REC Level 3

Certificate in Recruitment Practice (RQF) – 600/8386/4

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1. OVERVIEW

INTRODUCTION

The REC Level 3 Certificate in Recruitment Practice (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 3.

The REC Level 3 Certificate in Recruitment Practice (RQF) was developed with clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for new and developing recruiters, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates.

UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

The following terms should be noted in the planning, delivery, achievement and certification of RQF units and qualifications:

- **Learning Time**.

  Learning time is the amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

  This is the amount of self-directed study (such as private study, reading and research) and the guided learning (such as tutorial time, group work, practical learning, work-based learning), and the assessment.

- **Total Qualification Time**.

  Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification

- **Qualification Structure**.

  A qualification consists of a number of units of assessment, each with a defined credit value. Each qualification will specify which units are mandatory and which are optional in permissible or barred rules of combination.

- **Qualification Sizes**.

  There are 3 sizes of qualification in the Qualifications Framework (RQF). Each size has a credit range:
  - Award: 1-12 credits
  - Certificate: 13-36 credits
  - Diploma: 37+ credits

  Note: The *minimum credit* specified in the rules-of-combination for the specified qualification must be achieved.

- **Qualification/Unit Level**.

  The level of a unit or qualification indicates its relative demand, its complexity, the depth of achievement required and/or the autonomy of that learner demonstrating that achievement

- **Credit**

  An award made to the learner in recognition of their achievement of the designated learning outcomes of the unit

- **Credit Value**

  The number of credits that maybe awarded to the learner for the successful completion of the unit's learning outcomes and assessment criteria.

  One credit is equal to 10 hours of learning time.

- **Credit Accumulation**

  The process of putting together a combination of credits to meet the minimum achievement requirements of a qualification

- **Certification**.

  Certification is an official record of the learner's achievement, representing the credit attained for either the individual unit/s or the whole qualification.

IRP MEMBERSHIP, TUTOR SUPPORT AND LEARNING RESOURCES

Learners undertaking a Recruitment or Resourcing Qualification with the REC automatically become student members of Institute of Recruitment Professionals free of charge, whilst studying. This gives the learner access to an invaluable range of online learning resources during their programme from our website and the option to extend their membership from studying, to full professional grade of membership. Membership can be activated online any time at www.rec-irp.uk.com.

Centre tutors can also access free membership to support the planning and delivery of REC awarded programmes, aligning their tutorial support to online membership resources accessible by the learners.

For further information contact Membership on 020 7009 2155 or send an email to info@rec-irp.uk.com

2. ENTRY REQUIREMENTS

PROGRAMME OUTLINE

The REC Level 3 Certificate in Recruitment Practice (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 3.

The REC Level 3 Certificate in Recruitment Practice (RQF) was developed with clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for new and developing recruiters, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates.

CRITERIA FOR ENTRY

Whilst there are no prior entry requirements in terms of knowledge, attainment or experience, but to succeed in the assessment, a learner must have an appropriate knowledge and understanding of.

Therefore, centres must ensure that learners for entry to a particular programme satisfy two basic criteria:

- the individual's work role will provide opportunities to demonstrate competent performance in recruitment at the relevant level

- a likely future ability to demonstrate competence in recruitment in the workplace at the relevant level or can demonstrate that such competence has occurred in the recent past. (However, in the latter case, it should be borne in mind that difficulties may exist in accessing evidence if the learner no longer performs this role, or where the level of competence may not be as defined by the national occupational standards. Nevertheless, equality of access to the programme should be assured, and centres must provide suitable guidance to such learners.)

PROGRESSION

Successful learners at all levels may expect to benefit from enhanced career prospects within recruitment.

Successful learners at level 3 may progress on to a higher level qualification in recruitment or another appropriate occupational area – provided that their circumstances allow for competence to be demonstrated against the RQF national occupational standards-based unit of assessment.

