods and media, including the features, requirements, advantages and disadvantages of a range of recruitment methods and why some recruitment methods and media are better suited to some roles than others.

The unit will enable you to define clients' operational recruitment needs, including determining their current operational needs and presenting any recruitment solution to them, whilst ensuring that all recruitment policies, material and processes meet legal and ethical requirements. You will analyse valid information using valid methods of evaluation and identify the success of the solutions in meeting the client's objectives.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand human resource planning	1.1	Explain how public and private sector organisations carry out human resource planning			
		1.2	Identify the factors to be taken into account in human resource planning			
		1.3	Explain the importance of the role of recruitment in human resource planning			
		1.4	Assess the recruiter’s role in human resource planning			
2	Define clients’ operational recruitment needs	2.1	Explain employment-related trends and patterns in the client’s industry			
		2.2	Determine the client’s current operational needs			
		2.3	Advise on the availability of suitable personnel in the labour market			
		2.4	Calculate the cost of hiring time, fees/staff costs to the client			
		2.5	Present a recruitment solution to the client, showing costs, benefits and performance measures			
		2.6	Agree mutually acceptable terms and conditions of business with the client			
		2.7	Ensure all recruitment policies, materials and processes meet legal and ethical requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the basis for choosing recruitment methods and media	3.1	Explain the features, requirements, advantages and disadvantages of a range of recruitment methods (word of mouth, newspaper adverts, TV, radio, e-recruitment, agencies/consultancies, job clubs, training schemes, networking etc.)			
		3.2	Explain why some recruitment methods and media are better suited to some roles than others			
4	Analyse the effectiveness of the recruitment solutions	4.1	Analyse valid information using valid methods of evaluation			
		4.2	Identify the success of the solutions in meeting the client's objectives			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 11: Develop Resourcing Plan for Recruitment Services

Unit reference number:	**A/504/6963**
Level:	**3**
Credit value:	**4**
Guided learning hours:	**15**

Unit summary

This unit will enable you to agree with clients how recruitment needs will be met, by clarifying the client's recruitment and selection preference and/or processes, recommending the optimum method of recruitment and selection and advising the client of any potential adverse effects associated with recruitment methods.

You will develop a recruitment resourcing plan, ensuring that it includes items such as SMART objectives, a candidate attraction plan and contingencies, and that the plan specifies the chosen recruitment and selection methods, whilst being achievable within budget and timescale. You will also ensure that all recruitment policies, materials, processes and the resourcing plan meet legal and ethical requirements.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Agree with clients how recruitment needs will be met	1.1	Clarify the client's recruitment and selection preferences and/or processes			
		1.2	Recommend the optimum method(s) of recruitment and selection for a range of roles			
		1.3	Advise the client on any potential adverse effect associated with recruitment methods			
		1.4	Ensure all recruitment policies, materials and processes meet legal and ethical requirements			
2	Develop a recruitment resourcing plan	2.1	Ensure the plan includes SMART objectives, candidate attraction plan, application method(s), circulation arrangements, quality standards, resource allocations, contingencies, success criteria, validation processes and evaluation mechanisms			
		2.2	Ensure the plan specifies the chosen recruitment and selection method(s) and is achievable within budget and timescale			
		2.3	Ensure the resourcing plan meets legal and ethical requirements			

Learner name: ______________________________________ Date: ______________________

Learner signature: ____________________________________ Date: ______________________

Assessor signature: ___________________________________ Date: ______________________

Internal verifier signature: _______________________________ Date: ______________________
(*if sampled*)

Unit 12: Sustain Customer-focused Relationships with Clients

Unit reference number:	**D/504/6969**
Level:	**3**
Credit value:	**6**
Guided learning hours:	**30**

Unit summary

In this unit, you will gain understanding of the networking tools used to create relationships with clients in recruitment, including the purpose and benefits of recruitment networking, how different social media can be used, and the importance and requirements of creating a personal 'brand'.

