REC Level 2

NVQ Certificate in Recruitment Resourcing (QCF) - 601/3507/4

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1. OVERVIEW

INTRODUCTION

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 2 NVQ Certificate in Recruitment Resourcing** has the ability to:

- demonstrate their competency in supporting the recruitment processes, researching candidates to support the recruitment purposes, using Client Relationship Management (CRM) for recruitment purposes, researching candidates through social media networking, contributing to developing a recruitment resourcing plan, identifying client recruitment requirements, pre-selecting candidates, building and maintaining relationships with candidates, developing working relationships with colleagues.

This is broadly comparable to attainment of GCSE, Grade C and above.

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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:

- **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.

- **Guided Learning Hours**.

  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

- **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 (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.

- **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.

  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 (Skills 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 qualifications are written in the standard QCF unit template.

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
  - o the evidence covers all criteria
  - o 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).
  - o there is a balance between the range of assessment methods including observation and tangible evidence.
  - o 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

*A qualification or knowledge equivalent to the level being assessed or professional membership of recruitment institute or professional body.

2. ENTRY REQUIREMENTS

PROGRAMME OUTLINE

The REC Level 2 NVQ Certificate in Recruitment Resourcing gives recruitment resourcers and in-house resourcers the opportunity to develop the core competences needed. They will be able to demonstrate their competency in supporting the recruitment processes, researching candidates to support the recruitment purposes, using Client Relationship Management (CRM) for recruitment purposes, researching candidates through social media networking, contributing to developing a recruitment resourcing plan, identifying client recruitment requirements, pre-selecting candidates, building and maintaining relationships with candidates, developing working relationships with colleagues.

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 resourcing 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 2 Certificate in Recruitment Resourcing, 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 2 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.

Additional qualifications are available at present at level 3 and level 4, for further information please go to https://www.rec-irp.uk.com/career-development

RECOGNITION OF PRIOR LEARNING (RPL)

Learners who have previously achieved the shared common QCF NVQ units, with another Awarding Organisation offering recruitment resourcing programmes may be 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 ILM 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 resourcing 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 ILM 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 ILM Website

LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH, WELSH OR GAELIC

It should be noted that a proportion of the evidence presented by learners' can be in languages other than English, Welsh or Gaelic, 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

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┌─────────────────────────────────────────┐
│         Initial advice and guidance      │
│               Diagnostics                │
│     Development/assessment planning      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│      Additional training and development │
│         with adviser/assessor support    │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│ Identifying evidence and demonstrating   │
│ competence, normally through workplace   │
│                activities                │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│  Learner claims for competence, based    │
│  upon orderly presentation of evidence   │
│            for assessment                │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│      Scrutiny of evidence by assessor    │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│          Internal verification           │
│  (This activity must also encompass all  │
│     earlier stages of the process)       │
└─────────────────────────────────────────┘
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                    ▼
┌─────────────────────────────────────────┐
│          External verification           │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│          Claim for unit credit(s)        │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│          Award of qualification          │
└─────────────────────────────────────────┘
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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 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 Resourcing 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 2 NVQ Certificate in Recruitment Resourcing(QCF)

600/8562/9

Contents	Page

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QUALIFICATION(S) OVERVIEW:

REC Level 2 NVQ Certificate in Recruitment Recsourcing	
Purpose of the qualification	The REC Level 2 NVQ Certificate in Recruitment Resourcing (QCF) has been developed to provide resourcing professionals and potential resourcing professionals, with an industry recognised competency qualification at the QCF level 2. 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 2, may progress on to a higher level QCF NVQ – either in recruitment, recruitment 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	28
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)	132-162 Guided learning hours
To be completed within	1-1½ years

