REEC Level 3

NVQ Diploma in Recruitment (QCF) – 600/8562/9

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1. OVERVIEW

INTRODUCTION

The QCF National Vocational Qualifications (NVQs) at Levels 3 and 4 are the broadly comparable.

Those who attain a NVQ demonstrate their occupational competence. This means that they have the necessary skills, knowledge and understanding to allow them to perform in the workplace effectively and competently in relation to their job roles within the scope of recruiters.

These nationally recognised, accredited and regulated qualifications are based on the 2011 National Occupational Standards (NOS) for recruitment. The NOS are set out across six areas and are then further subdivided into units which describe the outcomes of competent performance, the behaviours, and the underpinning knowledge and understanding that are necessary for those outcomes to be produced in the workplace.

A **recruiter** who successfully achieves the attainment of the **REC Level 3 NVQ Diploma in Recruitment** has the ability to:

- Identify client recruitment requirements, pre-select candidates, assess candidates, match and present candidates to employers, attract potential candidates, brief and support candidates, carry out candidate debriefing, administer recruitment processes, develop working relationships with colleagues

This is broadly comparable to attainment of A- Levels.

A **recruiter** who successfully achieves the attainment of the **REC Level 4 NVQ Diploma in Recruitment** has the ability to:

- Identify client recruitment requirements, develop resourcing plan for recruitment services, pre-select candidates, carry out candidate assessment, match and present candidates to employers, build and sustain strategic relationships with clients, market for potential candidates, coach and support candidates, carry out candidate debriefing, analyse the market in which your organisation operates, buyer behaviour in sales situations, negotiating, handling objections and closing sales, develop, maintain and review personal networks

This is broadly comparable to attainment of the second year of a bachelor degree.

These are broad comparisons, not equivalencies because of the general nature of academic programmes compared to vocational programmes, which have a different emphasis on theory and knowledge versus the practical, applied nature of vocational programmes.

UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

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

- **<u>Learning Time</u>**.

  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.

- **<u>Guided Learning Hours</u>**.

  Each qualification includes the minimum guided learning hours expected to meet quality standards and for publically funded contracts.

  'Guided learning hours' is the number of hours of teacher/tutor supervised or directed study time required to teach a unit and or qualification. This could include lectures, tutorials, guided reading, facilitated discussion, one-to-one feedback, and online guidance

The table below shows the difference between Guided Learning Hours and Learning Time

	Tutor Directed/Facilitated	Learner Directed	Assessment
Guided Learning	• Induction • Tutorials and tutorial support time • Directed activities such as role play, case studies etc • Facilitated Group discussion • Action Learning Sets • Supervised work-based learning or practice • Directed on-line learning • Guidance prior to assessment		
Learning Time	• Induction • Tutorial and tutorial support time • Directed activities such as role play, case studies etc • Facilitated Group discussion • Action Learning Sets • Supervised work-based learning or practice • Directed on-line learning • Guidance prior to assessment	• Reading • Research • Self-study • Discussion with relevant others in the workplace • Practice in the workplace • Online learning	Time taken for learner to complete assessment to the required standard for the unit

- **<u>Qualification Structure</u>**.

  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.

- **<u>Qualification Sizes</u>**.

  There are 3 sizes of qualification in the Qualifications and Credit Framework (QCF). 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.

- **<u>Qualification/Unit Level</u>**.

  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

- **<u>Credit</u>**

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

- **<u>Credit Value</u>**

  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.

- **<u>Credit Accumulation</u>**

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

- **<u>Certification</u>**.

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

  Unit Certificates are available for individual units as long as a learner is registered on the REC Unit Payment Route.

UNDERSTANDING THE QCF

These products are based on, and translate the 2011 National Occupational Standards (NOS) for Recruitment, now managed by the Council for Administration (CfA) as the pan sector standards setting body responsible to the United Kingdom Commission for Employment Skills (UKCES) for the development of skills in the Recruitment Sector.

The units within these broadly comparable replacement qualifications, are written in the standard QCF unit template.

Assessment is still work based using naturally occurring evidence and REC has provided access to an e-logbook to support the assessment of each unit, individually or holistically. To download, see centres section of the REC Website

All assessment requirements are specified within the QCF NOS-based units of assessment.

Each NOS based QCF unit of assessment :

- is credit rated
- is levelled
- is a common shared unit across all Awarding Bodies operating in the Industry Sector Code 15 - Business, Administration and Law and specifically subject area 15.3 - Business Management
- belongs to one or more qualification structures for the recruitment sector.

The learning outcome (headed: *the leaner will*) is equivalent to the knowledge and understanding within the NOS unit; the assessment criteria (headed: *the learner can*) are equivalent to the outcomes of effective performance and behaviours in the simplified unit template. There are no requirements to complete any mapping matrices in the assessment.

There is no Award sized qualification, only Certificate and Diploma sizes to meet “full level threshold” definitions for public funding and the functional and occupational maps for team leading and management.