Alternatively, learners may choose to progress to a vocationally related programme – in recruitment or another appropriate occupational area. This option may be preferable where the opportunity to demonstrate competence at a higher level within management is not yet present, but the learner wishes to begin development and acquisition of relevant knowledge and skills.

RECOGNITION OF PRIOR LEARNING (RPL)

Learners who have previously achieved the shared common RQF units, with another Awarding Organisation offering recruitment programmes, maybe be eligible for exemptions and or credit under the **Recognition of Prior Learning** (RPL) process.

PRE-PROGRAMME ADVICE AND GUIDANCE

Centres should offer the opportunity for individually tailored programmes, based on a diagnosis of learners' objectives, and their personal/employment opportunities and needs.

REC will expect centres to establish that:

- the programme will meet a learner's individual objectives and needs,
- the learner understands the demands of the process and is prepared to commit wholeheartedly to the programme and
- ideally, that s/he has the active support of their employer

EQUALITY OF OPPORTUNITY

Centres must refer to the RECAO Equality and Diversity Policy (see centres section of REC Website) and follow the advice contained therein, with regards to implementing and monitoring appropriate policies to assure equality of opportunity. This applies to all aspects of programme management, delivery, assessment and verification.

Centres are reminded that the application of the criteria for entry must not be allowed to override current statutory and legal obligations to ensure against discrimination on the grounds of unemployment, disability, age, gender, sexual orientation, culture or membership of an ethnic minority.

Specifically, so far as entry to a programme is concerned, there are a number of measures that can be taken to ensure accessibility and fair assessment without compromising the integrity of the qualification.

- **Provision of additional support for those with particular assessment requirements.** Learners requiring reasonable adjustments or special considerations should be offered support to enable them to enter/participate in the programme and complete the assessments, for example, educational, physical, social or language needs

All reasonable adjustments MUST be agreed in writing by REC as early as possible within the programme, and before being implemented.

For further information/examples, please refer to the centres section of the RECAO Website https://www.rec.uk.com/about-us/awarding-body2/centre-information

LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH

It should be noted that under normal circumstances, the exams are not intended to be offered in languages other than English.

3. PROCESSES AND REQUIREMENTS

Initial Advice and Guidance

Centres must provide adequate advice and guidance opportunities for individual learners in order to establish the following:

- an indication of their present level of knowledge
- that their circumstances offer realistic opportunities for the completion of the programme- by considering their key responsibilities and accountabilities
- opportunity to recognise prior achievement/learning
- the appropriate level of qualification in recruitment
- an indication of possible choice of optional units where appropriate

An in-depth interview with each learner, focusing on their activities and experience in relation to the recruitment standards should be conducted.

Time taken at this early stage will ensure that the learner is following the correct pathway, and that it is likely to be sustainable. This stage must be carefully documented by the tutor, study coach or learning advisor.

Induction

Centres should approach induction as an on-going process, continuing until the learner is fully confident with the concept of qualifications. The initial guidance will normally be completed prior to registration. Centres are reminded of the requirement to **register learners within six weeks of the start of the programme**

Each programme must commence with an induction session, and provide written information for participants covering aspects such as:

- an outline of the qualification, its aims, and the benefits to the individual and the organisation
- free Institute of Recruitment Professionals (IRP) studying membership and benefits
- the format of the programme – content, hours, attendance patterns, etc
- the assessment process, and the implications of the milestones to achievement
- the learner support resources available and the roles and responsibilities of participants, centre staff and REC
- learning and study skills – with special reference to using open or on-line learning where applicable
- information on equal opportunities, internal appeals procedures and support mechanisms

Diagnostic Process

This stage will build on the initial advice and guidance. An audit of the learners' present skills, knowledge and abilities against the RQF national occupational standards-based unit of assessment. Will provide the first indication of any gaps, and hence the extent of support likely to be necessary for success on the programme.

Centres may use a variety of methods, including individual and/or group activity and use of their own diagnostic instruments.