The unit will enable you to build and sustain relationships with clients in recruitment, including planning an approach that is appropriate to different kinds of recruitment relationship, applying customer service techniques in building productive relationships and using opportunities to assess and maintain productive client contact.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand networking tools to create relationships with clients in recruitment	1.1	Explain the purpose and benefits of recruitment networking			
		1.2	Explain how different social media can be used for recruitment networking and marketing purposes			
		1.3	Explain the importance and requirements of creating a personal 'brand'			
2	Build and sustain relationships with clients in recruitment	2.1	Plan an approach that is appropriate to different kinds of recruitment relationship (existing, lapsed, potential) and their position in the buying cycle			
		2.2	Identify the client's needs, preferences, priorities, policies and problems as they relate to recruitment			
		2.3	Apply customer service techniques in building productive relationships with recruitment clients			
		2.4	Identify and manage recruitment client expectations			
		2.5	Explain the components and functions of account management in recruitment			
		2.6	Use opportunities to maintain productive contact with recruitment clients			
		2.7	Explain methods of assessing the effectiveness of the relationship (e.g. client satisfaction surveys, Service Level Agreements, business reviews, performance and efficiency indicators)			
		2.8	Ensure all activities and records meet legal and ethical requirements			

Learner name: ____ Date: ____________________________

Learner signature: ____ Date: ____________________________

Assessor signature: ____ Date: ____________________________

Internal verifier signature: _____________________________________ Date: ____________________________
(*if sampled*)

Unit 13: Co-ordinate Flexible Workers

Unit reference number: J/504/6979

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit will enable you to place flexible workers with clients, manage clients' bookings for flexible staff and co-ordinate the needs of flexible workers. This includes confirming the roles, requirements and duration of appointments for flexible workers, agreeing the rates of pay and any other benefits and conditions and using feedback from continuing contact with flexible workers in order to make improvements. You will keep databases of flexible workers up to date, ensuring that pre-appointment checks and contractual records are in place and arrange for payment to be made in accordance with agreements.

The unit will enable you to maintain current and accurate records of flexible workers' skills and availability, market for new flexible workers whilst ensuring all recruitment policies, materials and processes meet legal and ethical requirements.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skills CFA Recruitment Assessment Strategy, in *Annexe A.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Place flexible workers with clients	1.1	Confirm the roles, requirements and duration of appointments for flexible workers in accordance with current legislation			
		1.2	Agree rates of pay and any other benefits and conditions in accordance with current legislation			
		1.3	Carry out any necessary pre-appointment checks			
		1.4	Place suitable flexible workers within the agreed timescale			
		1.5	Use feedback from continuing contact with flexible workers to make improvements			
2	Manage clients' bookings for flexible staff	2.1	Confirm the suitability and efficiency of flexible staff placed with employers			
		2.2	Keep databases of flexible workers up to date			
		2.3	Ensure the accuracy of contractual records			
		2.4	Use information and feedback from clients to enhance the service			
		2.5	Arrange for payments to be made in accordance with agreements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Co-ordinate the needs of flexible workers	3.1	Maintain current and accurate records of flexible workers' skills and availability			
		3.2	Maintain the continuing commitment of inactive flexible workers through regular contact			
		3.3	Market for new flexible workers in accordance with the candidate attraction plan			
		3.4	Ensure all recruitment policies, materials and processes meet legal and ethical requirements			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 14: Conduct Market Research

Unit reference number: H/502/9929

Level: 3

Credit value: 6

Guided learning hours: 10

Unit summary

This unit will enable you to identify the need for market research, establishing the nature of the marketing issue for which information is needed and agreeing the research budget and timescale. You will be able to design market research projects, by determining the best suited research method and instrument, developing a research project proposal and rationale that addresses the research objectives. You will be able to explain the strengths and limitations of the ranges of proposed research methods.

You will manage market research data collection, ensuring that these activities are carried out in accordance with the market research plan, providing progress and variance reports and evaluating the effectiveness of the market research data collection against agreed criteria.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify the need for market research	1.1	Establish the nature of the marketing issue for which information is needed			
		1.2	Agree the research budget and timescale			
		1.3	Agree specific, measurable, realistic and time-bound objectives			
2	Be able to design market research projects	2.1	Determine the research method(s) and instrument(s) best suited to obtaining the required information within budget			
		2.2	Establish the sources of reliable quantitative and qualitative information most likely to yield the required information			
		2.3	Develop a research project proposal and rationale that addresses the research objectives			
		2.4	Obtain approval to the specified actions, responsibilities, timescales and budget for the research			
		2.5	Explain the strengths and limitations of the ranges of proposed research methods			
		2.6	Explain the use of a sample in designing market research projects			
		2.7	Explain the importance of validating information			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage market research data collection	3.1	Ensure that the team is briefed on the objectives and data collection tasks			
		3.2	Ensure that data collection activities are carried out in accordance with the market research plan			
		3.3	Provide progress and variance reports in accordance with the data collection plan			
		3.4	Address issues and variances in accordance with the market research plan			
		3.5	Ensure that the data collection is conducted in accordance with legal, regulatory and industry requirements and standards			
		3.6	Present the data in the agreed format within the agreed timescale			
		3.7	Evaluate the effectiveness of the market research data collection against agreed criteria			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 15: Negotiating, Handling Objections and Closing Sales