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

APPROVAL FOR THE QUALIFICATION / QUALITY ASSURANCE

Organisations wanting to deliver these regulated QCF qualifications must satisfy the REC approvals process. This consists of: (i) Centre approval and (ii) Qualification approval

Centre approval ensures you have the right systems, practices, process and people in place. Qualification approval ensures you have the right skills, knowledge, experience, qualifications and understanding to deliver the qualification to learners.

If you are currently approved by one of the City and Guilds Group Awarding Bodies, or any other Awarding Body with QCF recognition, REC may be able to fast track our approvals process by using all or some of the evidence you prepared for that approval, as it may be relevant to the regulatory criteria we need to uphold

The Qualification Quality Rating (QQR) Tariff indicates the 'status' of a qualification within a Centre. It determines:

- The minimum level of Internal Verifier (IV) assessment sampling and the minimum level of EV assessment sampling.
- The certification status for each qualification, which indicates whether a Centre can certificate prior to EV sign off (Direct Claim Status) or whether the EV must sign off prior to certification.

QQR Tariff	Certificate Status	Internal Quality Assurance (Min Sample)	External Quality Assurance (Min Sample)
None	Direct Claim Status	15%	10%
01	Direct Claim Status	15%	10%
02	EV Sign off prior to certification	20%	15%
3a/3b	EV Sign off prior to certification	30%	20%

- External verifiers have the right to contact learners as part of their routine quality assurance activities. This may be face-to-face, by telephone or e-mail.
- Centres must retain assessment records for at least 4 years.

ROLE DESCRIPTIONS AND OCCUPATIONAL COMPETENCE REQUIREMENTS

ROLE DESCRIPTIONS

It is not mandatory to clearly separate the roles of adviser and assessor for each learner. However, REC recommends the continued separation of the two roles as good practice. Where the roles *are* separated, the centre should make clear to the External Verifier who has acted in each role.

A guide to the individual roles is provided below:

Adviser

- Regular, informal assessment of learner's evidence to ensure its suitability for formal assessment
- Support for development and assessment planning, knowledge acquisition, evidence gathering and presentation activities
- Maintenance of appropriate records
- Provision of expert witness testimony (adviser role only)

Assessor

Where the roles of adviser and assessor are not separated, the assessor must undertake the adviser activities as listed above.

- Formal assessment of the evidence presented by a learner against the assessment criteria of the QCF units
- The assessor must decide whether
  - the evidence covers all criteria
  - there is valid evidence from those who report to the learner **and** from those to whom the learner reports (except in cases where the learner does not report to anyone – for example, if they own the organisation).
  - there is a balance between the range of assessment methods including observation and tangible evidence.
  - the evidence has normally been originated within the last three years
- In reaching an assessment decision, the assessor must assess all evidence presented.
- Detailed and auditable records must be maintained of the manner in which the assessment decision is made. This will include a record of all assessment dialogues/interviews

Internal Verifier

The internal verifier will normally act as the main point of contact between the centre and REC, through the External Verifier.

The main responsibilities are

- assuring fair and equal access to assessment for all learners
- monitoring the conduct of assessments
- sampling learner evidence to verify assessment decisions
- ensure accurate and consistent standards of assessment between assessors over time making adjustments where required to compensate for any differences in standards
- liaising with the awarding body through the External Verifier to ensure consistent standards of assessment between other centres is maintained.
- assuring the quality of the systems and procedures used for assessment and verification
- supporting and guiding assessors, advisers and, where used, mentors
- maintaining up-to-date verification and assessment records
- administration, including registration and results where appropriate
- providing information for analysis by the centre and REC

In order to fulfil these responsibilities, the internal verifier must pre-plan and record all verification activities, observe and provide feedback on assessors' activities, interview learners and hold regular meetings of the staff team.

OCCUPATIONAL COMPETENCE REQUIREMENTS

The centre must demonstrate that staff who are actively involved in the NVQ programmes meet the occupational competence requirements determined by the standards setting body. It is also the centre's responsibility to inform REC of any changes to the staffing situation, and to provide an appropriate CV to the Quality Manager, who will be responsible for authorising their addition to the team, and recording this on the appropriate documentation.

Assessors and Verifiers must demonstrate that they:

- *have credible expertise in recruitment relevant to the level(s)/units they are assessing or verifying.*
- *keep themselves up-to-date with developments in recruitment practice;*
- *have a thorough understanding of the NOS for recruitment at the unit(s)/level(s) they are assessing or verifying.*

In addition Assessors and Verifiers must have:

- *An accredited assessor and/or verifier qualification, or*
- *A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or*
- *Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications*

A qualified assessor must countersign the assessment decisions of unqualified assessors. The decisions of unqualified internal verifiers must be similarly countersigned by a qualified internal verifier

2. ENTRY REQUIREMENTS

PROGRAMME OUTLINE

There are 2 QCF NVQ's in recruitment to choose from depending on what level of recruitment practice the learner is currently operating at and aspiring towards.

The REC Level 3 NVQ Diploma in Recruitment gives trainee/junior recruitment consultants, resourcers and in-house resourcers/recruiters the opportunity to develop the core competences needed in today's recruitment world. They will be able to demonstrate their competency in identifying client recruitment requirements, pre-selecting candidates, assessing candidates, matching and presenting candidates to employers, attracting, briefing and supporting candidates, administering recruitment processes, developing working relationships with colleagues, identifying company recruitment requirements, pre-selecting candidates, assessing candidates, matching and presenting candidates to managers, attracting and briefing candidates, administering recruitment processes, developing working relationships with colleagues.

