REC Level 4

Diploma in Recruitment Management (RQF) – 600/8564/2

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1. OVERVIEW

INTRODUCTION

The REC Level 4 Diploma in Recruitment Management (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 4, which is equivalent to an HND on the framework.

The REC Level 4 Diploma in Recruitment Management (RQF) was developed and is a revised version of the Diploma in Recruitment Practice (DipRP) not only has the content been reviewed, but the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for Recruitment consultants, senior consultants and Account Managers, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates.

The REC Level 4 Diploma in Recruitment Management (RQF) has 6 mandatory units which are assessed by examination and five optional units of which at least two must be completed.

UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

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

- **Learning Time**.

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

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

- **Total Qualification Time**.

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

- **Qualification Structure**.

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

- **Qualification Sizes**.

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

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

- **Qualification/Unit Level**.

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

- **Credit**

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

- **Credit Value**

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

  One credit is equal to 10 hours of learning time.

- **Credit Accumulation**

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

- **Certification**.

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

IRP MEMBERSHIP, TUTOR SUPPORT AND LEARNING RESOURCES

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

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

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

2. ENTRY REQUIREMENTS

PROGRAMME OUTLINE

The REC Level 4 Diploma in Recruitment Management (RQF) was developed and is a revised version of the Diploma in Recruitment Practice (DipRP) not only has the content been reviewed, but the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework. Ideal for new and potential recruiters, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates.

The REC Level 4 Diploma in Recruitment Management (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 4.

CRITERIA FOR ENTRY

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

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

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

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

PROGRESSION

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

Successful learners at levels 3 and 4 may progress on to a higher level – in recruitment or another appropriate occupational area – provided that their circumstances allow for competence to be demonstrated against the RQF national occupational standards based unit of assessment.

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

RECOGNITION OF PRIOR LEARNING (RPL)

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

PRE-PROGRAMME ADVICE AND GUIDANCE

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

REC will expect centres to establish that:

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

EQUALITY OF OPPORTUNITY

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

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

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

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

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

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

LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH

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

3. PROCESSES AND REQUIREMENTS

Initial Advice and Guidance

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

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

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

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

Induction

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

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

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

Diagnostic Process

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

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

Additional Learning and Development

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

Assessment

Assessment of this qualification is through:

- Examination only

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

Communication of Assessment Decisions

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

Appeals

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

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

4. Appendix

Glossary

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

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

Rules of Combination

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

Unique Learner Number (ULN)

The unique number that is used to identify an individual learner.

REC Level 4 Diploma in Recruitment Management (RQF)

600/8564/2

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QUALIFICATION(S) OVERVIEW:

REC Level 4 Diploma in Recruitment Management	
Purpose of the qualification	The REC Level 4 Diploma in Recruitment Management (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 4, which is equivalent to an HND on the framework. The REC Level 4 Diploma in Recruitment Management (RQF) was developed and is a revised version of the Diploma in Recruitment Practice (DipRP) not only has the content been reviewed, but the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for Recruitment consultants, senior consultants and Account Managers, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to clients and candidates.
Progression routes	Successful candidates may expect to benefit from enhanced career prospects within recruitment. Successful candidates at level 4, may progress on to a higher-level qualification such as the REC Level 5 Diploma in Recruitment Leadership or a vocationally related programme. This option may be preferable where the opportunity to demonstrate competence at a higher level within management is not yet present, but the candidate wishes to begin development and acquisition of relevant knowledge, skills and understanding.
Credit Value	44
Induction	1 hour
Tutorial Support	
Total Qualification Time	440
To be completed within	4 years

RULES OF COMBINATION

Level 4 Diploma in Recruitment Practice				
Candidates must achieve: • all 6 Mandatory units, providing 34 credits • 10 credits from any combination of Optional units ie a total of 44 credits				
Min credit (Mandatory units): 34		**Max credit (Mandatory units): 34**		
Min credit (Optional units): 10		**Max credit (Optional units): 25**		
Min TQT for qualification: 340		**Max TQT for qualification: 590**		

Mandatory units					
Unit no.	**Unit title**	**L**	**CV**	**TQT**	**Ofqual no.**
RECTC4-1	Principles of recruitment sales	4	5	50	
RECTC4-2	Principles of legal and ethical requirements in recruitment	4	8	80	
RECTC4-3	Principles of relationship management in recruitment	4	5	50	
RECTC4-6	Principles of recruitment resource strategies	4	7	70	
RECTC4-10	Understanding recruitment contracts	4	5	50	
RECTC3-6	Understanding the principles of assessing people	3	4	40	
Group totals			**34**	**340**	