Unit reference number: F/502/8612

Level: 3

Credit value: 4

Guided learning hours: 22

Unit summary

In this unit, you will know how to handle objections and negotiate with the customer, understanding the scope of authority and responsibility when dealing with objections, and how to explain organisational procedures for documenting the negotiated sale. You will plan and prepare for objections and negotiation with the customer, identifying possible sales objections and appropriate responses prior to dealing with the customer and preparing a negotiation plan that is capable of providing a mutually acceptable outcome. The unit will enable you to handle objections, using a variety of questioning techniques to identify customer needs and wants and confirming with the customer that the objection has been overcome.

You will be able to negotiate with the customer according to the negotiation plan, promoting the benefits of what is being offered to them and obtaining support to progress negotiation that is outside your own level of authority. Finally, the unit will enable you to close the sale following negotiation, including applying a trial close in accordance with the negotiation plan and summarising agreements made in accordance with organisational procedures.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to handle objections and negotiate with the customer	1.1	Describe the scope of authority and responsibility when dealing with objections			
		1.2	Identify the resources available to counter the sales objections			
		1.3	Describe how to plan and prepare for negotiation			
		1.4	Describe how to use testimonials to progress a sale			
		1.5	Explain the advantages and disadvantages of different methods of closing a sale			
		1.6	Explain organisational procedures for documenting the negotiated sale			
2	Be able to prepare for objections and negotiation with the customer	2.1	Identify possible sales objections and appropriate responses prior to dealing with the customer			
		2.2	Confirm authorisation to negotiate			
		2.3	Prepare a negotiation plan that is capable of providing a mutually acceptable outcome			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to handle objections	3.1	Identify customer needs and wants in relation to objections by using a variety of questioning techniques			
		3.2	Identify and prioritise customers' concerns			
		3.3	Provide evidence to the customer of the strengths of the organisation's products or services			
		3.4	Confirm with the customer that the objection(s) have been overcome			
		3.5	Identify and respond to verbal and non-verbal buying signals in a way that is consistent with the nature of the signals			
4	Be able to negotiate with the customer	4.1	Carry out negotiations according to negotiation plan			
		4.2	Promote the benefits of what is being offered to the customer			
		4.3	Explain to the customer when and why no further adjustment is possible			
		4.4	Obtain support to progress negotiation that is outside own level of authority			
5	Be able to close the sale following negotiation	5.1	Apply a trial close in accordance with the negotiation plan			
		5.2	Respond to any further objections and concerns			
		5.3	Identify and make use of potential add-on, up-selling or cross-selling opportunities			
		5.4	Summarise agreements made in accordance with organisational procedures and close the sale			

Learner name: ____ Date: __________________________

Learner signature: _______________________________________ Date: __________________________

Assessor signature: ______________________________________ Date: __________________________

Internal verifier signature: ________________________________ Date: __________________________
(*if sampled*)

Unit 16: Buyer Behaviour in Sales Situations

Unit reference number: K/502/8622

Level: 3

Credit value: 3

Guided learning hours: 27

Unit summary

In this unit, you will understand the impact of different models of buyer behaviour on the sale, including the consumer buying decision-making process and how it affects the sales cycle, the influences that affect the organisational buying decision-making process and the impact of different roles within the decision-making unit on the sales cycle.

The unit will enable you to respond to the buyer at each stage of the decision-making process, using methods for contacting customers, influencers and decision makers that are appropriate to different stages of the decision-making process, using objections as buying opportunities and confirming that solutions offered meet the needs and wants of decision-makers.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the impact of different models of buyer behaviour on the sales cycle	1.1	Explain the consumer buying decision-making process			
		1.2	Explain how the consumer buying decision-making process affects the sales cycle			
		1.3	Describe the influences that affect the consumer decision-making process			
		1.4	Explain the organisational buying decision-making process			
		1.5	Explain how the organisational buying decision-making process affects the sales cycle			
		1.6	Describe the influences that affect the organisational buying decision-making process			
		1.7	Explain the impact of the different roles within the decision-making unit on the sales cycle			
2	Be able to respond to the buyer at each stage of the decision making process	2.1	Use the methods for contacting customers, influencers and decision-makers appropriate to different stages of the buying decision-making process			
		2.2	Respond to different decision-makers in a sales situation in a way that is appropriate to their role			
		2.3	Use objections as buying opportunities			
		2.4	Confirm solution(s) offered meet the needs and wants of decision-makers			