The REC Level 4 NVQ Diploma in Recruitment gives recruitment consultants, senior/principal consultants and account managers the opportunity to develop the core competences needed in today's recruitment world. They will be able to demonstrate their competency in advising clients on strategic recruitment planning, identifying client recruitment requirements, planning the recruitment process, pre-selecting candidates, assessing candidates, building relationships with clients, attracting, coaching and supporting 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 underpinning principles of recruitment process. It is expected that centres will confirm that intending learners are in a position to gather evidence to demonstrate competence against the standards and are able to benefit generally from the programme.

The NVQs in recruitment are intended to be assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness statements etc.

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.)

Clearly, the extent to which these basic criteria are met will assist centres in determining which NVQ level is appropriate, or whether the learner should be advised to follow an alternative, better suited to their circumstances, such as an appropriate REC Level 3 Certificate in Recruitment Practice or REC Level 4 Diploma in Recruitment Management.

PROGRESSION

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

Successful learners at level 3 may progress on to a higher level NVQ – either in recruitment or another appropriate occupational area – provided that their circumstances allow for competence to be demonstrated against the QCF 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 QCF NVQ units, with another Awarding Organisation offering recruitment programmes, maybe eligible for exemptions and or credit under the **Recognition of Prior Learning** (RPL) process.

Learners completing NQF NVQ units may, on a case by case basis, be eligible for RPL where the unit is unchanged. Please contact REC for the latest guidance.

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 NVQ process and is prepared to commit wholeheartedly to the programme
- the learner is, or has recently been (see note above) in a position to produce evidence of competence for the purposes of assessment, and
- ideally, that s/he has the active support of their employer

EQUALITY OF OPPORTUNITY

Centres must refer to the REC Centre Manual (see centres section of Rec or 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 an NVQ 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.

- **Work placements** may assist learners not currently in employment, so that they have an opportunity to produce suitable workplace evidence

- **Recognition of prior learning/achievement (RPL/RPA), including unpaid work.** Centres are required to have in place systems for the recognition of learners' current competence, and for taking this into account when considering their suitability for the programme. In this context, RPL/RPA provides a mechanism whereby the past experience and learning of a learner can be taken into account, subject to the proviso that adequate currency can be demonstrated. When seeking evidence of prior learning, unpaid employment (ie work for charities, school governing bodies, club committees, etc) should not be overlooked. Such activities may well produce sound evidence which meet the QCF national occupational standards based unit of assessment, and the requirements of the recruitment functions.

- **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

Minor reasonable adjustments or special considerations concerning NVQ assessments must be locally agreed between the centre and the REC External Verifier. More significant reasonable adjustments or special considerations MUST be agreed in writing by REC as early as possible within the programme, and before being implemented.

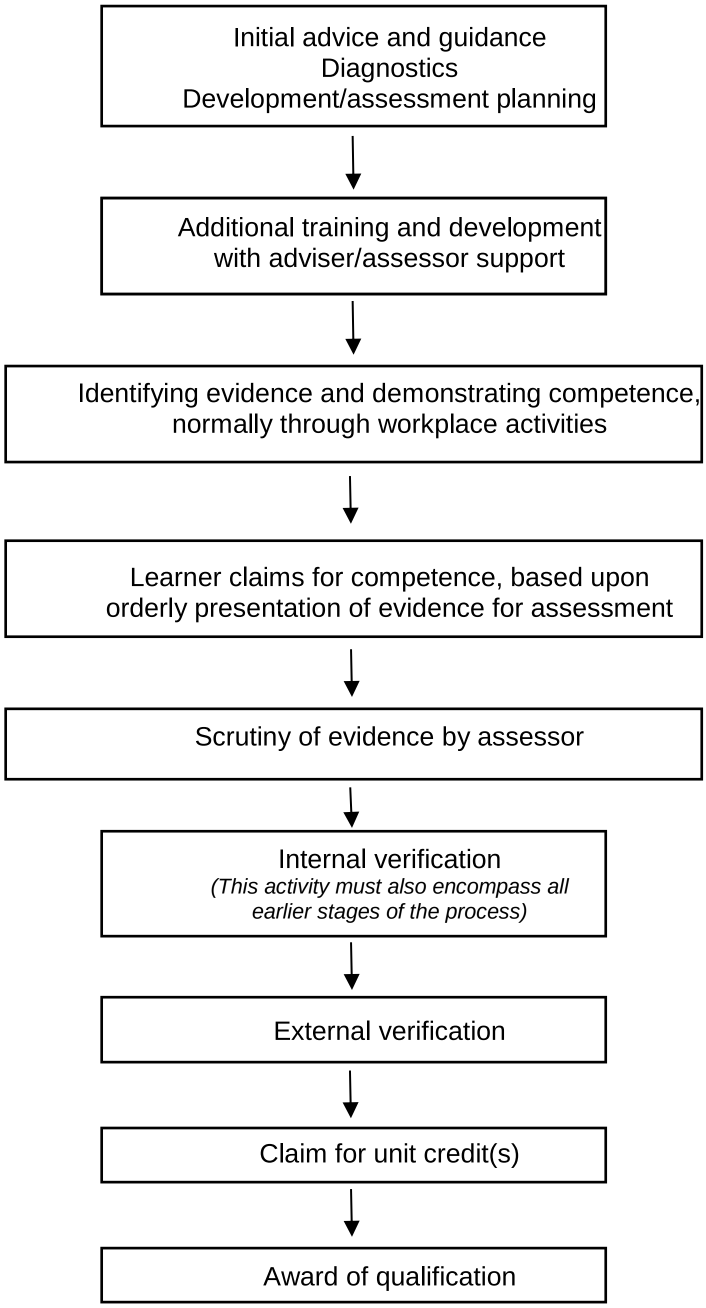
For further information/examples, please refer to the REC Centre Manual on the centres section of the REC or REC Website

LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH

It should be noted that a proportion of the evidence presented by learners' can be in languages other than English, always provided that centres have competent assessors and internal verifiers who are proficient in the language(s) concerned. Learners who have a second language would normally be expected to be proficient in the language prevailing in the wider working environment.

REC cannot be responsible for providing an External Verifier who is proficient in the language. It is the responsibility of the centre to arrange for the translation of assessment evidence and to notify the awarding body of the requirement at an early stage in the programme that this will be happening.

3. NVQ PROCESSES AND REQUIREMENTS



The following subsections will provide detailed guidance on the operation of the NVQ within the framework shown above. Centres may find it helpful to use the above diagram with their learners.

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 evidence gathering for the NVQs in Team Leading/Management - by considering their key responsibilities and accountabilities
- opportunity to recognise prior achievement/learning
- the appropriate level of NVQ in Team Leading/Management
- an indication of possible choice of optional units

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 Assessor or Advisor

Induction

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

See the REC Centre Manual in the centres section of the REC or REC Website for more information.

Diagnostic Process

This stage will build on the initial advice and guidance. An audit of the learners' present skills, knowledge and abilities against the QCF 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. Learners should not be required to undertake further learning where it is proven that they already have this knowledge.

Centres may use a variety of methods, including individual and/or group activity and use of their own diagnostic instruments (approved either during the approval process, or if subsequently modified, by the External Verifier).

Detailed records of this auditing stage should be added to each learner's file.

Individual Development and Assessment Planning

An initial **individual development/assessment plan (IDAP)** will result from the foregoing activities, and must be continually reviewed and up-dated throughout the learner's progress on the programme. The purpose of this plan, which should include development and assessment, is to ensure that the learner is in control of their own NVQ pathway, and only undertakes actions that can be completed within an agreed timescale. This ensures effective learner time management and targeting of achievement. It is essential for ensuring steady progress and avoiding non-completion of the programme.

IDAPs should clearly indicate the actions, resources and timescale for completion, and be agreed and completed at each meeting of the learner and their adviser/assessor.

Copies of the development plan should be held by the learner and also by the centre - usually with the adviser/assessor. External Verifiers will require access to the development plans to verify the Centre's compliance with the requirements in this respect.

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 REC's range of recruitment practice and recruitment management qualifications will also provide a sound knowledge basis for the NVQs in recruitment. The needs of an individual learner should be identified through the initial assessment, and clarified through the development plan.

It is not acceptable that individual learners are recommended to attend learning programmes when they already have the requisite knowledge. However, it is acceptable that learners are expected to complete a programme of learning when this is essential for the individual in the judgement of the centre, or the External Verifier.

Identifying Evidence and Demonstrating Competence

In order to achieve any unit, learners must demonstrate that they meet all its requirements. This means all of the stated assessment criteria. The assessor must be able to observe the learner in the workplace and/or see tangible evidence. The balance between observation and other ways of evidencing performance must be agreed with the assessor.

Centres are required to provide support and guidance to learners in the various ways in which competence may be demonstrated. Centres should offer the widest possible provision, given the practical circumstances. An adviser/assessor will guide the assessment planning and evidence identification.

Evidence should reflect current or recent activity by the learner, and should normally have been originated within the **last three years**.

Assessment

Evidence of competence may take a variety of forms including:

- Personal statements (this is not actual work evidence)
- Observation
- Professional discussion
- Questioning
- Witness statements

Advisers/assessors should help ensure that evidence presented is actually **evidence of the learner's competence**. Learners may seek to include items which are little more than copies of documents, policies, or course hand-outs, or even relate to some other person in the workplace who was involved in the activity along with the learner, for example at a meeting! This evidence would clearly be unacceptable.

Simulation

Simulated evidence is **not** allowed. (i.e. all evidence must relate to real work activities). However where access to assessment is jeopardised by this, guidance should be sought from REC who will decide the issue in conjunction with the standards setting body (Council for Administration) and Recruitment Qualifications Forum.

Approaches to Identifying Evidence

REC does not seek to regulate or prescribe the manner in which evidence of competence is presented.