Optional units					
Unit no.	**Unit title**	**L**	**CV**	**GLH**	**Ofqual no.**
RECTC4-4	Principles of business management for recruitment	4	5	50	
RECTC4-5	Principles of business development and account management in recruitment	4	5	50	
RECTC4-7	Understanding finance in recruitment	4	5	50	
RECTC4-8	Understanding people management in recruitment	4	5	50	
RECTC4-9	Principles of marketing in recruitment	4	5	50	
Group totals			**25**	**250**	

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REC Level 4 Diploma in Recruitment Management

Mandatory

UNIT SPECIFICATIONS

Title	Principles of recruitment sales
Unit Ref.	RECTC 4-1
Level	4
Credit Value	5
TQT	50

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the behaviours of effective sales people in recruitment	1.1 Analyse the characteristics, behaviours and activities of effective recruitment sales people 1.2 Assess techniques to enhance personal credibility 1.3 Analyse the components and misconceptions relating to emotional intelligence 1.4 Assess the importance of managing personal feelings in recruitment sales situations
2 Understand selling in the recruitment industry	2.1 Explain the characteristics of effective questioning, listening and structured research 2.2 Analyse the nature and application of "push" and "pull" sales styles 2.3 Explain how to adapt personal behaviour and sales activities to different recruitment buyer profiles 2.4 Assess the impact of words, tone and body language 2.5 Analyse the principles of and differences between consultative and transactional selling in recruitment 2.6 Explain the calculation of recruitment charging rates

3 Understand tendering in recruitment	3.1 Analyse the benefits and risks of tendering for recruitment business
	3.2 Explain the processes for invitations to tender, pre-qualification and requests for quotes
	3.3 Explain how to set out a tender and the information needed
	3.4 Explain the importance of addressing the tender objectives
	3.5 Assess the value of feedback from the tendering process
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the behaviours of effective sales people, selling and tendering in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Principles of legal and ethical requirements in recruitment
Unit Ref.	RECTC 4-2
Level	4
Credit Value	8
TQT	80

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the legal system as it affects the recruitment industry	1.1 Analyse the hierarchy, role and powers of the legal system 1.2 Distinguish between civil and criminal law 1.3 Distinguish between common law and statute law 1.4 Distinguish between law and regulation 1.5 Analyse the employment appeals process
2 Understand the scope and provisions of employer and employee statutory rights and related requirements	2.1 Analyse the way in which employment law and other legislation affects employment rights and responsibilities 2.2 Explain the way in which the duties, rights and responsibilities of employers and employees affect business activities 2.3 Explain the organisational procedures and documentation relating to contractual issues 2.4 Determine relevant sources of information and advice for a range of employment issues 2.5 Explain the importance and purpose of working within organisational principles and codes of practice

3 Understand legal and ethical considerations affecting the conduct of business in the recruitment industry	3.1 Analyse the purpose and application of the recruitment compliance cycle
	3.2 Analyse the implications of recruitment-related legislation to candidates, employers, employees and recruiters
	3.3 Explain the purpose, ethical requirements and importance of compliance with professional codes of conduct and practice
	3.4 Identify the risks and potential consequences of non-compliance with professional and legal requirements

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the legal system as it affects the recruitment industry, the scope and provisions of employer and employee statutory rights and related requirements and legal and ethical considerations affecting the conduct of business in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Principles of relationship management in recruitment
Unit Ref.	RECTC 4-3
Level	4
Credit Value	5
TQT	50

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 how to build and develop professional business networks in the recruitment industry	1.1 Assess the considerations to be taken into account in creating a recruitment networking strategy 1.2 Analyse the advantages and disadvantages of different recruitment networking methods 1.3 Analyse recruitment networking skills 1.4 Assess the attributes of different recruitment networking roles (expert, coach and connector)
2 Understand how to build sustainable relationships with clients in the recruitment industry	2.1 Analyse the stages of the buying process 2.2 Classify organisational buying cultures, buyer types and buyer profiles 2.3 Analyse the considerations to be taken into account in building sustainable relationships 2.4 Explain how to adapt relationship building approaches and behaviours to suit different buyer types, expectations and motivations 2.5 Explain different methods of monitoring relationships with clients

3 Understand how to build sustainable relationships with candidates	3.1 Assess the importance of developing sustainable relationships with candidates
	3.2 Explain techniques for communicating with candidates
	3.3 Explain how to adapt relationship building approaches and behaviours to suit different candidates needs, expectations and aspirations
	3.4 Assess the ethical considerations of approaching candidates and developing relationships
	3.5 Explain opportunities and techniques for coaching candidates
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding how to build and develop professional business networks and sustainable relationships with clients and candidates in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Principles of recruitment resource strategies
Unit Ref.	RECTC 4-6
Level	4
Credit Value	7
TQT	70

