



## **REC Level 4 Diploma in Recruitment Management (QCF)**

### **RECTC 3-6: Understanding the Principles of Assessing People**

#### **Sample examination paper**

The following questions are designed to give learners an indication of the style and format of questions to expect at the examination.

All Learners are strongly encouraged to use this sample paper as an examination practice opportunity. We recommend learners test themselves by answering these questions under examination conditions, and then referring to the course book afterwards to check their answers.

Please note these are only sample questions and anything from the syllabus may be drawn upon in the examination.

For further exam preparation support, hints and tips please refer to the Revision Webinar.



## **REC Level 4 Diploma in Recruitment Management (QCF)**

### **RECTC 3-6: Understanding the Principles of Assessing People**

<b>Student Name</b>	
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**Time allowed: 30 minutes**  
**20 marks**

- Write the information required on the front of your Answer Book and in the above box.
- Read **ALL** questions carefully first before attempting to answer them.
- Answer **ALL** questions. You may answer questions in any order.
- Use black or blue ink only. Correction fluid is not allowed.
- Number each answer accurately in the same format as in the question paper.
- The maximum mark for this paper is 20.
- You may, where appropriate, answer using note form or bullet points.
- Please leave at least a 3-line break between each answer.
- Answers written on the Question Paper will **NOT** be taken into account.
- All **mobile phones and PDAs** must be switched **off**.
- No communication with other students is permitted during or immediately after the examination.
- The Question Paper is to be returned to the Invigilator at the end of the exam along with your Answer Booklet and any additional answer sheets.
- All companies and characters appearing in this examination are fictitious. Any resemblance to real companies or persons, living or dead, is purely coincidental.

1. Assessment objectives and measures should always be established and agreed before an assessment choice is made.
  - a) State **one** of the four main purposes of assessment objectives. (1 mark)
  - b) Give **one** key question a recruiter should ask when confirming the validity of an assessment. (1 mark)
  - c) Give **three** specific skills, other than 'driving' and 'typing', which could be assessed in a work-based test. (3 marks)
2. Identify **two** types of appropriate questions that can be used during an interview, providing a **scripted** example for each. (4 marks)
3. Explain the purpose of a biographical interview. (1 mark)
4. A competence assessment aims to gather specific behavioural information linked to job related competencies or criteria. When testing against the competence 'relating and networking,' give **one** behaviour that a candidate would be expected to display at an interview. (1 mark)
5. A recruiter should always remain objective and avoid being influenced by the 'halo and horns' effect. Explain the 'horns' effect and provide an appropriate example. (2 marks)
6. Gaining rapport with candidates is essential as it can build trust and develop a positive working relationship. Other than active listening and using linking questions, give **three** considerations a recruiter should make when interviewing a candidate. (3 marks)
7. Feedback plays a critical role in the assessment process.
  - a) Suggest **two** stages at which feedback can be delivered during the recruitment process. (2 marks)
  - b) Give **two** factors that a recruiter should consider when explaining to a candidate that they do **not** meet the criteria required for a particular role? (2 marks)

**(Total: 20 marks)**

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**END OF QUESTIONS**

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**Do not turn to the next page until you are ready to view the answers**

## **Answers**

**Whilst this document shows where marks are given, learners are reminded that they should write their answers in a style that demonstrates to the examiner that they fully understand the subject matter.**

1. Assessment objectives and measures should always be established and agreed before an assessment choice is made.

a) State **one** of the four main purposes of assessment objectives. (1 mark)

**Up to one mark available from the following:**

- |          |   |                 |
|----------|---|-----------------|
| <b>A</b> | <b>To describe the purpose of the assessment</b>          | <b>(1 mark)</b> |
| <b>B</b> | <b>To establish the required outcome</b>                  | <b>(1 mark)</b> |
| <b>C</b> | <b>To identify the most appropriate assessment method</b> | <b>(1 mark)</b> |
| <b>D</b> | <b>To determine how the assessment will be measured</b>   | <b>(1 mark)</b> |

b) Give **one** key question a recruiter should ask when confirming the validity of an assessment. (1 mark)

**Up to one mark available from the following:**

- |          |   |                 |
|----------|---|-----------------|
| <b>A</b> | <b>Is the assessment measuring what it intends to measure?</b>              | <b>(1 mark)</b> |
| <b>B</b> | <b>Does the assessment represent the role or criteria?</b>                  | <b>(1 mark)</b> |
| <b>C</b> | <b>Is the assessment appropriate for the sample group?</b>                  | <b>(1 mark)</b> |
| <b>D</b> | <b>Is the assessment comprehensive enough to collect the data required?</b> | <b>(1 mark)</b> |
| <b>E</b> | <b>Does the assessment address the purpose and goals of the study?</b>      | <b>(1 mark)</b> |

c) Give **three** specific skills, other than 'driving' and 'typing', which could be assessed in a work-based test. (3 marks)

**Up to three marks available from the following:**

- |          |                                    |                 |
|----------|------------------------------------|-----------------|
| <b>A</b> | <b>Use of technology</b>           | <b>(1 mark)</b> |
| <b>B</b> | <b>Packing</b>                     | <b>(1 mark)</b> |
| <b>C</b> | <b>Spot welding</b>                | <b>(1 mark)</b> |
| <b>D</b> | <b>Teaching</b>                    | <b>(1 mark)</b> |
| <b>E</b> | <b>Manual handling</b>             | <b>(1 mark)</b> |
| <b>R</b> | <b>Any other reasonable answer</b> | <b>(1 mark)</b> |