Learner name: ____ Date: ____________________________

Learner signature: ____ Date: ____________________________

Assessor signature: ____ Date: ____________________________

Internal verifier signature: ____________________________________ Date: ____________________________
(*if sampled*)

Unit 17: Analyse Competitor Activity

Unit reference number: Y/502/9927

Level: 3

Credit value: 3

Guided learning hours: 3

Unit summary

In this unit, you will be able to identify competitor activity, by identifying organisations competing for the same customers, potentially threatening competitor activity and valid sources of information on competitors and their activity. You will determine the nature of the threat posed by competitor activity, by assessing its strengths and weaknesses, products and services against agreed criteria.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify competitor activity	1.1	Identify organisations competing for the same customers			
		1.2	Identify potentially threatening competitor activity			
		1.3	Identify competitors' objectives			
		1.4	Identify valid sources of information on competitors and their activity			
		1.5	Explain the advantages and disadvantages of sources of information on competitors and their activity			
2	Be able to determine the nature of the threat posed by competitor activity	2.1	Assess the strengths and weaknesses of competitor activity against agreed criteria			
		2.2	Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria			
		2.3	Determine the nature and extent of the possible threat posed by competitor activity and products and/or services			

Learner name: ______________________________ Date: ______________________

Learner signature: ______________________________ Date: ______________________

Assessor signature: ______________________________ Date: ______________________

Internal verifier signature: ______________________________ Date: ______________________
(*if sampled*)

Unit 18: Developing Sales Proposals

Unit reference number: A/502/8656

Level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

In this unit, you will understand how to write sales proposals, including those that promote organisational strengths, the importance of addressing the brief in tender documentation and the legal and ethical issues relating to sales proposals.

The unit will enable you to develop effective sales proposals, by ensuring that the prospect's or customer's requirements are addressed, presenting the proposal in 'house style ' and supplying the proposal, based on market factors, within the agreed timescale. You will be able to evaluate the proposal, obtaining feedback from colleagues and the customer and evaluating the outcome, recommending improvements for the future.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to write sales proposals	1.1	Explain how to write a proposal that differentiates the offer from that of a competitor and promotes organisational strengths			
		1.2	Describe how to put together a persuasive argument based on quantitative and qualitative evidence			
		1.3	Explain the importance of addressing the brief in tender documentation			
		1.4	Explain the importance of using the 'house style ' in proposals			
		1.5	Explain the legal and ethical issues relating to sales proposals			
		1.6	Explain the client's procedures for submitting sales proposals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to develop sales proposals	2.1	Ensure the prospect's or customer's requirements are addressed in the proposal			
		2.2	Ensure that all identified issues requiring clarification are resolved before the proposal is finalised			
		2.3	Identify the conditions and constraints which need to be included within the proposal in order to protect the organisation's interests			
		2.4	Present the proposal in 'house style '			
		2.5	Ensure that the proposal is based on market factors			
		2.6	Provide the required level of detail as briefed by the prospect or customer			
		2.7	Ensure that the price reflects the value within the proposal			
		2.8	Gain internal approval before submission			
		2.9	Supply the proposal within the agreed timescale			
3	Be able to evaluate the proposal	3.1	Obtain feedback from colleagues and the customer on the proposal			
		3.2	Evaluate the outcome of the proposal and recommend improvements for the future			

Learner name: ______________________________ Date: ______________________

Learner signature: ___________________________ Date: ______________________

Assessor signature: __________________________ Date: ______________________

Internal verifier signature: ____________________ Date: ______________________
(*if sampled*)

Unit 19: Preparing and Delivering a Sales Presentation

Unit reference number:	**L/502/8631**
Level:	**3**
Credit value:	**4**
Guided learning hours:	**28**

Unit summary

In this unit, you will understand the factors for consideration in the preparation of sales presentations, including the importance of presentations to the achievement of sales targets, how customer characteristics and buying behaviours influence a presentation and the legal, social and ethical constraints that need to be considered when designing and delivering sales presentations. You will also gain an understanding of how to deliver formal and informal sales presentations, including how to use verbal and non-verbal communications, the importance of rehearsing a presentation and techniques to capture and retain the audience's attention.