Additional Learning and Development

Centres must provide for the delivery of all knowledge and understanding requirements. This must not be on an ad hoc basis but must provide structured support for the individual learner's needs. Centres may wish to link delivery into a current programme or series of units or supported open or e-learning provision. The needs of an individual learner should be identified through the initial assessment and clarified through the development plan.

Assessment

Assessment of this qualification is through:

- Examination only

In order to achieve any unit, learners must demonstrate that they meet all its requirements. This means all of the stated assessment criteria.

Communication of Assessment Decisions

Centres will be notified of the results by the Awarding Organisation (RECAO) six weeks from the date of the exam.

Appeals

REC expects that centres will provide learners and their sponsors with opportunities to discuss delivery, assessment and administrative issues in an informal way. However, there may be occasions when a learner wishes to take an appeal to a formal stage, and so all centres are required to have an effective internal appeals procedure in place, and to ensure that all learners and staff are fully aware of it.

Full details of the requirements for centres, and RECAO's own appeals procedure are set out in the RECAO centres section of the REC Website. https://www.rec.uk.com/about-us/awarding-body2/centre-information/qualifications-policies

4. Appendix

Glossary

Term	Definition
Accreditation	The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the RQF regulatory arrangements.
Accreditation of Prior Learning (APL)	Formal acknowledgement by way of granting credit to learners' previous learning towards a programme of study or towards a professional body accreditation.
Assessment	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
Assessment Criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.
Assessor	A person who assesses or marks a learner's work.
Award	A qualification with credit value between 1 and 12.
Centre	An organisation accountable to an awarding organisation for assessment arrangements leading to the award of credit or qualifications.
Certificate	A qualification with a credit value between 13 and 36.
Credit	An award made to a learner in recognition of the achievement of the designated learning outcomes of a unit.
Credit Accumulation	The process of putting together a combination of credits to meet the achievement requirements of a qualification.
Credit Transfer	The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.
Credit Value	The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.

Diploma	A qualification with a credit value of 37 or above.
Guided Learning Hours	The number of hours of tutor/teacher-supervised or directed study time required to teach a qualification or unit of a qualification.
Learner Record(s)	An authoritative record of all credit and qualification achievements made by an individual learner in the RQF.
Learning Outcome	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner Journey Plan	An overarching plan projecting a learner's journey from inception to conclusion of a qualification/study programme.
Lesson/Session Plan	Detailed description of the course of instruction for one session/class.
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement.
Mandatory Units	Units in a set of rules of combination that must be achieved for the qualification to be awarded.
Optional Units	A unit named in a set of rules of combination that a learner may choose to complete to achieve the required number of units/credits for award of the qualification.
Qualification	An award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.
Qualification Specification	A detailed document defining the purpose, content, structure and assessment arrangements for a qualification.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Rules of Combination   A description of the credit accumulation
                                         requirements for the achievement of a
                                         named qualification.

Unique Learner Number (ULN)   The unique number that is used to identify
                                         an individual learner.

REC Level 3 Certificate in Recruitment Practice (RQF)

600/8386/4

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QUALIFICATION(S) OVERVIEW:

REC Level 3 Certificate in Recruitment Practice	
Purpose of the qualification	The REC Level 3 Certificate in Recruitment Practice (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 3. The REC Level 3 Certificate in Recruitment Practice (RQF) was developed and is a revised version of the Certificate in Recruitment Practice (CertRP) not only has the syllabus been reviewed, but the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for new and potential recruiters, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates. Like its predecessor the REC Level 3 Certificate in Recruitment Practice (RQF) has 6 mandatory units which are examined in one 2½ hr exam. The exam reflects the assessment criteria laid out below.
Progression routes	Successful candidates may expect to benefit from enhanced career prospects within recruitment. Successful candidates at level 3, may progress on to a higher level qualification or vocationally related programme. This option may be preferable where the opportunity to demonstrate competence at a higher level within management is not yet present, but the candidate wishes to begin development and acquisition of relevant knowledge, skills and understanding.
Credit Value	26
Induction	1 hour
Tutorial Support	At least 2 hours
Total Qualification Time	260
To be completed within	1 year