A paperless approach is encouraged where it provides a practical and cost effective alternative to a portfolio.

If learners use a 'pack of evidence' for a unit, then indexing of individual pieces of evidence in that pack against the assessment criteria is required.

Centres should ensure that learners are guided to use the optimum approach for themselves as individuals, and that they make maximum use of all evidence, cross-referencing it to all appropriate units. Centres should encourage learners to present the most appropriate evidence by making use of observation, video or audio recordings, or photographs in addition to paper-based items. This should ensure that portfolios are concise and comprehensive.

Learner Claim for Competence

It is essential that the *learner* is responsible for making the claim for competence, though the adviser/assessor will clearly play a significant role in assessment planning, identifying evidence and presentation. The assessor must be made aware of the manner in which the evidence is presented to support the learner's claims to competence.

In general terms, a learner will be linking evidence identified from the workplace and matching it with the learning outcomes and assessment criteria. However, an assessor will need to work *from* the assessment criteria to match the evidence when checking claims for competence.

Scrutiny of Evidence by Assessor

The evidence presented by a learner for a full NVQ must satisfy the key principles of assessment

Individual QCF units are the minimum assessable component for the Recruitment NVQs.

Early assessment of the first few units is strongly recommended and should be encouraged by the centre. This ensures that the learner is producing suitable evidence of their competence, and motivates them to complete the programme.

Documentation should be in place to allow internal verifiers and External Verifiers to trace exactly how the assessment decision was reached.

Assessment Dialogue

An assessment dialogue is where an assessor engages in dialogue with the learner and suitably records the outcomes. This can be used to confirm, clarify or authenticate issues raised by assessment of the evidence presented. All questions and outline responses should be recorded to provide an audit trail.

Centres are recommended to request both assessor and learner to sign the record, against a statement confirming that it is a true account of the interview, and to date the record in order to provide a sound audit trail.

Internal verifiers may also wish to interview learners – especially where there are concerns about an assessment decision.

Centres should note that External Verifiers have the right to interview all and any learners to ensure the quality of provision and assessment. Normally the centre will be advised in advance of the visit which learners are required to be interviewed. This interview will also be part of an advance external verification sampling plan, which complements and is in addition to the internal verifier's sampling methodology.

Communication of Assessment Decisions

Centres should be aware that any assessment decision made within the centre is subject to ratification by REC. It is important that centres have a procedure for explaining this clearly to learners - possibly during the induction process, or in learner handbooks, etc. Learners should be told that assessment decisions are informal, until confirmed by internal and external verification
and the awarding body. This should form part of the routine feedback to learners on assessment decisions.

Internal Quality Assurance

Internal verifiers have a major role to play in quality assurance. The IV must be a separate person from the adviser and assessor for any one learner.

The internal quality assurance activities should not be confined to the end of a programme, but be an integral part of every stage of the process. This involves a range of monitoring activities including these stages:

- initial learner advice and guidance
- provision of training and development opportunities for learners
- advice on evidence gathering and presentation for assessment
- sampling assessments (desk-based and observation), assessment reports/records, and learner interviews
- standardisation activities to ensure appropriate and consistent decisions across the assessment team

The Internal verifier is responsible for ensuring meetings of the centre staff team occur at regular and appropriate intervals - depending on the volume of activity. The advice, assessment and verification process outcomes must be monitored and evaluated. These meetings must be documented, with actions agreed, recorded and followed up. Such meetings may also be used for supporting, and guiding assessors, advisers and where used mentors, or for staff development purposes - for up-dating centre staff on all NVQ-related issues, and feedback from the External Verifier.

Internal verifiers are also responsible for monitoring equal access to assessment which is a wider remit than the statutory monitoring of the equal opportunities policy by the centre as a whole. Equal opportunities should be a standard agenda item at team meetings, and all discussions and actions must be recorded.

The pre-planning of assessment decision sampling, and the recording of all internal verification activities that ensue are essential. Centres may wish to follow the guidance below in devising suitable internal verification procedures for sampling assessments:

The sample requirements are as follows:

- Internal Verifiers must sample as per the Qualification Quality Rating (QQR) Tariff for a specific qualification. All cases where special assessment arrangements have been employed must be included – even if this means increasing the sample size.

- External Verifiers must sample as per the Qualification Quality Rating (QQR) Tariff for a specific qualification across a broad range of learners and assessors, and this must include some units that have been internally verified and some that have not. All cases where special assessment arrangements have been employed must be included – even if this means increasing the sample size.

- The IV and EV must use the same sample base - this may be a single programme, or several programmes, or simply a certain number of learners where the centre operates "roll-on, roll-off" provision. For the purposes of external verification, this sample base should be extended to include learners who have not been internally verified.

- The learners' names and registration numbers should be listed, and the plan will remain "active" until all learners listed have completed or left the programme.

- The IV should then complete a record of verification activity, which mirrors that used by the assessor.

- Internal verifiers will need to monitor the early assessments of new assessors. The decisions of assessors who are not yet qualified must be countersigned by a qualified assessor or IV.