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 how organisations identify their recruitment resourcing needs	1.1 Analyse the process that public and private sector organisations use when recruiting and selecting staff 1.2 Assess the role of recruitment and selection within human resource processes 1.3 Assess the purpose and methods of job analysis 1.4 Analyse the purpose and techniques to develop effective job descriptions and person specifications 1.5 Assess the role of the recruiter within human resource planning
2 Understand the development of recruitment resourcing strategies	2.1 Analyse the components of a resourcing strategy 2.2 Explain how to ensure the recruitment resourcing strategy is achievable within budget and timescale to the quality required 2.3 Explain how to identify the need for back up plans 2.4 Explain the rationale for the provision for back up arrangements 2.5 Explain how to identify successes and areas for improvement 2.6 Explain the need to agree follow up actions with clients that are appropriate to the outcomes of the strategy implementation

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

Title	Understanding recruitment contracts
Unit ref.	RECTC 4-10
Level	4
Credit value	5
TQT	50

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the range of candidate contracts in the recruitment industry	1.1 Explain the characteristics of a range of candidate contracts
	1.2 Explain the essential content of a range of candidate contracts
	1.3 Analyse the implications for employers and employees of a range of candidate contracts
	1.4 Explain the significance to a candidate of an umbrella organisation
2 Understand the range of client contracts in the recruitment industry	2.1 Explain the characteristics of a range of client contracts
	2.2 Explain the essential content of a range of client contracts
	2.3 Analyse the implications for employers and employees of a range of client contracts
	2.4 Explain the meaning and significance of master vendors, vendor neutrals, umbrella organisations and on demand
	2.5 Analyse the management information and documentation needed to carry out work through different forms of contract
3 Understand the legal requirements of candidate contracts	3.1 Explain the difference and methods of distinguishing between a contract of service and a contract for service
	3.2 Analyse the scope of legislation relating to agency workers, non-employees, immigrants, gangmasters and ex-offenders
	3.3 Explain when criminal records need to be checked and how to do so
	3.4 Explain the legal requirements of clarifying candidates' work status
	3.5 Explain how to ensure all recruitment contracts meet legal and ethical requirements

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

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

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

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the planning of candidate assessments and the principles and techniques of candidate assessment
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational	N/A

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

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REC Level 4 Diploma in Recruitment Management

Optional Units Group B

UNIT SPECIFICATIONS

Title	Principles of business management for recruitment
Unit Ref.	RECTC 4-4
Level	4
Credit Value	5
TQT	50

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 recruitment business planning	1.1 Analyse the role of market research and analysis tools in defining client needs and business planning 1.2 Define the strategic direction, vision, mission, objectives and success criteria of a recruitment business 1.3 Explain the requirements of a recruitment business model and the factors influencing it 1.4 Explain the considerations to be taken into account in the development and implementation of a recruitment business plan 1.5 Define realistic and justified key performance indicators
2 Understand the management and performance measurement of a recruitment business	2.1 Assess the effectiveness of a range of recruitment performance measures 2.2 Identify business strengths, weaknesses and shortfalls 2.3 Identify the drivers to change within a recruitment business 2.4 Explain the use of processes, tools and techniques to review and redesign recruitment business processes 2.5 Analyse the concept and principles of the management of change within a recruitment business

3 Understand commercial issues in recruitment	3.1 Analyse how a recruitment business works
	3.2 Analyse the characteristics and business acumen of effective recruiters
	3.3 Identify internal and external issues and trends of concern to a recruitment organisation and their impact on profitability
	3.4 Explain how to develop contingencies that address identified threats
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding recruitment business planning, the management and performance measurement of a recruitment business and commercial issues in recruitment
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Principles of business development and account management in recruitment
Unit Ref.	RECTC 4-5
Level	4
Credit Value	5
TQT	50

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 business development within the recruitment industry	1.1 Analyse the characteristics, uses and limitations of primary, secondary, quantitative and qualitative research 1.2 Assess the validity, uses and limitations of sources of recruitment information (clients, candidates and competitors) 1.3 Identify changes in the recruitment industry and their implications 1.4 Explain the use of analytical tools to identify competitor threats
2 Understand value added services in the recruitment industry	2.1 Define "value added" recruitment services, their benefits and risks 2.2 Analyse the business imperatives for developing and offering value added services in the recruitment industry 2.3 Assess the factors that influence a recruiter's ability to offer value added services 2.4 Assess the scope and considerations to be taken into account in developing and selling value added recruitment proposals 2.5 Analyse the use of added value within the account management process

3 Understand account management in the recruitment industry	3.1 Analyse the value of account management in recruitment
	3.2 Assess the significance of recruitment client relationship management and client perceptions
	3.3 Explain methods of account management
	3.4 Assess techniques to enhance recruitment client penetration, exceed client expectations and add value
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding business development within the recruitment industry, value added services and account management in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding finance in recruitment
Unit Ref.	RECTC 4-7
Level	4
Credit Value	5
TQT	50