RULES OF COMBINATION

Level 2 NVQ Certificate in Recruitment Resourcing				
Candidates must achieve: • all 9 Mandatory units, providing 22 credits • 6 credits from any combination of Optional units i.e. a total of 28 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: 132		**Max GLH for qualification: 162**		
Mandatory units				
Unit no.	Unit title	L	CV	GLH	Ofqual no.
RPC 1	Support the recruitment processes	2	3	11	M/506/4361
RPC 2	Researching candidates to support the recruitment purposes	2	2	11	K/506/4360
RPC 3	Use of Client Relationship Management (CRM) for recruitment purposes	2	3	14	T/506/4359
RPC 4	Researching candidates through social media networking	2	3	17	M/506/4358
RPC 5	Contributing to the development of a recruitment resourcing plan	2	2	8	K/506/4357
RPC 6	Identifying client recruitment requirements	2	2	12	H/506/4356
RPC 7	Pre-selecting candidates	2	2	5	D/506/4355
RPC 8	Building and maintaining relationships with candidates	2	2	5	Y/506/4354
ML 2	Develop Working Relationships with Colleagues	2	3	19	R/506/1789
Group totals			**22**	**83**	
Optional units				
Unit no.	Unit title	L	CV	GLH	Ofqual no.
BA 13	Manage diary systems	2	2	12	L/506/1807
CS 7	Deliver customer service	2	5	27	A/506/2130
CS 11	Make telephone calls to customers	2	3	16	K/506/2155
CS 14	Exceed customer expectations	2	3	15	Y/506/2135
CS 17	Resolve customer service problems	2	5	22	A/506/2158
CS 18	Deliver customer service to challenging customers	2	3	16	F/506/2159
ML 1	Manage personal performance and development	2	4	18	L/506/1788
SA 203	Selling face to face	2	5	33	L/502/8564
SA 208	Preparing and delivering a sales presentation	2	3	20	T/502/8588
SA 212	Generating and qualifying sales leads	2	2	15	H/502/8599
Group totals			**35**	**194**	

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REC Level 2 NVQ Certificate in Recruitment Recsourcing

Mandatory Group A

UNIT SPECIFICATIONS

Title	Supporting the recruitment processes
REC unit ref.	RPC1
QCF Unit No.	M/506/4361
Level	2
Credit value	3
GLH	11

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 Be able to administer tasks that contribute towards the recruitment process	1.1 Take action to ensure that current and up-to-date job descriptions and person specifications are available for the roles being recruited 1.2 Confirm that terms of business have been agreed and issued 1.3 Record and monitor client and candidate communication 1.4 Place advertisements in the chosen media and locations in accordance with the candidate attraction plan 1.5 Make effective use of internet and social media recruitment in accordance with the candidate attraction plan 1.6 Manage responses in accordance with the candidate attraction plan 1.7 Explain organisational procedures for the recruitment of personnel
2 Be able to administer the selection process	2.1 Make arrangements for assessment events in accordance with the resourcing plan 2.2 Invite shortlisted candidates to attend assessment events in accordance with organisational procedures 2.3 Arrange for 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 Arrange for financial actions, within limit of own authority, to be carried out in accordance with organisational procedures
3 Be able to ensure compliance with the recruitment process	3.1 Confirm that terms and conditions have been provided to the candidate 3.2 Carry out the agreed pre-employment checks in accordance with organisational standards and procedures 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

Title	Researching candidates for recruitment purposes
REC unit ref.	RPC2
QCF Unit No.	K/506/4360
Level	2
Credit value	2
GLH	11

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 search for candidate information for recruitment purposes	1.1 Explain the importance of agreeing aims, objectives and deadlines when researching candidate information 1.2 Explain the advantages and disadvantages of Boolean searching 1.3 Describe techniques used to search for candidate information 1.4 Describe sources of candidate information for recruitment purposes 1.5 Explain the purpose of recording and storing the search results
2. Be able to search for candidate information for recruitment purposes	2.1 Agree aims, objectives and deadlines for the information search 2.2 Carry out a search of identified sources of information for candidates within agreed deadlines 2.3 Ensure that any candidates found meet the agreed client requirements 2.4 Record the search results in accordance with organisational policies

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns searching for candidate information for recruitment purposes

Title	Using Client Relationship Management systems for recruitment purposes
REC unit ref.	RPC3
QCF Unit No.	T/506/4359
Level	2
Credit value	3
GLH	14