This unit will enable you to prepare a sales presentation, by setting objectives, obtaining promotional material that will enhance the presentation and ensuring that it can be delivered within the agreed timescale. You will be able to deliver a sales presentation, using pitch, tone and pace of delivery to engage the audience, using visual aids and publicity materials and evaluate the effectiveness of the presentation in the light of stakeholder feedback and subsequent sales related activities and outcomes.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for 2010 Sales Standards, in *Annexe B.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the factors for consideration in the preparation of sales presentations	1.1	Explain the importance of presentations to the achievement of sales targets			
		1.2	Explain the difference between formal and informal presentations			
		1.3	Explain the importance of setting aims and objectives when preparing a presentation			
		1.4	Describe how customer characteristics and buying behaviours will influence a presentation			
		1.5	Identify who to go to for support relating to the presentation			
		1.6	Explain the legal, social and ethical constraints that need to be considered when designing and delivering sales presentations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to prepare a sales presentation	2.1	Describe the needs of the customer or audience			
		2.2	Set objectives for the sales presentation ensuring they reflect the customers' or audience's needs and interests			
		2.3	Assess the suitability of the venue for the presentation, and review issues relating to its size, acoustics and layout			
		2.4	Identify and prepare resources for delivery of the presentation			
		2.5	Obtain promotional material that will enhance the presentation			
		2.6	Include the product/service benefits and/or unique selling propositions in the presentation			
		2.7	Structure the presentation in line with its objectives			
		2.8	Ensure the presentation complements any proposal already supplied to the customer			
		2.9	Ensure the presentation can be delivered within the agreed timescale			
3	Understand how to deliver sales presentations	3.1	Describe how to use verbal and non-verbal communications in presentations			
		3.2	Explain the importance of rehearsing a presentation			
		3.3	Describe techniques to capture and retain the audience's attention			
		3.4	Describe the organisational methods for reporting and recording the outcome of presentations			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to deliver a sales presentation	4.1	Use pitch, tone and pace of delivery to engage the audience			
		4.2	Deliver a presentation that captures and retains the audience's attention			
		4.3	Use visual aids and/or publicity materials to support the presentation			
		4.4	Provide the audience with opportunities to ask questions and raise objections			
		4.5	Respond to questions, concerns and objections from the customer or audience in a way that gives a positive image of the organisation and its products and/or services			
		4.6	Gain commitment to proceed with the sale			
		4.7	Evaluate the effectiveness of the presentation in the light of stakeholder feedback and subsequent sales related activities and outcomes			

Learner name: ______________________________ Date: ____________________

Learner signature: ______________________________ Date: ____________________

Assessor signature: ______________________________ Date: ____________________

Internal verifier signature: ______________________________ Date: ____________________
(*if sampled*)

Unit 20: Develop, Maintain and Review Personal Networks

Unit reference number: R/600/9587

Level: 4

Credit value: 4

Guided learning hours: 25

Unit summary

In this unit, you will gain understanding of the benefits of networking and the need for data privacy, including the benefits of networking with individuals and organisations that would provide benefits to your own organisation and networks, and the need for confidentiality with networking contacts. The unit will enable you to develop a personal network of contacts that will provide personal and organisational benefit, and guidelines for working with networks in line with organisational procedures.

You will review networking relationships, by assessing the value of your current personal network and evaluating your own experience with existing contacts, using these to inform future actions.

Unit assessment requirements/evidence requirements

This unit must be assessed in line with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership, in *Annexe C.*

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the benefits of networking and the need for data privacy	1.1	Evaluate the benefits of networking with individuals and organisations			
		1.2	Identify individuals and organisations that would provide benefits to own organisation and networks			
		1.3	Explain the need for confidentiality with networking contacts			
2	Be able to develop a personal network of contacts	2.1	Develop networks that will provide personal and organisational benefit			
		2.2	Develop guidelines for working with networks in line with organisational procedures			
3	Be able to review networking relationships	3.1	Assess the value own current personal network			
		3.2	Evaluate own experience with existing contacts and use these to inform future actions			

Learner name: ____________________________________ Date: ______________________

Learner signature: __________________________________ Date: ______________________

Assessor signature: _________________________________ Date: ______________________

Internal verifier signature: ____________________________ Date: ______________________
(*if sampled*)

12 Further information and useful publications

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

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

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

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

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 at: qualifications.pearson.com. 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.

Training and support for the lifetime of the qualifications

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

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

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com

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

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover business administration, customer service, health and social care, hospitality and catering and retail. The online forum is available on our website at: qualifications.pearson.com

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to give you excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment strategy

1 Introduction

1.1 The Recruitment Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Recruitment NVQs / SVQs and competence-based qualifications.

2 External quality control

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Recruitment NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations will regularly carry out standard risk assessments in each Recruitment NVQ/SVQ and competence-based qualification assessment centre and manage all identified risks appropriately.