- Adjustments to the plan may be necessary, in the light of changes to the cohort, learner progress and assessment activity. However, this does not necessarily mean increasing the SIZE of the sample, just that the initial sampling activity will be completed earlier in the programme. However, it MAY mean that a larger sample is required, if early samples indicate the need for further improvement in procedures.

- The internal verifier is required to liaise with the awarding body through the External Verifier to ensure that consistent standards of assessment between other centres are maintained. It is essential that sampling plans are sent to the REC External Verifier at the start of each programme/cohort.

External Verification

The External Verifier's role is one of quality assurance, support and auditing and will concentrate on the internal verification process at the centre. For audit purposes it is therefore essential that internal verifiers are absolutely precise in the nature and accuracy of their record keeping.

External Verifiers are required to undertake **observations** of the assessment and internal verification processes.

External verifiers must sample as per the Qualification Quality Rating (QQR) Tariff for a specific qualification. This must include some units that have been internally verified and some that have not. All cases where special assessment arrangements have been employed must be included – even if this means increasing the sample size.

The Centre Support Status (CSS) will indicate the External Verifier activity pattern in terms of verification. Verification will be completed by a combination of centre visits and remote monitoring.

Where the centre does not have direct claim status for the qualification, the signature of the External Verifier must be obtained before claiming certification.

Any obstruction to the external verification process of REC could lead to suspension, and potential withdrawal of approval from the centre.

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 REC's own appeals procedure are set out in the REC Centre Manual which is in the centres section of the REC Website.

Claim for Certificate(s) of Unit Credit and award of whole NVQs

Centres should refer to the REC Centre Manual, which includes guidance notes for registration and results notification. See qualification specifications part 2 for the unit details and qualifications structure for the relevant size and level of NVQ.

- Centres should take particular attention to the qualification structure and the minimum credit requirements for certification.

- Each qualification will require a minimum credit value to be accumulated before the award can be made.

- Learners can exceeded this minimum but should not exceed the maximum credit range for the size of the qualification *i.e. QCF Certificates are a maximum of 36 credits*

- Final certificates will be issued to learners on successful completion of all the mandatory and optional unit assessments required for a qualification. The certificate will be accompanied by a transcript listing the actual units achieved by the learner. Where learners complete more units than are required for the qualification, these will also be listed on the transcript.

- Certificates of Unit Credit can be claimed where learners are registered on the Unit Payment Route, by entering successfully completed units onto the individual Schedule of Results.

4. Appendix

Glossary

Term	Definition
Accreditation	The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the QCF 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 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 QCF.
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 NVQ Diploma in Recruitment (QCF)

600/8562/9

Contents	Page

IMPORTANT NOTE: This document must be read in conjunction with the REC QCF NVQ Qualification Specification Part 1 General Information Document

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QUALIFICATION(S) OVERVIEW:

REC Level 3 NVQ Diploma in Recruitment	
Purpose of the qualification	The REC Level 3 NVQ Diploma in Recruitment (QCF) has been developed to provide recruitment professionals and potential recruitment professionals, with an industry recognised competency qualification at the QCF level 3. To achieve an NVQ, candidates must prove that they have the ability (competence) to carry out their role to the required standard. We developed the NVQs in conjunction with the CFA and have based the criteria on the National Occupational Standards (NOS) that describe the 'competencies' expected in Recruitment. The NVQ's will be assessed through demonstration and a portfolio of evidence that 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 QCF NVQ – either in management or another appropriate occupational area – provided that their circumstances allow for competence to be demonstrated against the appropriate national occupational standards. Alternatively, candidates 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 candidate wishes to begin development and acquisition of relevant knowledge, skills and understanding.
Credit Value	41
Induction	1 hour
Tutorial Support	At least 2 hours
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	188-257 Guided learning hours
To be completed within	1-1½ years

RULES OF COMBINATION

Level 3 NVQ Diploma in Recruitment	
Candidates must achieve: • all 9 Mandatory units, providing 28 credits • 13 credits from any combination of Optional units ie a total of 41 credits	
Min credit (Mandatory units): 28	**Max credit (Mandatory units): 28**
Min credit (Optional units): 13	**Max credit (Optional units): N/A**
Min GLH for qualification: 188	**Max GLH for qualification: 257**

Mandatory units

Unit no.	Unit title	L	CV	GLH	Ofqual no.
REC 3-2	Identify client recruitment requirements	3	3	10	
REC 3-4	Pre-select candidates	3	3	10	
REC 3-5	Assess candidates	3	3	20	
REC 3-6	Match and present candidates to employers	3	4	30	
REC 3-8	Attract potential candidates	3	3	20	
REC 3-9	Brief and support candidates	3	3	15	
REC 3-10	Carry out candidate debriefing	3	4	20	
REC 2-1	Administer recruitment processes	2	2	20	
D1	Develop working relationships with colleagues	2	3	15	H/600/9660
Group totals			**28**	**160**	