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 principles of Client Relationship Management (CRM) for recruitment purposes	1.1 Describe how CRM systems can be used for recruitment purposes 1.2 Describe the features of a CRM system 1.3 Explain the importance of maintaining the currency, security and sufficiency of information contained within a CRM system
2. Be able to administer a candidate database	2.1 Take action to ensure the candidates listed on the candidate database meet the agreed criteria of the client 2.2 Ensure that there is sufficient information about candidates to enable matching to take place 2.3 Keep the candidate database up to date
3. Be able to store, retrieve and archive candidate information	3.1 Store candidate information in approved locations in accordance with organisational procedures 3.2 Retrieve any requested candidate information within the agreed timescale 3.3 Archive candidate information in accordance with organisational procedures within the agreed timescale 3.4 Keep archived candidate information up to date and indexed 3.5 Adhere to legal and ethical requirements
4. Be able to use a CRM system to match candidates to meet client requirements	4.1 Identify suitable job opportunities that meet candidates' expectations 4.2 Identify potential candidates that meet client requirements 4.3 Prepare information to enable the promotion of suitable candidates to clients and suitable clients to candidates 4.4 Follow organisational procedures to confirm that candidates have a 'right to work' in the UK 4.5 Present the information in a format that clearly shows the nature and results of the selection assessment 4.6 Ensure all activities are undertaken in line with legal and ethical practice
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns supporting the use of customer relationship management (CRM) for recruitment purposes

Title	Researching candidates through social media networking
REC unit ref.	RPC4
QCF Unit No.	M/506/4358
Level	2
Credit value	3
GLH	17

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 benefits and risks of using social media networking to conduct a candidate search	1.1 Describe the use of social media networking to conduct candidate research 1.2 Describe the benefits of using social media networking to conduct a candidate search 1.3 Describe the risks of using social media networking when conducting a candidate search 1.4 Identify the guidelines and ethical considerations concerning the use of social media networks
2. Understand how social media networks are used	2.1 Identify social networking sites used by the organisation 2.2 Describe what is meant by an online identity 2.3 Explain the advantages and disadvantages of using social networks to research candidates
3. Be able to create a social networking profile	3.1 Use a social media application template to create a profile for a product or service 3.2 Choose secure passwords for social media accounts 3.3 Set appropriate privacy levels for social media accounts 3.4 Upload digital media content to a social media site to promote a product or service 3.5 Add contacts to a social media profile
4. Be able to create a social media group or network to attract candidates	4.1 Send messages to others using social media to attract candidates 4.2 Create a group on a social media site to share information to attract candidates 4.3 Post comments on a social network to attract candidates 4.4 Adhere to organisational policies and procedures, legal and ethical requirements

Additional Information about the unit	
Unit purpose and aim(s)	This unit will enable the learner to understand how social media can play its part in the carrying out of candidate research It will also allow the learner to understand the social media applications that may be used for candidate research and how to make best use of them.

Title	Contributing to the development of a recruitment resourcing plan
REC unit ref.	RPC5
QCF Unit No.	K/506/4357
Level	2
Credit value	2
GLH	8

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 Be able to support the client to meet their recruitment needs	1.1 Explain the role of the client in the development of a recruitment resourcing plan
	1.2 Identify the client's recruitment and selection preferences and/or processes
	1.3 Explain the importance of selecting the best method(s) of recruitment and selection for a range of roles
	1.4 Describe potential adverse effects associated with particular recruitment methods
	1.5 Ensure all recruitment policies, materials and processes are in line with organisational policy and procedures
2 Be able to contribute to the overall development of a recruitment resourcing plan	2.1 Describe the components of a recruitment resourcing plan
	2.2 Ensure the plan specifies the client's chosen recruitment and selection method(s) and is achievable within the agreed 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 is about the contribution made by the learner to assist the Recruitment Consultant to agree with clients how recruitment needs will be met and the development of a recruitment resourcing plan

Title	Identifying client recruitment requirements
REC unit ref.	RPC6
QCF Unit No.	H/506/4356
Level	2
Credit value	2
GLH	12

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 Know how to identify clients' recruitment requirements	1.1 Describe the methods used to identify clients' recruitment requirements
	1.2 Identify the types of experience, skills, qualifications and attributes that may be required by a client for a particular sector
	1.3 Define the different contractual terms for staff that may be required by a client
2 Be able to establish role requirements	2.1 Establish the requirements of the roles using valid sources of information
	2.2 Record role profiles, job descriptions, person specifications and/or vacancy details in the agreed format(s)
	2.3 Explain the distinctions between job descriptions and person specifications and the information needed for each
3 Be able to provide information to confirm recruitment arrangements with clients	3.1 Provide information on the services to be offered
	3.2 Provide information on the terms of business and timescales
Additional Information about the unit	
Unit purpose and aim(s)	This unit is about the contribution made by the learner to assist the Recruitment Consultant to confirm clients' staffing requirements, analyse the role requirements of staff sought and confirm recruitment arrangements with clients
Unit expiry date	To be confirmed