RULES OF COMBINATION

Level 3 Certificate in Recruitment Practice					
Candidates must achieve: • all 6 Mandatory units, providing 26 credits					
Min credit (Mandatory units): 26		Max credit (Mandatory units): 26			
Min credit (Optional units): N/A		Max credit (Optional units): N/A			
Min TQT for qualification: 260		Max TQT for qualification: 260			
Mandatory units					
Unit no.	Unit title	L	CV	TQT	Ofqual no.
RECTC3-1	Understanding sales for recruitment	3	4	40	
RECTC3-2	Understanding legal and ethical requirements in recruitment	3	6	60	
RECTC3-3	Understanding relationship management in recruitment	3	4	40	
RECTC3-4	Understanding recruitment operations	3	4	40	
RECTC3-5	Understanding the recruitment market	3	4	40	
RECTC3-6	Understanding the principles of assessing people	3	4	40	
Group totals			26	260	

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REC Level 3 Certificate in Recruitment Practice

Mandatory

UNIT SPECIFICATIONS

Title	Understanding sales for recruitment
Unit Ref.	RECTC 3-1
Level	3
Credit Value	4
TQT	40

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the preparation of sales activities in recruitment	1.1 Define the concept and purpose of sales in the recruitment industry 1.2 Explain how to identify sales opportunities 1.3 Explain the factors involved in qualifying recruitment sales opportunities 1.4 Explain the importance of research, planning and goal setting 1.5 Explain the use of analytical tools to identify competitor threats and define Key Selling Propositions (KSPs) and Unique Selling Propositions (USPs) 1.6 Explain the behaviours and knowledge of effective recruitment sales people
2 Understand the recruitment sales cycle and techniques	2.1 Explain the recruitment sales cycle 2.2 Explain the meaning of "push" and "pull" sales styles 2.3 Explain the structure of recruitment sales 2.4 Explain recruitment sales questioning techniques and sales behaviours 2.5 Explain how to overcome objections 2.6 Explain how and why to ask for commitment and create loyalty 2.7 Explain the calculation of recruitment charging rates 2.8 Explain how to close the sale
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the preparation of sales activities in the recruitment industry and the recruitment sales cycle and techniques

Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding legal and ethical requirements in recruitment
Unit Ref.	RECTC 3-2
Level	3
Credit Value	6
TQT	60

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the provisions of employer and employee statutory rights and related requirements	1.1 Explain employment law and other legislation affecting employment rights and responsibilities 1.2 Explain the duties, rights and responsibilities of employers and employees 1.3 Explain the organisational procedures and documentation relating to contractual issues 1.4 Explain the range of sources of information and advice on employment rights and responsibilities 1.5 Explain the importance of working within organisational principles and codes of practice
2 Understand how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry	2.1 Explain the features and scope of the recruitment compliance cycle 2.2 Explain the roles and powers of legislative organisations which have an impact on recruitment practices 2.3 Explain the practical application of recruitment-related legislation 2.4 Explain the purpose and ethical requirements of professional codes of conduct and practice
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the provisions of employer and employee statutory rights and related requirements and how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational	

standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding relationship management in recruitment
Unit Ref.	RECTC 3-3
Level	3
Credit Value	4
TQT	40