Optional units					
Unit no.	**Unit title**	**L**	**CV**	**GLH**	**Ofqual no.**
REC 3-1	Advise clients on operational recruitment planning	3	4	15	
REC 3-3	Develop resourcing plan for recruitment services	3	4	15	
REC 3-7	Sustain customer-focused relationships with clients	3	6	30	
REC 3-11	Co-ordinate flexible workers	3	6	40	
MK 3-2	Conduct market research	3	6	10	H/502/9929
SAL 3-1	Negotiating, handling objections and closing sales	3	4	22	F/502/8612
SAL 3-4	Buyer behaviour in sales situations	3	3	27	K/502/8622
MK 3-1	Analyse competitor activity	3	3	3	Y/502/9927
SAL 4-3	Developing sales proposals	4	5	30	A/502/8656
SAL 3-7	Preparing and delivering a sales presentation	3	4	28	L/502/8631
A3	Develop, maintain and review personal networks	4	4	25	R/600/9587
Group totals			**49**	**245**	

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REC Level 3 NVQ Diploma in Recruitment

Mandatory Group A

UNIT SPECIFICATIONS

Title	Identify client recruitment requirements
CfA unit ref.	REC3-2
Ofqual unit no.	
Level	3
Credit value	3
GLH	10

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 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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns confirming clients' staffing requirements, analysing the role requirements of staff sought and confirming recruitment arrangements

	with clients
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)	CfA Recruitment 2 and 4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Pre-select candidates
CfA unit ref.	REC 3-4
Ofqual unit no.	
Level	3
Credit value	3
GLH	10

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 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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns shortlisting candidates and presenting pre-selected candidates to clients
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)	CfA Recruitment 6 and 7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the

	CfA Sales Assessment Strategy
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	Assess candidates
CfA unit ref.	REC 3-5
Ofqual unit no.	
Level	3
Credit value	3
GLH	20

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 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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns planning candidate assessments, carrying out candidate assessments and understanding the basis for choosing selection methods and media
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)	CfA Recruitment 6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Match and present candidates to employers
CfA unit ref.	REC 3-6
Ofqual unit no.	
Level	3
Credit value	4
GLH	30

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 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
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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns developing and maintaining a candidate database, matching candidates and presenting candidates to clients
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)	CfA Recruitment 6 and 7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Attract potential candidates
CfA unit ref.	REC3-8
Ofqual unit no.	
Level	3
Credit value	3
GLH	20

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 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
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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns planning candidate attraction activities, implementing candidate attraction activities and building 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)	CfA Recruitment 3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Brief and support candidates
CfA unit ref.	REC 3-9
Ofqual unit no.	
Level	3
Credit value	3
GLH	15

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 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)

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns identifying candidates' needs, briefing candidates on employer requirements and supporting them
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)	CfA Recruitment 3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Carry out candidate debriefing
CfA unit ref.	REC3-10
Ofqual unit no.	
Level	3
Credit value	4
GLH	20

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 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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns reviewing candidates' progress and exchanging feedback with them
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)	CfA Recruitment 7
Assessment requirements or guidance specified by a sector or regulatory body	All Assessment Criteria must be met. The method of assessment is

(if appropriate)	determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Administer recruitment processes
CfA unit ref.	REC2-1
Ofqual unit no.	
Level	2
Credit value	2
GLH	20

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 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
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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns administering the recruitment process, the selection process and the appointment process
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)	Administer the recruitment and selection process
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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:	Develop working relationships with colleagues
CfA unit ref:	D1
Ofqual unit no:	H/600/9660
Level:	2
Credit value:	3
GLH:	15

Learning outcomes ***The learner will:***	**Assessment criteria** ***The learner can:***
1. Understand the benefits of working with colleagues.	1.1 Describe the benefits of productive working relationships.
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.
Be able to act in a professional and respectful manner when working with colleagues.	3.1 Explain how to display behaviour that shows professionalism.
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.
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.
Additional information about the unit	
Unit aim(s)	This unit will help learners to establish and develop effective working relationships with colleagues.
Unit expiry date	
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	MSC D1 Develop productive working relationships with colleagues
Details of the relationship between the unit and other standards or curricula (if appropriate)	

Assessment requirements specified by a sector or regulatory body (if appropriate)	
Endorsement of the unit by a sector or other appropriate body (if required)	Management Standards Centre
Location of the unit within the subject/sector classification system	15.3
Name of the organisation submitting the unit	
Availability for use	Shared

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REC Level 3 NVQ Diploma in Recruitment

Optional Units Group B

UNIT SPECIFICATIONS

Title	Advise clients on operational recruitment planning
CfA unit ref.	REC3-1
Ofqual unit no.	
Level	3
Credit value	4
GLH	15

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 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

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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding human resource planning, defining clients' operational recruitment needs, understanding the basis for choosing recruitment methods and media and analysing the effectiveness of the recruitment solutions
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)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Develop resourcing plan for recruitment services
CfA unit ref.	REC3-3
Ofqual unit no.	