Title	Pre-selecting candidates
REC unit ref.	RPC7
QCF Unit No.	D/506/4355
Level	2
Credit value	2
GLH	5

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 Be able to pre-select candidates	1.1 Identify the criteria against which the candidates will be assessed 1.2 Assess candidates against the agreed criteria 1.3 Record the suitability and availability of those pre-selected 1.4 Record prospects who do not meet the criteria but who may be possible alternatives for other jobs 1.5 Inform those who are not pre-selected of the outcome in accordance with organisational standards and procedures 1.6 Ensure all pre-selection processes meet legal and ethical requirements
2 Be able to present pre-selected candidates	2.1 Present pre-selected candidates in the agreed format and timescale 2.2 Explain how the pre-selected candidates meet the client's staffing requirements

Additional Information about the unit	
Unit purpose and aim(s)	This unit is about the contribution made by the learner to assist the Recruitment Consultant to shortlist candidates and present pre-selected candidates to clients
Unit expiry date	31/08/2017

Title	Building and maintaining relationships with candidates
REC unit ref.	RPC8
QCF Unit No.	Y/506/4354
Level	2
Credit value	2
GLH	5

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. Be able to build long term relationships with candidates	1.1 Identify candidates' needs, wants and expectations 1.2 Respond to candidates' requests and need for information in line with organisational requirements 1.3 Inform candidates of the progress of any application and the need to involve other colleagues 1.4 Confirm that candidates' expectations have been met in line with any service offer 1.5 Maintain the security of candidates' personal information
2 Be able to maintain on-going and post-placement relationships	2.1 Identify new ways of helping candidates based on their feedback 2.2 Identify added value that the organisation could offer candidates to create loyalty 2.3 Bring to candidates' attention any services that may interest them 2.4 Share feedback from candidates with stakeholders 2.5 Review candidates' experiences as a means of improving the recruitment process
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns the building and maintaining long-term, on-going and post-placement relationships with candidates

Title	Develop working relationships with colleagues
REC unit ref.	ML2
QCF Unit No.	R/506/1789
Level	2
Credit value	3
GLH	19

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 principles of effective team working	1.1 Outline the benefits of effective team working 1.2 Describe how to give feedback constructively 1.3 Explain conflict management techniques that may be used to resolve team conflicts 1.4 Explain the importance of giving team members the opportunity to discuss work progress and any issues arising 1.5 Explain the importance of warning colleagues of problems and changes that may affect them
2. Be able to maintain effective working relationships with colleagues	2.1 Recognise the contribution of colleagues to the achievement of team objectives 2.2 Treat colleagues with respect, fairness and courtesy 2.3 Fulfil agreements made with colleagues 2.4 Provide support and constructive feedback to colleagues
3. Be able to collaborate with colleagues to resolve problems	3.1 Take others' viewpoints into account when making decisions 3.2 Take ownership of problems within own level of authority 3.3 Take action to minimise disruption to business activities within their own level of authority 3.4 Resolve problems within their own level of authority and agreed contribution
Additional Information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide learners with an understanding of the principles of effective team working and the ability to maintain effective working relationships with colleagues and to collaborate with colleagues to resolve problems.

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REC Level 2 NVQ Certificate in Recruitment Recsourcing

Optional Group B

UNIT SPECIFICATIONS

Title	Manage diary systems
REC unit ref.	BA13
QCF Unit No.	
Level	2
Credit value	2
GLH	12

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 management of diary systems	1.1 Explain the importance of keeping diary systems up to date 1.2 Describe the basis on which bookings and changes are prioritised 1.3 Explain any constraints relating to making bookings for people or facilities 1.4 Describe the types of problems that can occur when managing diaries
2. Be able to manage diary systems	2.1 Obtain the information needed to make diary entries 2.2 Make accurate and timely diary entries 2.3 Respond to changes in a way that balances and meets the needs of those involved 2.4 Communicate up-to-date information to everyone involved 2.5 Keep diaries up-to-date 2.6 Maintain the requirements of confidentiality