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the use of management accounts in the recruitment industry	1.1 Analyse the financial and tax implications of different kinds of trading entity 1.2 Explain the information needed to compile effective recruitment management accounts 1.3 Explain the statutory requirements for financial reports 1.4 Explain the compilation of a balance sheet, profit and loss account and the calculation of gross profit for a recruitment business 1.5 Explain the influences on gross profit
2 Understand cost control and management in the recruitment industry	2.1 Calculate breakeven point for a recruitment business 2.2 Explain the difference between and treatment of fixed costs and marginal costs 2.3 Explain the principles and treatment of cost allocation and cost analysis 2.4 Assess the considerations relating to cost control in a recruitment business 2.5 Create a realistic cash flow forecast for a recruitment business 2.6 Analyse the importance and methods of the management of cash flow 2.7 Explain how to carry out credit checks and monitor credit levels 2.8 Explain how to deal with credit control, debtors and creditors
3 Understand how to price recruitment products and services	3.1 Explain the considerations in pricing recruitment products and services and determining charging rates

	3.2 Assess the use of financial ratios in the recruitment industry
	3.3 Explain the calculation of recruitment charging rates
4 Understand forecasting and funding in the recruitment industry	4.1 Define realistic and justified financial projections
	4.2 Analyse sources of finance for a recruitment business
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the use of management accounts and cost control and management in the recruitment industry, how to price recruitment products and services and forecasting and funding in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/2/13

Title	Understanding people management in recruitment
Unit Ref.	RECTC 4-8
Level	4
Credit Value	5
GLH	50

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 leadership in the recruitment industry	1.1 Analyse the qualities, behaviours and techniques of effective managers 1.2 Assess the application of leadership and management theories in the recruitment industry 1.3 Assess the application of motivation theories in a recruitment context 1.4 Analyse the application of coaching techniques in a recruitment context 1.5 Explain the legal and ethical issues of people management in the recruitment industry
2 Understand teams in the recruitment industry	2.1 Define the characteristics of an effective team 2.2 Assess the influence of organisational culture on teams 2.3 Assess the application of teamworking theories and models in the recruitment industry 2.4 Analyse conflict resolution techniques 2.5 Examine the use of delegation as a developmental vehicle 2.6 Define the requirements of an effective recruitment team succession plan

3 Understand performance management in the recruitment industry	3.1 Define the characteristics of different kinds of performance management systems
	3.2 Analyse the purpose and benefits of an appraisal system
	3.3 Explain processes and techniques for setting objectives and carrying out an appraisal
	3.4 Explain the importance of giving constructive, evidence-based feedback on performance in a sensitive way
	3.5 Explain the considerations relating to recognising and rewarding achievement
4 Understand discipline and grievance in the recruitment industry	4.1 Explain how to recognise discipline and grievance situations
	4.2 Explain the disciplinary and grievance process
	4.3 Explain the legal, ethical and organisational requirements for managing and documenting discipline and grievance cases
	4.4 Explain sources of advice and support for managing discipline and grievance cases
5 Understand time management in the recruitment industry	5.1 Define managerial tasks and those that can be delegated
	5.2 Distinguish between urgent and important, active and reactive tasks
	5.3 Identify the issues relating to work-life balance
	5.4 Examine techniques to achieve an appropriate work-life balance
	5.5 Assess the impact of stress and ways of managing it
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding leadership, teams, performance management, discipline and grievance and time management in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

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

Title	Principles of marketing in recruitment
Unit Ref.	RECTC 4-9
Level	4
Credit Value	5
TQT	50

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1 Understand the development of a marketing plan in the recruitment industry	1.1 Assess the components of a recruitment marketing plan 1.2 Analyse the internal and external influences on a recruitment marketing plan 1.3 Explain the application of the marketing mix to determine a recruitment marketing plan 1.4 Explain how to segment the recruitment market
2 Understand the implementation of a marketing plan in the recruitment industry	2.1 Develop SMART objectives, budget, timescale, resource allocations, marketing methods and success criteria 2.2 Explain the importance of alignment between recruitment marketing strategies and plans 2.3 Explain the role of back up planning 2.4 Explain the importance of keeping stakeholders up to date with progress, developments and issues 2.5 Analyse recording and reporting requirements of the implementation of a recruitment marketing plan
3 Understand the evaluation of a marketing plan in the recruitment industry	3.1 Explain how to identify valid and meaningful evaluation criteria 3.2 Explain how to identify valid evaluation methods 3.3 Explain the importance of measuring the effectiveness of the recruitment marketing plan in terms of financial and non-financial results 3.4 Analyse the return on investment and process efficiency of the recruitment marketing plan 3.5 Explain how to evaluate the extent of compliance with legal and ethical requirements

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