Level	3
Credit value	4
GLH	15

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 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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns agreeing with clients how recruitment needs will be met and developing a recruitment resourcing plan
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)	CfA Recruitment 1 and 4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy

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	Sustain customer-focused relationships with clients	
CfA unit ref.	REC3-7	
Ofqual unit no.		
Level	3	
Credit value	6	
GLH	30	
Learning Outcomes		**Assessment Criteria**
When awarded credit for this unit, a		Assessment of this learning outcome

learner will:	will require a learner to demonstrate that they can:
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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding networking tools to create relationships with clients, building and sustaining relationships with clients in recruitment
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational	CfA Recruitment 2

standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the CfA Sales Assessment Strategy
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	Co-ordinate flexible workers
CfA unit ref.	REC 3-11
Ofqual unit no.	
Level	3
Credit value	6
GLH	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 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
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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns placing flexible workers with clients, managing clients' bookings for flexible staff and co-ordinating the needs of flexible workers
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)	CfA Recruitment 8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	All Assessment Criteria must be met. The method of assessment is determined by individual awarding organisations, in compliance with the

	CfA Sales Assessment Strategy
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	Analyse competitor activity
CfA Unit Ref.	MK 3-1
WBA Unit No.	Y/502/9927
Level	3
Credit Value	3

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:
01 Be able to identify competitor activity	01.01 Identify organisations competing for the same customers 01.02 Identify potentially threatening competitor activity 01.03 Identify competitors' objectives 01.04 Identify valid sources of information on competitors and their activity 01.05 Explain the advantages and disadvantages of sources of information on competitors and their activity
02 Be able to determine the nature of the threat posed by competitor activity	02.01 Assess the strengths and weaknesses of competitor activity against agreed criteria 02.02 Assess the strengths and weaknesses of competitors' products and/or services against agreed criteria 02.03 Determine the nature and extent of the possible threat posed by competitor activity and products and/or services

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns being able to identify competitor activity and determine the nature of the threat posed by competitors
Unit expiry date	31 December 2013
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Marketing 1.1.3 Identify and monitor competitors' marketing strategies and activity
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 January 2011
Unit guided learning hours	3

Title	Conduct market research
CfA Unit Ref.	MK 3-2
WBA Unit No.	H/502/9929

Level	3
Credit Value	6

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:
01 Be able to identify the need for market research	01.01 Establish the nature of the marketing issue for which information is needed 01.02 Agree the research budget and timescale 01.03 Agree specific, measurable, realistic and time-bound objectives
02 Be able to design market research projects	02.01 Determine the research method(s) and instrument(s) best suited to obtaining the required information within budget 02.02 Establish the sources of reliable quantitative and qualitative information most likely to yield the required information 02.03 Develop a research project proposal and rationale that addresses the research objectives 02.04 Obtain approval to the specified actions, responsibilities, timescales and budget for the research 02.05 Explain the strengths and limitations of the ranges of proposed research methods 02.06 Explain the use of a sample in designing market research projects 02.07 Explain the importance of validating information
03 Be able to manage market research data collection	03.01 Ensure that the team is briefed on the objectives and data collection tasks 03.02 Ensure that data collection activities are carried out in accordance with the market research plan 03.03 Provide progress and variance reports in accordance with the data collection plan 03.04 Address issues and variances in accordance with the market research plan 03.05 Ensure that the data collection is

	conducted in accordance with legal, regulatory and industry requirements and standards 03.06 Present the data in the agreed format within the agreed timescale 03.07 Evaluate the effectiveness of the market research data collection against agreed criteria

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns being able to identify the need for market research, design market research projects and manage market research data collection
Unit expiry date	31 December 2013
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Marketing 1.2.1 Define the need for market research Marketing 1.2.2 Design market research projects Marketing 1.2.3 Implement programmes to collect market research data Marketing 1.2.7 Collect data on the knowledge, attitudes and behaviours of target groups
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 January 2011
Unit guided learning hours	10

Title	Developing sales proposals	
CfA Unit No.	SAL4-3	
WBA Unit No.	A/502/8656	
Level	4	
Credit Value	5	
GLH	30	
Learning Outcomes		**Assessment Criteria**
The learner will		The learner can
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
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
Title	Buyer behaviour in sales situations	
CfA Unit No.	SAL3-4	

WBA Unit No.	K/502/8622
Level	3
Credit Value	3
GLH	27

Learning Outcomes	**Assessment Criteria**
The learner will	The learner can
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

Title	Negotiating, handling objections and closing sales
CfA Unit No.	SAL3-1
WBA Unit No.	F/502/8612
Level	3
Credit Value	4
GLH	22

Learning Outcomes	**Assessment Criteria**
The learner will	The learner can
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	1 Identify possible sales objections and appropriate responses prior to dealing with the customer 2 Confirm authorisation to negotiate 3 Prepare a negotiation plan that is capable of providing a mutually acceptable outcome
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

Title	Develop, maintain and review personal networks
CfA Unit No.	MSC A3
WBA Unit No.	R/600/9587
Level	4
Credit Value	4
GLH	25

Learning Outcomes	**Assessment Criteria**
The learner will	The learner can
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.

Title	Preparing and delivering a sales presentation	
CfA Unit No.	SAL3-7	
WBA Unit No.	L/502/8631	
Level	3	
Credit Value	4	
GLH	28	

Learning Outcomes	**Assessment Criteria**
The learner will	The learner can
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
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 nonverbal 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
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