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Deliver customer service
REC unit ref.	CS7
QCF Unit No.	
Level	2
Credit value	5
GLH	27

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 customer service delivery	1.1 Explain the relationship between customers' needs and expectations and customer satisfaction 1.2 Describe the features and benefits of an organisation's products and/or services 1.3 Explain the importance of treating customers as individuals 1.4 Explain the importance of balancing promises made to customers with the needs of an organisation 1.5 Explain when and to whom to escalate problems 1.6 Describe methods of measuring their own effectiveness in the delivery of customer service
2. Be able to maintain on-going and post-placement relationships	2.1 Explain the importance of a brand to an organisation 2.2 Explain how a brand affects an organisation's customer service offer 2.3 Explain the importance of using customer service language that supports a brand promise 2.4 Identify their own role in ensuring that a brand promise is delivered
3. Be able to prepare to deal with customers	3.1 Keep up to date with an organisation's products and/or services 3.2 Prepare resources that are necessary to deal with customers before starting work
4. Be able to provide customer service	4.1 Maintain organisational standards of presentation and behaviour when providing customer service 4.2 Adapt their own behaviour to meet customers' needs or expectations 4.3 Respond to customers' requests in line with organisational guidelines 4.4 Inform customers of the progress of their requests 4.5 Confirm that customers' expectations have been met in line with the service offer 4.6 Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service
5. Be able to support improvements to customer service delivery	5.1 Identify ways that customer service could be improved for an organisation and individuals

	5.2 Share information and ideas with colleagues and/or service partners to support the improvement of service delivery

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Make telephone calls to customers
REC unit ref.	CS11
QCF Unit No.	
Level	2
Credit value	3
GLH	16

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 make telephone calls to customers	1.1 Explain the legislation and regulations relating to the use of customer information when planning to make calls 1.2 Explain the importance of keeping customer information up to date 1.3 Explain the reasons for organisational guidance on dealing with telephone calls 1.4 Explain the reasons for organisational identity checking processes 1.5 Explain how body language and facial expressions can be detected over the telephone 1.6 Describe different questioning techniques when dealing with customers 1.7 Explain organisational guidelines for what can and cannot be said or promised 1.8 Explain how to handle abusive calls from customers
2.Be able to plan telephone calls to customers	2.1 Identify the objective(s) of calls 2.2 Prepare the information needed to make calls 2.3 Plan the structure of calls 2.4 Identify customers' likely responses and how they can be dealt with
3.Be able to make telephone calls to customers	3.1 Use telecommunications equipment in accordance with organisational standards 3.2 Confirm the identity of customers in line with organisational guidelines 3.3 Make the customer aware of the purpose of the call as early as possible 3.4 Speak clearly, concisely and politely, using speech and tone to create rapport 3.5 Adapt their own communication style to meet customers' needs 3.6 Listen actively to what customers are saying to collect as much information as possible 3.7 Give clear and concise information that meets customers' needs 3.8 Record information in line with organisational

| | guidelines |
| | 3.9 Complete agreed follow up actions after closing the telephone call |

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Exceed customer expectations
REC unit ref.	CS14
QCF Unit No.	
Level	2
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.Understand how to exceed customer expectations	1.1 Explain how customers form expectations of the service they will receive 1.2 Explain legislation, organisational policies and procedures that can limit or vary the service offer 1.3 Explain the types of actions that customers are likely to perceive as adding value 1.4 Explain how to recognise when actions taken to offer added value could be built into the service offer
2.Be able to exceed customer expectations	2.1 Identify differences between customers' expectations and needs and the service offer 2.2 Explain the service offer clearly and concisely to customers 2.3 Identify options that offer added value without affecting other customers adversely 2.4 Make offers to customers within their own authority levels 2.5 Take action to ensure that customers are aware that offers made to them have added value and exceed the service offer 2.6 Record agreements made and actions taken

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Resolve customer service problems
REC unit ref.	CS17
QCF Unit No.	
Level	2
Credit value	5
GLH	22