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2. Identify **two** types of appropriate questions that can be used during an interview, providing a scripted example for each. (4 marks)

**Award one mark for each question type and a further one mark for each example.**

- |           |   |                 |
|-----------|---|-----------------|
| <b>A</b>  | <b>Open questions</b>                                   | <b>(1 mark)</b> |
| <b>AA</b> | <b>Example: 'Tell me how you manage your workload?'</b> | <b>(1 mark)</b> |
| <b>B</b>  | <b>Closed questions</b>                                 | <b>(1 mark)</b> |

- BB**     *Example: 'Are you happy for me to submit your CV?'* (1 mark)
- C**     *Probing questions* (1 mark)
- CC**     *Example: 'Why did you decide to leave your last role?'* (1 mark)
- D**     *Hypothetical questions* (1 mark)
- DD**     *Example: 'If you were given the chance to manage the project again, how would you handle it differently?'* (1 mark)

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3.     Explain the purpose of a biographical interview. (1 mark)

**Up to one mark available from the following:**

- A**     *A biographical interview is a semi-structured chronological exploration of a candidate's past experiences.* (1 mark)

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4.     A competence assessment aims to gather specific behavioural information linked to job related competencies or criteria.

When testing against the competence 'relating and networking,' give **one** behaviour that a candidate would be expected to display at interview. (1 mark)

**Up to one mark available from the following:**

- A**     *Candidate establishes long term relationships with both customers and team members* (1 mark)
- B**     *Candidate builds wide and effective networks of contacts inside and outside the organisation* (1 mark)
- C**     *Candidate relates well to people at all levels* (1 mark)

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5.     A recruiter should always remain objective and avoid being influenced by the 'halo and horns' effect. Explain the 'horns effect' and provide an appropriate example. (2 marks)

**Up to two marks available.**

**One mark to explain the 'horns' effect and one mark for an appropriate example.**

- A**     *Horns occurs where the interviewer is negatively but falsely influenced by a particular aspect about a candidate. The interviewer then focuses on the negative factors.* (1 mark)
- AA**     *A candidate is late for an interview and their CV is poorly written. The interviewer assumes they are disorganised and lack motivation to find work.* (1 mark)

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6. Gaining rapport with candidates is essential as it can build trust and develop a positive working relationship.

Other than active listening and using linking questions, give **three** considerations a recruiter should make when interviewing a candidate? (3 marks)

**Up to three marks available from three of the following:**

- |          |  |                 |
|----------|--|-----------------|
| <b>A</b> | <b>Maintain positive eye contact, open gestures and appropriate posture</b>                            | <b>(1 mark)</b> |
| <b>B</b> | <b>Use logical probing questions</b>   | <b>(1 mark)</b> |
| <b>C</b> | <b>Funnel questions and summarise</b>  | <b>(1 mark)</b> |
| <b>D</b> | <b>Demonstrate appropriate praise or empathy</b>   | <b>(1 mark)</b> |
| <b>E</b> | <b>Allow the candidate time to think and respond</b>   | <b>(1 mark)</b> |
| <b>F</b> | <b>Demonstrate genuine interest in the job search process by discussing client and vacancy details</b> | <b>(1 mark)</b> |
| <b>G</b> | <b>Maintain a focus on the plan and structure</b>  | <b>(1 mark)</b> |
| <b>H</b> | <b>Take notes consistently and objectively</b>   | <b>(1 mark)</b> |

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7. Feedback plays a critical role in the assessment process.

a) Suggest **two** stages at which feedback can be delivered during the recruitment process. (2 marks)

**Up to two marks available from the following:**

- |          |  |                 |
|----------|--|-----------------|
| <b>A</b> | <b>Pre-registration</b>                            | <b>(1 mark)</b> |
| <b>B</b> | <b>After registration interview and assessment</b> | <b>(1 mark)</b> |
| <b>C</b> | <b>Client interview and assessment</b>             | <b>(1 mark)</b> |
| <b>D</b> | <b>Assignment</b>                                  | <b>(1 mark)</b> |
| <b>E</b> | <b>End of assignment</b>                           | <b>(1 mark)</b> |

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b) Give **two** factors that a recruiter should consider when explaining to a candidate that they do not meet the criteria required for a particular role? (2 marks)

**Up to two marks available from the following:**

- |          |   |                 |
|----------|---|-----------------|
| <b>A</b> | <b>A recruiter should highlight any skills or knowledge gaps and test results</b> | <b>(1 mark)</b> |
| <b>B</b> | <b>A recruiter should manage results and confidence levels diplomatically</b>     | <b>(1 mark)</b> |
| <b>C</b> | <b>Explain reasons for unsuitability</b>  | <b>(1 mark)</b> |
| <b>D</b> | <b>Discuss reasons for non-registration diplomatically</b>                        | <b>(1 mark)</b> |
| <b>E</b> | <b>Offer alternative job search options</b>                                       | <b>(1 mark)</b> |
| <b>F</b> | <b>Offer training and up-skilling</b>   | <b>(1 mark)</b> |
| <b>R</b> | <b>Any other reasonable answer</b>  | <b>(1 mark)</b> |

**(Unit 3-6 Pg 36 of 36)**

**(Total: 20 marks)**

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**END OF SAMPLE QUESTIONS ANSWERS**

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