

# REC Level 2

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## Certificate in Recruitment Resourcing (RQF) - 601/3508/6

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# 1. OVERVIEW

## INTRODUCTION

The REC Level 2 Certificate in Recruitment Resourcing (RQF) has been developed to provide recruitment resourcers and in-house recruitment resourcers with an industry recognised qualification at the RQF level 2.

The REC Level 2 Certificate in Recruitment Resourcing (RQF) was developed with clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for new and 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.

## UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

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

- **Learning Time.**

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

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

- **Total Qualification Time.**

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

- **Qualification Structure.**

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

- **Qualification Sizes.**

There are 3 sizes of qualification in the Qualifications Framework (RQF). Each size has a credit range:

- Award: 1-12 credits
- Certificate: 13-36 credits
- Diploma: 37+ credits

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

- **Qualification/Unit Level.**

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

- **Credit**

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

- **Credit Value**

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

One credit is equal to 10 hours of learning time.

- **Credit Accumulation**

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

- **Certification.**

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

## **IRP MEMBERSHIP, TUTOR SUPPORT AND LEARNING RESOURCES**

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

Centre tutors can also purchase IRP 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](mailto:info@rec-irp.uk.com)

## 2. ENTRY REQUIREMENTS

### PROGRAMME OUTLINE

The **REC Level 2 Certificate in Recruitment Resourcing (RQF)** was developed as an entirely new structure and with clear learning outcomes focussing on the role of a Resourcer. Ideal for new and potential resourcers, this qualification will increase your personal effectiveness by providing practical and authoritative learning that will add value to the service you provide to candidates.

The REC Level 2 Certificate in Recruitment Resourcing (RQF) has been developed to provide an industry recognised qualification at the RQF level 2.

### 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 resourcing.

Successful learners at level 2 may progress on to higher level qualifications – 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 is not yet present, but the learner wishes to begin development and acquisition of relevant knowledge and skills.

### RECOGNITION OF PRIOR LEARNING (RPL)

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

## **PRE-PROGRAMME ADVICE AND GUIDANCE**

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

REC will expect centres to establish that:

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

## **EQUALITY OF OPPORTUNITY**

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

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

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

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

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

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

## **LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH**

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



### 3. PROCESSES AND REQUIREMENTS

#### Initial Advice and Guidance

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

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

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

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

#### Induction

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

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

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

## **Diagnostic Process**

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

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

## **Additional Learning and Development**

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

## **Assessment**

Assessment of this qualification is through:

- Examination only

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

## **Communication of Assessment Decisions**

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

## **Appeals**

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

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

## 4. Appendix

### Glossary

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

<b>Diploma</b> above.	A qualification with a credit value of 37 or above.
<b>Guided Learning Hours</b>	The number of hours of tutor/teacher-supervised or directed study time required to teach a qualification or unit of a qualification.
<b>Learner Record(s)</b>	An authoritative record of all credit and qualification achievements made by an individual learner in the RQF.
<b>Learning Outcome</b>	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
<b>Learning Time</b>	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.
<b>Learner Journey Plan</b>	An overarching plan projecting a learner's journey from inception to conclusion of a qualification/study programme.
<b>Lesson/Session Plan</b>	Detailed description of the course of instruction for one session/class.
<b>Level</b>	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement.
<b>Mandatory Units</b>	Units in a set of rules of combination that must be achieved for the qualification to be awarded.
<b>Optional Units</b>	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.
<b>Qualification</b>	An award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.
<b>Qualification Specification</b>	A detailed document defining the purpose, content, structure and assessment arrangements for a qualification.
<b>Recognition of Prior Learning (RPL)</b>	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 2 Certificate in Recruitment Resourcing (RQF)

600/8386/4

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## QUALIFICATION(S) OVERVIEW:

<b>REC Level 2 Certificate in Recruitment Resourcing</b>	
Purpose of the qualification	<p>The REC Level 2 Certificate in Recruitment Resourcing (RQF) has been developed to provide recruitment resourcers and in-house recruitment resourcers with an industry recognised qualification at the RQF level 2.</p> <p>The REC Level 2 Certificate in Recruitment Resourcing (RQF) was developed with clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and the opportunity for funding. Ideal for new and potential resourcers, 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.</p> <p>The REC Level 2 Certificate in Recruitment Resourcing (RQF) has 7 mandatory units which are examined in one 2 hr exam. The exam reflects the assessment criteria laid out below.</p>
Progression routes	<p>Successful candidates may expect to benefit from enhanced career prospects within recruitment and resourcing.</p> <p>Successful candidates at level 2, may progress on to a higher level qualification such as the Level 3 or Level 4. 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.</p>
Credit Value	17
Induction	1 hour
Tutorial Support	At least 2 hours
Total Qualification Time	170
To be completed within	1 year