2.3 Awarding organisations will consistently apply external verification processes at all Recruitment NVQ/SVQ and competence-based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations will supply the Skills CFA with quarterly reports on:

- Registration and achievement data at qualification level, and unit level where available

3 Assessing performance

3.1 Assessment of all units at any level of Recruitment NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Units which have been imported by Skills CFA in their Recruitment NVQs / SVQs and competence-based qualifications will be assessed in compliance with the imported assessment strategies.

4 Simulation of NVQ/SVQ units

4.1 Simulation must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from the awarding organisation for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

5 Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates work achievements must be assessed, moderated or verified at work by:

a. **Assessors, moderators** or **verifiers** who have achieved, or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment, moderation or verification;

OR

b. A **trainer**, **supervisor** or **manager**, elected by an employer, who must either:

1. Have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

2. Seek guidance and approval from their awarding organisation to demonstrate that the;

- Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;
- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based. This is known as the employer direct model in Scotland.

5.2 **Assessors** must be occupationally competent to make Recruitment assessment judgements about the level and scope of individual candidate performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 **External Moderators/Verifiers or Internal Moderators/Verifiers** must be occupationally competent to make Recruitment moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation/verification activities to Recruitment assessment centres.

5.5 Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Recruitment competence to deliver these functions. Skills CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Recruitment assessment centres.

Annexe B: Assessment Strategy for Sales (2010 Sales Standards (updated January 2013))

Contents

1 Introduction

1.1 The Sales Assessment Strategy is designed to provide awarding organisations with a robust and flexible approach to deliver assessment for Sales NVQs / SVQs and competence-based qualifications.

2 External quality control

2.1 Awarding organisations will provide qualifications and quality assurance that support their delivery to all Sales NVQs / SVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2 Awarding organisations/bodies will carry out standard risk assessments in each Sales NVQ / SVQ and competence based qualification assessment centre and manage all identified risks appropriately

2.3 Awarding organisations/bodies will consistently apply external verification processes at all Sales NVQ / SVQ and competence based qualification assessment centres, underpinned by standard risk assessment and risk management processes.

2.4 Awarding organisations/bodies will supply SkillsCFA with reports:

Quarterly: provide registration and achievement data at qualification levels and unit level where possible.

3 Assessing performance

3.1 Assessment of all units at any level of Sales NVQs / SVQs and competence-based qualifications may be based on either candidate performance at work or through simulation, as necessary (See Section 4 below).

3.2 Units which have been imported by the CFA in their Sales NVQs / SVQs and competence- based qualifications will be assessed in compliance with their relevant assessment strategies.

4 Simulation of NVQ/SVQ units

4.1 If a unit or part of a unit at any level is simulated, it must be undertaken in a 'realistic working environment' (RWE).

4.2 Awarding organisations will provide guidance for centres on RWEs. Awarding organisations will make sure RWEs, 'provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed '.

5 Occupational expertise to assess performance, and moderate and verify assessments

5.1 Candidates must be assessed, moderated or verified at work either by:

a. **Assessors, moderators** or **verifiers** who have achieved or are working towards achievement of the appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

OR

b. A **trainer**, **supervisor** or **manager**, employed by an organisation, who must either:

1. Have achieved or be in the process of achieving the appropriate regulatory body approved unit qualifications for assessment, moderation or verification; or,

2. Seek guidance and approval from an awarding organisation to demonstrate that the;

- Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions
- Trainer, supervisor or manager is able to map their assessment, moderation or verification skills and knowledge 100% to the NOS upon which the qualifications above are based, and the A and V units. This is known as the employer direct model in Scotland.

5.2 Assessors must be occupationally competent to make Sales assessment judgements about the level and scope of individual candidate performance at work or in RWEs; and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3 External Moderators/Verifiers or Internal Moderators/Verifiers must be occupationally competent to make Sales moderation and verification judgements about the quality of assessment and the assessment process.

5.4 Awarding organisations will supply information on the requirements for internal and external moderation/verification activities to Sales assessment centres.

5.5 The sector requires all assessors, moderators and verifiers to maintain current Sales competence to deliver these functions. The CFA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Sales assessment centres.

Annexe C: Assessment strategy (Business Administration, Customer Service and Management and Leadership)

Contents

1. Introduction

This Assessment Strategy provides principles and guidance to Awarding Organisations for the assessment of competence-based units and qualifications (including Scottish Vocational Qualifications and National Vocational Qualifications) within Business Administration, Customer Service and Management and Leadership in England, Scotland, Wales and Northern Ireland.