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the use of networking tools in the recruitment industry	1.1 Define the nature, purpose and benefits of recruitment networking 1.2 Explain the advantages and disadvantages of different types of recruitment networking activity 1.3 Explain how to make the most of networking activities for recruitment purposes 1.4 Assess the considerations to be taken into account in creating a personal brand
2 Understand the development and maintenance of consultative relationships with clients in the recruitment industry	2.1 Define the nature and benefits of consultative relationships and the notion of added value 2.2 Explain the classification of different kinds of recruitment client relationships 2.3 Explain how to develop opportunities for consultative relationship building 2.4 Identify effective communication tools and techniques 2.5 Explain ways of monitoring client satisfaction and exceeding expectations
3 Understand how to build relationships with candidates	3.1 Explain how the process for qualifying candidates contributes to the relationship 3.2 Explain how to identify candidates' current needs and long term aspirations 3.3 Explain the importance of managing candidates' expectations 3.4 Identify the factors to be taken into account in building and managing a productive database of candidates 3.5 Explain the factors to be taken into account in marketing candidates

| | 3.6 Explain the purpose and features of an effective communications plan to build relationships with candidates |
| | 3.7 Explain techniques to brief and provide constructive feedback to candidates (including post-hiring activity) |

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the use of networking tools in the recruitment industry, the development and maintenance of consultative relationships with clients and relationships with candidates
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding recruitment operations
Unit Ref.	RECTC 3-4
Level	3
Credit Value	4
TQT	40

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the nature of the recruitment industry	1.1 Explain the contribution of their role to the organisation and industry 1.2 Explain the types of career pathways in the industry 1.3 Explain the range of sources of information and advice on the industry, occupation, training and career routes 1.4 Explain the roles, responsibilities and relevance of different types of representative body 1.5 Explain how issues of public concern affects their organisation
2 Understand recruitment business operations	2.1 Explain how a recruitment business works 2.2 Explain sources of information and the use of performance indicators to measure personal performance and business efficiency 2.3 Explain how to identify personal and recruitment business strengths, weaknesses and shortfalls through an analysis of performance data 2.4 Describe the characteristics and business acumen of effective recruiters
3 Understand finance in the recruitment industry	3.1 Explain the financial implications of different kinds of candidate remuneration options 3.2 Explain the factors to be taken into account in the calculation of business profitability 3.3 Explain the calculation of recruitment charging rates
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the nature of the recruitment industry,

	recruitment business operations and finance in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding the recruitment market
Unit Ref.	RECTC 3-5
Level	3
Credit Value	4
TQT	40

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the recruitment market	1.1 Explain the history and evolution of the recruitment market 1.2 Assess the size and importance of the recruitment market 1.3 Characterise the different sectors within the recruitment market 1.4 Distinguish between permanent and flexible models of recruitment 1.5 Outline common criticisms of the industry
2 Understand influences on the recruitment market	2.1 Explain the way in which market and other factors affect candidates 2.2 Explain the way in which market and other factors affect clients 2.3 Identify potential opportunities arising from an analysis of the recruitment market
3 Understand the brand in recruitment	3.1 Identify the concept and characteristics of a recruitment business' brand 3.2 Assess the factors that affect and support a brand 3.3 Explain the advantages and disadvantages of different methods of promoting a brand 3.4 Explain the notion and use of "marketing collateral"
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the recruitment market, influences on it and the brand in recruitment
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding the principles of assessing people
Unit ref.	RECTC 3-6
Level	3
Credit value	4
TQT	40

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the planning of candidate assessments	1.1 Explain the features, uses, requirements, advantages and disadvantages of a range of assessment methods 1.2 Explain the importance of setting objectives for the assessment process 1.3 Explain how to confirm the validity and reliability of the assessment process to meet the assessment objectives
2 Understand the principles and techniques of candidate assessment	2.1 Explain the characteristics of good biographical interviewing techniques 2.2 Explain the structure and use of competence assessment interviewing 2.3 Explain the features of effective questioning and interviewing skills 2.4 Explain the "halo and horns" effect 2.5 Explain techniques to gain rapport with candidates 2.6 Explain the importance and role of candidate feedback in the assessment process 2.7 Explain when and why to carry out references and checks on candidates 2.8 Explain the use of reasonable adjustments in candidate assessment 2.9 Explain the considerations following candidate assessment
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the planning of candidate assessments and the principles and techniques of candidate assessment

Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	N/A
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13