## RULES OF COMBINATION

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<b>Level 2 Certificate in Recruitment Resourcing</b>					
Candidates must achieve:					
<ul style="list-style-type: none"> <li>all 7 Mandatory units, providing 17 credits</li> </ul>					
<b>Min credit (Mandatory units): 17</b>			<b>Max credit (Mandatory units): 17</b>		
<b>Min credit (Optional units): N/A</b>			<b>Max credit (Optional units): N/A</b>		
<b>Min TQT for qualification: 170</b>			<b>Max TQT for qualification: 170</b>		
<b>Mandatory units</b>					
<b>Unit no.</b>	<b>Unit title</b>	<b>L</b>	<b>CV</b>	<b>GLH</b>	<b>Ofqual no.</b>
RPK 1	Understanding the recruitment industry	2	2	18	A/506/4363
RPK 2	Understanding the preparation for the selection processes	2	3	26	F/506/4364
RPK 3	Understanding selection processes	2	2	18	J/506/4365
RPK 4	Understanding the sales techniques and processes used by recruiters	2	4	36	L/506/4366
RPK 5	Understanding the legal, regulatory and ethical requirements when recruiting	2	2	19	R/506/4367
RPK 6	Understanding building and maintaining relationships with candidates	2	2	19	Y/506/4368
RPK 7	Understanding the use of research in recruitment and selection	2	2	19	D/506/4369
<b>Group totals</b>			<b>17</b>	<b>155</b>	

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**REC Level 2 Certificate in Recruitment  
Resourcing**

**Mandatory**

**UNIT SPECIFICATIONS**

<b>Title</b>	Understanding the recruitment industry	
<b>REC unit ref.</b>	RPK 1	
<b>RQF Unit No.</b>	A/506/4363	
<b>Level</b>	2	
<b>Credit Value</b>	2	
<b>TQT</b>	20	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1. Understand the recruitment market	1.1 Describe the recent history and growth of the recruitment market 1.2 Describe different sectors within the recruitment market 1.3 Explain the difference between permanent and temporary recruitment	
2. Understand the opportunities for Advancement within the recruitment industry	2.1 Describe career pathways and job roles within recruitment 2.2 Identify sources of information and advice on training and career opportunities within recruitment	
3. Understand how recruitment consultancies operate	3.1 Describe the role of a recruitment consultancy 3.2 Identify types of customers who use recruitment consultancies 3.3 Describe the stages of the recruitment process 3.4 Explain the importance of targets in meeting deadlines	
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)	This unit concerns the understanding of the recruitment market, the opportunities within the industry and the business operations of a recruitment agency	

<b>Title</b>	Understanding preparation for selection processes	
<b>REC unit ref.</b>	RPK 2	
<b>RQF Unit No.</b>	F/506/4364	
<b>Level</b>	2	
<b>Credit Value</b>	3	
<b>TQT</b>	30	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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 job descriptions and person specifications	1.1 Explain the use of a job description in the recruitment process 1.2 Describe the structure of a job description 1.3 Explain the use of a person specification in the recruitment process 1.4 Describe the structure of a person specification. 1.5 Explain how the accuracy and completeness of job descriptions and person specifications can be confirmed	
2. Understand how to write a job advertisement	2.1 Explain the use of a job advertisement in the recruitment process 2.2 Describe the structure and contents of a job advertisement 2.3 Explain how to write a job advertisement to accurately reflect the clients requirements	
3. Understand the process of job posting	3.1 Explain the importance of understanding the terms and conditions on which the candidate will be employed 3.2 Describe the advantages and disadvantages of the different media used 3.3 Explain the importance of keeping databases up to date and maintaining the requirements of confidentiality 3.4 Explain the importance of monitoring the number of responses	

4. Understand the process of checking a candidate's 'right to work' in the UK	4.1 Explain the need for 'right to work' checks to be carried out on a candidate 4.2 Describe how to obtain proof of a candidate's 'right to work' in the UK
<b>Additional Information about the unit</b>	
Unit purpose and aim(s)	This unit concerns the understanding of the activities involved in preparing for the selection process

<b>Title</b>	Understanding selection processes	
<b>REC unit ref.</b>	RPK 3	
<b>RQF Unit No.</b>	J/506/4365	
<b>Level</b>	2	
<b>Credit Value</b>	2	
<b>TQT</b>	20	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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 assessment techniques in recruitment	1.1 Explain the importance of assessment techniques in the selection process 1.2 Describe assessment techniques 1.3 Explain when assessment techniques should be used	
2. Understand the principles and techniques of interviewing	2.1 Explain the importance of interviewing candidates for selection 2.2 Describe the methods used to interview candidates 2.3 Describe the features of a candidate interview 2.4 Describe questioning techniques used during a candidate interview 2.5 Describe techniques used to build rapport with candidates 2.6 Explain the role of candidate feedback	
3. Understand the final stage of the recruitment process	3.1 Describe the range of terms and conditions on which a candidate can be employed 3.2 Describe the pre-employment checks that may be carried out on candidates 3.3 Describe the methods used to communicate offers to clients and candidates 3.4 Explain the importance of keeping records up to date and confidential	
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)	This unit concerns the understanding of the activities involved in the selection and the appointment process including the principals and techniques of interviewing	