This document outlines Skills CFA principles in regards to:

- external quality control of assessment
- requirements of assessor and verifiers
- evidence
- employer direct model.

These principles are in addition to the generic criteria that Awarding Organisations must meet for delivery of qualifications as required by the qualification regulators, for example Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework and any regulatory requirements specified by the SQA Accreditation.

This strategy should only be used for the assessment of the Business Administration, Customer Service and Management and Leadership competence-knowledge based units and qualifications owned by Skills CFA. Units which have been imported by Skills CFA into their apprenticeships or competence-based qualifications will be assessed in compliance with their relevant assessment strategies. Awarding Organisations may assess knowledge-only units as they see fit.

2. External quality control of assessment

The quality of the assessment process is the responsibility of Awarding Organisations. However, Skills CFA encourages flexibility and innovation of approach, alongside robust systems to support quality control. Awarding Organisations are also encouraged to detail their approach to external verification, risk assessment and data requests.

2.1 External verification

- Awarding Organisations are responsible for the competence of external verifiers. It is the responsibility of Awarding Organisations to monitor centres' performance in accordance with regulatory requirements.
- Awarding Organisations must consistently apply external verification processes at all assessment centres delivering competence-based qualifications. These should be underpinned by standard risk assessment and risk management processes.

2.2 Risk assessment

- Awarding Organisations must carry out standard risk assessments for all qualification assessment centres that are delivering competence-based qualifications. Identified risks must be managed appropriately.
- Awarding Organisations must retain evidence to prove that a risk assessment has been carried out for each approved centre, and that a strategy to minimise any identified risk has been implemented.

2.3 Data requests

- Each quarter, Awarding Organisations must provide registration and achievement data at all qualification levels and unit levels (where possible) to Skills CFA.

3. Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work either by several appointed individuals.

3.1 Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. An Assessor working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

3.2 External quality assurer (EQA)[1]

The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs must have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs must:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified EQA[2] and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process.

It is the responsibility of the awarding body to select and appoint EQAs.

---

[1] Also known as External Verifier (EV)

[2] The need for countersigning the decisions of EQAs working towards a qualification, applies to England and Wales and not Scotland.

3.3 Internal quality assurer (IQA)[3]

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA.s

IQAs must:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA[4] and should be supported by a qualified IQA throughout their training period.
- be ‘occupationally competent’. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

Skills CFA and awarding organisations requires all assessors, moderators and verifiers to maintain current Business Administration, Customer Service and Management and Leadership competence to deliver these functions. Skills CFA recognises this can be achieved in many ways. However, such information must be formally recorded in individual CPD records that are maintained in assessment centres.

[3] Also known as Internal Verifier (IV)

[4] The need for countersigning the decisions of IQAs working towards a qualification, applies to England and Wales and not Scotland.

4. Evidence

4.1 Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

4.2 Simulation

- Simulation can be applied to all units listed in Section 7.
- Where simulation is used for units at Level 2 and above, it should only form a small part of the evidence for the qualification.
- Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.
- Simulation must be undertaken in a 'realistic working environment' (RWE). A RWE is 'an environment which replicates the key characteristics in which the skill to be assessed is normally employed '. The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Guidelines for using RWE can be found in Section 6.

5. Employer direct model

Skills CFA encourages the use of an employer direct model. The employer direct model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation may choose between:

- Achieving the appropriate regulatory body approved unit qualifications for assessment; **OR**
- Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification

In order to use the employer direct model:

- **An organisation must:**
  - have staff who have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification; **OR**
  - seek guidance and approval from an awarding organisation to demonstrate that they have:
    - appropriate processes in place to facilitate assessment, moderation or verification functions
- carried out 100% mapping of the trainer, supervisor or managers' assessment, moderation or verification skills and knowledge to the National Occupational Standards upon which the qualifications above are **based.**
- **An Awarding Organisation must:**
  - offer this model to employers only
  - supply information on the requirements for internal and external moderation/verification activities to assessment centres.

6. Realistic Working Environment Guidelines

Realistic Working Environment (RWE) can be applied to all the units Section 7:

It is essential that organisations wishing to operate a RWE operate in an environment which reflects a real work setting. This will ensure that any competence achieved in this way will be sustained in real employment.

To undertake the assessment in a RWE the following guidelines must be met:

1. the RWE is managed as a real work situation
2. assessment must be carried out under realistic business pressures
3. all services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations
4. candidates must be expected to achieve a volume of work comparable to normal business practices
5. the range of services, products, tools, materials and equipment that the candidates use must be up to date and available
6. account must be taken of any legislation or regulations in relation to the type of work that is being carried out
7. candidates must be given workplace responsibilities to enable them to meet the requirements of the units
8. customer perceptions of the RWE is similar to that found in the work situation being represented
9. candidates must show that their productivity reflects those found in the work situation being represented.