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 resolution of customer service problems	1.1 Describe an organisation's customer service and complaints procedures 1.2 Describe techniques to identify customer service problems and their causes 1.3 Describe techniques to deal with situations where customers become agitated or angry 1.4 Explain the limits of their own authority for resolving customers' problems and making promises 1.5 Explain the purpose of encouraging customers to provide feedback 1.6 Describe methods used to encourage customers to provide feedback
2. Be able to resolve customer service problems	2.1 Identify the nature and cause of customer service problems 2.2 Identify workable options for resolving problems within organisational guidelines 2.3 Use the most appropriate method of communication for dealing with customers 2.4 Agree with customers the option that best meets their needs and those of the organisation 2.5 Keep customers informed of progress 2.6 Fulfil promises made to customers during the resolution process 2.7 Share customer feedback with others to improve the resolution of customer service problems 2.8 Adhere to organisational policies and procedures, legal and ethical requirements when resolving customer service problems
3. Be able to manage unresolved customer service problems	3.1 Explain to customers the reasons why problems cannot be resolved 3.2 Refer customers to other sources of help if their problems cannot be resolved

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Deliver customer service to challenging customers
REC unit ref.	CS18
QCF Unit No.	
Level	2
Credit value	3
GLH	16

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 delivery of customer service to challenging customers	1.1 Describe different types of challenging customers in the customer service environment 1.2 Explain an organisation's procedures and standards of behaviour for dealing with challenging customers 1.3 Explain behaviours that make it challenging to deal with customers 1.4 Explain the difference between assertive and aggressive behaviour 1.5 Describe techniques to deal with customers' challenging behaviour 1.6 Explain their own levels of authority for agreeing actions outside the service offer 1.7 Explain why it is important that colleagues are informed when challenging customers re-open or escalate matters
2.Be able to deal with challenging customers	2.1 Identify the signs that indicate that a customer is challenging 2.2 Express understanding of customers' point of view without admitting liability 2.3 Explain to customers the limits of the service they can offer 2.4 Explain to customers the reasons for an organisation's position and policy 2.5 Agree a way forward that balances customer satisfaction and organisational needs 2.6 Obtain help from colleagues when options for action are beyond their level of authority 2.7 Adhere to organisational policies and procedures, legal and ethical requirements when dealing with challenging customers

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Manage personal performance and development
REC unit ref.	ML1
QCF Unit No.	
Level	2
Credit value	3
GLH	11

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. Be able to manage personal performance	1.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) objectives that align with business needs with line manager 1.2 Agree criteria for measuring progress and achievement with line manager 1.3 Complete tasks to agreed timescales and quality standards 1.4 Report problems beyond their own level of competence and authority to the appropriate person 1.5 Take action needed to resolve any problems with personal performance
2. Be able to manage their own time and workload	2.1 Plan and manage workloads and priorities using time management tools and techniques 2.2 Take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives 2.3 Explain the benefits of achieving an acceptable "work-life balance"
3. Be able to identify their own development needs	3.1 Identify organisational policies relating to personal development 3.2 Explain the need to maintain a positive attitude to feedback on performance 3.3 Explain the potential business benefits of personal development 3.4 Identify their own preferred learning style(s) 3.5 Identify their own development needs from analyses of the role, personal and team objectives 3.6 Use feedback from others to identify their own development needs 3.7 Agree specific, measurable, achievable, realistic and time-bound (SMART) development objectives that align with organisational and personal needs
4. Be able to fulfil a personal development plan	4.1 Agree a personal development plan that specifies actions, methods, resources, timescales and review mechanisms 4.2 Make use of formal development opportunities

	that are consistent with business needs
	4.3 Use informal learning opportunities that contribute to the achievement of personal development objectives
	4.4 Review progress against agreed objectives and amend plans accordingly
	4.5 Share lessons learned with others using agreed communication methods

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Selling face to face
REC unit ref.	SA203
QCF Unit No.	
Level	2
Credit value	5
GLH	33

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 sell to customers face to face	1.1 Explain the differences between proactive and reactive selling 1.2 Explain how techniques such as cross-selling, up-selling and the sale of add-ons can be applied when selling in face to face situations 1.3 Describe the types of listening and questioning techniques used for selling in face to face situations 1.4 Explain how to interpret non-verbal behaviour in face to face sales situations 1.5 State the differences between benefits and features 1.6 Describe the different methods used to sell benefits 1.7 Explain how to involve the prospect in reaching solutions to sales problems
2.Be able to prepare for the sale	2.1 Develop a structured sales plan for the meeting that makes effective use of the time available 2.2 Select resources to be used during contact with the customer that are consistent with the plan
3.Be able to conduct a face to face sales meeting with the customer	3.1 Follow organisational standards of personal presentation when meeting customers 3.2 Work within social and cultural constraints relating to the sector/industry and/or customer 3.3 Behave in a way that is likely to develop a rapport with the customer 3.4 Identify customer requirements through the use of questioning and active listening 3.5 Confirm customer requirements by summarising their buying needs and interests 3.6 Identify products and/or services which match the customer's needs and confirm with the customer that they are suitable 3.7 Communicate unique selling points to the customer 3.8 Provide the customer with opportunities to discuss and assess features and benefits of products and/or services