<b>Title</b>	Understanding sales techniques and processes used by recruiters	
<b>REC unit ref.</b>	RPK 4	
<b>RQF Unit No.</b>	L/506/4366	
<b>Level</b>	2	
<b>Credit Value</b>	4	
<b>TQT</b>	40	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
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 sales cycle used in recruitment		1.1 Describe the characteristics of the sales cycle used in recruitment 1.2 Explain how the different stages of the sales cycle affect the approach to recruitment 1.3 Describe the uses of the sales cycle in structuring and progressing sales contacts
2. Understand how to identify sales opportunities		2.1 Explain how to segment candidates and clients 2.2 Explain how to target candidates and clients 2.3 Describe how to source and gather information about potential candidates and clients 2.4 Explain methods and reasons for qualifying the sales opportunities 2.5 Explain the importance of accurate record keeping
3. Understand how recruiters close the sale		3.1 Explain how recruiters overcome objections to close the sale 3.2 Explain how to identify verbal and non-verbal buying signals 3.3 Explain how to overcome barriers to closing the sale 3.4 Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale 3.5 Describe different methods that recruiters use to close the sale
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)		This unit concerns understanding the sales techniques and processes used for recruitment



<b>Title</b>	Understanding the legal, regulatory and ethical requirements when recruiting	
<b>REC unit ref.</b>	RPK 5	
<b>RQF Unit No.</b>	R/506/4367	
<b>Level</b>	2	
<b>Credit Value</b>	2	
<b>TQT</b>	20	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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 an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to the recruitment industry	1.1 Explain how recruitment-specific legislation affects the recruitment process 1.2 Identify internal and external sources of information on legal, regulatory and ethical requirements 1.3 Explain the roles and powers of legislative organisations which have an impact on recruitment practices 1.4 Explain the purpose of professional codes of conduct and practice	
2. Understand the employment rights and responsibilities of the employee and employer	2.1 Identify the features of a contract of employment for a permanent recruitment process 2.2 Identify the employment legislation affecting employers 2.3 Identify the employment legislation affecting employees 2.4 Identify where to find information on employment rights and responsibilities both internally and externally 2.5 Describe how representative bodies can support the employee 2.6 Identify employer and employee responsibilities for equality and diversity in a recruitment business environment 2.7 Explain the importance of equality and diversity procedures in a recruitment business environment	
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)	This unit concerns understanding the legal, regulatory and ethical requirements in recruitment and the	

	employment rights and responsibilities of the employee and employer

<b>Title</b>	Understanding the building and maintaining of relationships with candidates	
<b>REC unit ref.</b>	RPK 6	
<b>RQF unit no.</b>	Y/506/4368	
<b>Level</b>	2	
<b>Credit value</b>	2	
<b>TQT</b>	20	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	
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 long term relationships with candidates	1.1 Explain the purposes and features of an effective communication plan. 1.2 Understand candidates' needs, wants and expectations 1.3 Explain the importance of balancing candidates' needs with organisational policies 1.4 Describe the basis on which relationships with candidates are managed 1.5 Explain the importance of negotiating mutually beneficial solutions with candidates 1.6 Describe the role of candidate feedback in enhancing relationships and profitability 1.7 Explain the importance of the candidate experience when developing long term relationships	
2. Understand the importance of maintaining candidate loyalty	2.1 Explain the relationship between candidate loyalty and profitability 2.2 Describe the factors affecting the attraction and retention of candidate loyalty 2.3 Describe the advantages and disadvantages of the different methods of enhancing candidate loyalty 2.4 Explain the importance of reviewing candidates' experiences as a means of improving the recruitment process	
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)	This unit concerns the understanding of the building and maintaining of relationships with candidates	

<b>Title</b>	Understanding the use of research in the recruitment and selection process	
<b>REC unit ref.</b>	RPK 7	
<b>RQF unit no.</b>	D/506/4369	
<b>Level</b>	2	
<b>Credit value</b>	2	
<b>TQT</b>	20	
<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
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 research process	1.1 Describe the elements of research in the recruitment and selection process 1.2 Explain the importance of setting research objectives 1.3 Describe the difference between quantitative and qualitative research methods 1.4 Describe the advantages and disadvantages of a range of research methods 1.5 Explain the importance of ensuring that results are accurate and trustworthy	
2. Understand how to use research in the recruitment and selection process	2.1 Describe the purpose and range of potential research techniques in recruitment 2.2 Explain how to confirm research results are accurate and trustworthy 2.3 Explain the importance of having an organisational house style for presenting research reports 2.4 Explain ways in which ethics can affect the conduct and use of research	
<b>Additional Information about the unit</b>		
Unit purpose and aim(s)	This unit concerns the understanding of the use of research in the recruitment and selection process	