7. Simulation: a list of units

Simulation can only be applied to the following competence units:

Business Administration

Skills CFA Ref.	Unit title	Level
B&A 3	Work with others in a business environment	1
B&A 4	Health and safety in a business environment	1
B&A 5	Manage time and workload	1
B&A 6	Use a telephone and voicemail system	1
B&A 7	Prepare text from notes	1
B&A 8	Meet and welcome visitors in a business environment	1
B&A 9	Handle mail	1
B&A 10	Use office equipment	1

Customer Service

Skills CFA Ref.	Unit title	Level
CS 2	Communication in customer service	1
CS 3	Record details of customer service problems	1
CS 4	Deal with customer queries, requests and problems	1

Management and Leadership

Skills CFA Ref.	Unit title	Level
M&L 17	Manage conflict within a team	3
M&L 31	Discipline and grievance management	4
M&L 44	Manage redundancy and redeployment	4

Annexe D: Personal, Learning and Thinking Skills mapping

PLTS / Units	1 L3	2 L3	3 L3	4 L3	5 L3	6 L3	7 L3	8 L2	9 L2
Independent Enquirers									
1 identify questions to answer and problems to resolve	•	•	•	•	•	•	•	•	
2 plan and carry out research, appreciating the consequences of decisions	•	•		•	•	•	•	•	•
3 explore issues, events or problems from different perspectives	•	•		•		•	•		•
4 analyse and evaluate information, judging its relevance and value	•	•		•		•	•		
5 consider the influence of circumstances, beliefs and feelings on decisions and events		•		•		•	•		•
6 support conclusions, using reasoned arguments and evidence	•	•	•	•		•	•	•	•
Creative Thinkers									
1 generate ideas and explore possibilities		•	•	•	•	•	•	•	•
2 ask questions to extend their thinking	•	•		•	•				•
3 connect their own and others' ideas and experiences in inventive ways	•		•		•	•	•		•
4 question their own and others' assumptions		•		•		•	•		•
5 try out alternatives or new solutions and follow ideas through		•	•	•	•	•	•	•	•
6 adapt ideas as circumstances change		•		•	•	•	•		•
Reflective Learners									
1 assess themselves and others, identifying opportunities and achievements									
2 set goals with success criteria for their development and work									
3 review progress, acting on the outcomes									
4 invite feedback and deal positively with praise, setbacks and criticism									
5 evaluate experiences and learning to inform future progress									
6 communicate their learning in relevant ways for different audiences									

PLTS / Units	1 L3	2 L3	3 L3	4 L3	5 L3	6 L3	7 L3	8 L2	9 L2
Team Workers									
1 collaborate with others to work towards common goals	•	•	•	•	•	•		•	•
2 reach agreements, managing discussions to achieve results	•	•	•	•		•			•
3 adapt behaviour to suit different roles and situations, including leadership roles				•		•		•	•
4 show fairness and consideration to others	•	•	•	•		•	•	•	•
5 take responsibility, showing confidence in themselves and their contribution			•	•		•		•	•
6 provide constructive support and feedback to others				•		•			•
Self-Managers									
1 seek out challenges or new responsibilities and show flexibility when priorities change		•			•		•		
2 work towards goals, showing initiative, commitment and perseverance			•	•	•	•	•	•	•
3 organise time and resources, prioritising actions	•	•	•	•	•	•	•	•	•
4 anticipate, take and manage risks		•	•	•	•	•	•	•	•
5 deal with competing pressures, including personal and work-related demands					•		•		•
6 respond positively to change, seeking advice and support when needed					•	•	•	•	•
7 manage their emotions, and build and maintain relationships		•	•	•	•	•	•		•
Effective Participators									
1 discuss issues of concern, seeking resolution where needed				•	•	•	•		•
2 present a persuasive case for action		•	•	•	•	•	•		•
3 propose practical ways forward, breaking these down into manageable steps		•		•	•	•	•		•
4 identify improvements that would benefit others as well as themselves		•		•	•	•	•		•
5 try to influence others, negotiating and balancing diverse views to reach workable solutions	•	•		•	•	•	•		•
6 act as an advocate for views and beliefs that may differ from their own		•			•	•	•		•

August 2017

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

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.
VAT Reg No GB 278 537121