	3.9 Interpret buying signals and act on them to progress the sale
	3.10 Provide the customer with materials to support the promotion of products and/or services
4.Be able to deal with sales objections during face to face sales situations	4.1 Identify sales objections prior to dealing with the customer
	4.2 Clarify objections and identify potential sales opportunities from them
	4.3 Evaluate potential trade-offs that will be mutually beneficial to the customer and to the organisation
	4.4 Record any area in which the product and/or service does not meet the customer's requirements
	4.5 Resolve customer queries about the product and/or service
	4.6 Reassure the customer and confirm their objections have been overcome
5.Be able to close the sale	5.1 Perform a trial close to establish whether or not further objections exist
	5.2 Gain a commitment from the customer to close the sale
	5.3 Complete the formalities of the sale following organisational procedures

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Preparing and delivering a sales presentation
REC unit ref.	SA208
QCF Unit No.	
Level	2
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.Understand how to prepare and deliver a sales demonstration	1.1 Identify candidates' needs, wants and expectations 1.2 Respond to candidates' requests and need for information in line with organisational requirements 1.3 Inform candidates of the progress of any application and the need to involve other colleagues 1.4 Confirm that candidates' expectations have been met in line with any service offer 1.5 Maintain the security of candidates' personal information
2.Be able to prepare for a sales demonstration	2.1 Identify the sales targets for own area of responsibility 2.2 Identify customer needs and wants in relation to the products and/or services being demonstrated 2.3 Agree the objectives, length, content and method of the demonstration and who will be present 2.4 Identify resources for the demonstration and plan the demonstration in a structured way 2.5 Anticipate problems, constraints or objections that could be raised in response to the demonstration and prepare possible responses 2.6 Prepare supporting materials that are consistent with the demonstration
3.Be able to deliver a sales demonstration	3.1 Promote the features and benefits of the products and/or services 3.2 Deliver the demonstration in a style and manner that achieves the objectives and engages the audience 3.3 Provide the customer/audience with opportunities to ask questions and raise objections 3.4 Respond to questions and objections in a manner that is likely to further sales 3.5 Gain commitment to progress or close the sale
4.Be able to evaluate the sales demonstration	4.1 Evaluate the sales demonstration against agreed objectives 4.2 Provide feedback to colleagues to improve the planning of future demonstrations and/or to enhance

	products and/or services

Additional Information about the unit	
Unit purpose and aim(s)	

Title	Generating and qualifying sales leads
REC unit ref.	SA212
QCF Unit No.	
Level	2
Credit value	2
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 the practices, legislation, regulation and codes of practice that relate to generating and qualifying sales leads	1.1 Describe the organisational practices for acquiring contact lists and databases 1.2 Describe the practices relating to the sharing of customer information across the organisation 1.3 Identify the legislation and regulation relating to generating and qualifying sales leads 1.4 Explain the ethical codes of conduct relating to the generating and qualifying of leads
2.Understand the process of generating and qualifying sales	2.1 Explain how customers are segmented 2.2 Explain why and when different methods of contacting a prospect should be used 2.3 Explain how to identify and access key decision makers 2.4 Explain the importance of establishing buying needs and the contact's attitude to buying 2.5 Explain how the information provided by customers is assessed for potential up selling and cross selling 2.6 Explain how to identify customers who have high order value potential or up selling and cross selling opportunities
3.Be able to prospect for customers	3.1 Identify the target market customers and prospects according to the agreed criteria 3.2 Source and gather market and prospect information according to the agreed criteria 3.3 Qualify the sales contact according to the agreed criteria 3.4 Record details of sales contact in accordance with organisational procedures

Additional Information about the unit	
Unit purpose and aim(s)	