

# REC Level 3

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## Certificate in In-house Recruitment (RQF) – 603/2905/1

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# Table of Contents

## **1. OVERVIEW:**

Introduction  
Understanding the format of the qualifications  
Understanding the changes in the RQF  
IRP Membership, Tutor Support and Learning Resources

## **2. ENTRY REQUIREMENTS:**

Programme Outline  
Criteria for entry  
Progression  
Recognition of prior learning (RPL)  
Pre-programme advice and guidance  
Equality of opportunity  
Learners whose first language is not English

## **3. PROCESSES AND REQUIREMENTS:**

Initial Advice and Guidance  
Induction  
Diagnostic Process  
Individual Development/Assessment Planning  
Additional Learning and Development  
Assessment  
Appeals

## **4. APPENDIX: GLOSSARY**

# 1. OVERVIEW

## INTRODUCTION

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

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

## UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

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

- **Learning Time.**

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

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

- **Total Qualification Time.**

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

- **Qualification Structure.**

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

- **Qualification Sizes.**

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

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

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

- **Qualification/Unit Level.**

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

- **Credit**

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

- **Credit Value**

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

One credit is equal to 10 hours of learning time.

- **Credit Accumulation**

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

- **Certification.**

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

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

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

## 2. ENTRY REQUIREMENTS

### PROGRAMME OUTLINE

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

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

### CRITERIA FOR ENTRY

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

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

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

### PROGRESSION

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

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

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

### RECOGNITION OF PRIOR LEARNING (RPL)

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

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

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

REC will expect centres to establish that:

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

## **EQUALITY OF OPPORTUNITY**

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

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

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

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

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

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

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

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



### 3. PROCESSES AND REQUIREMENTS

#### Initial Advice and Guidance

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

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

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

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

#### Induction

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

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

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

## **Diagnostic Process**

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

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

## **Additional Learning and Development**

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

## **Assessment**

Assessment of this qualification is through:

- Examination only

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

## **Communication of Assessment Decisions**

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

## **Appeals**

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

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

## 4. Appendix

### Glossary

| <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><br>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 3 Certificate in In-house Recruitment (RQF)

603/2905/1

| Contents  | Page |
|---|------|
| Qualification Overview: REC Level 3 Certificate in In-house Recruitment | 16   |
| Mandatory Group A Unit Specifications                                   | 20   |

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## QUALIFICATION(S) OVERVIEW:

| <b>REC Level 3 Certificate in In-house Recruitment</b> |  |
|--|--|
| Purpose of the qualification                           | <p>The REC Level 3 Certificate in In-house Recruitment (RQF) has been developed to provide in-house recruiters and potential in-house recruiters with an industry recognised qualification at the RQF level 3.</p> <p>The REC Level 3 Certificate in In-house Recruitment (RQF) has 6 mandatory units which are examined in one 2½ 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.</p> <p>Successful candidates at level 3, may progress on to a higher level qualification or vocationally related programme. This option may be preferable where the opportunity to demonstrate competence at a higher level within management is not yet present, but the candidate wishes to begin development and acquisition of relevant knowledge, skills and understanding.</p> |
| Credit Value   | 26   |
| Induction  | 1 hour   |
| Tutorial Support                                       | At least 2 hours   |
| Total Qualification Time                               | 260  |
| To be completed within                                 | 1 year   |



## RULES OF COMBINATION

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| <b>Level 3 Certificate in In-house Recruitment</b>  |   |          |   |            |                   |
|---|---|----------|---|------------|-------------------|
| Candidates must achieve:  |   |          |   |            |                   |
| <ul style="list-style-type: none"> <li>all 6 Mandatory units, providing 26 credits</li> </ul> |   |          |   |            |                   |
| <b>Min credit (Mandatory units): 26</b>   |   |          | <b>Max credit (Mandatory units): 26</b> |            |                   |
| <b>Min credit (Optional units): N/A</b>   |   |          | <b>Max credit (Optional units): N/A</b> |            |                   |
| <b>Min TQT for qualification: 260</b>   |   |          | <b>Max TQT for qualification: 260</b>   |            |                   |
| <b>Mandatory units</b>  |   |          |   |            |                   |
| <b>Unit no.</b>   | <b>Unit title</b>   | <b>L</b> | <b>CV</b>                               | <b>TQT</b> | <b>Ofqual no.</b> |
| RECIHRTC<br>3-1   | Understanding the legal and ethical responsibilities for in-house recruitment | 3        | 6                                       | 60         |                   |
| RECIHRTC<br>3-2   | Understanding personal development and performance                            | 3        | 4                                       | 40         |                   |
| RECIHRTC<br>3-3   | Understanding relationship management for in-house recruiters                 | 3        | 4                                       | 40         |                   |
| RECIHRTC<br>3-4   | Understanding candidate sourcing  | 3        | 4                                       | 40         |                   |
| RECIHRTC<br>3-5   | Understanding candidate selection   | 3        | 4                                       | 40         |                   |
| RECIHRTC<br>3-6   | Understanding the candidate experience  | 3        | 4                                       | 40         |                   |
| <b>Group totals</b>   |   |          | <b>26</b>                               | <b>260</b> |                   |

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# **REC Level 3 Certificate in In-house Recruitment**

**Mandatory**

## **UNIT SPECIFICATIONS**

|   |  |  |
|---|--|--|
| <b>Title</b>  | Understanding the legal and ethical responsibilities for in-house recruitment  |  |
| <b>Unit Ref.</b>  | RECIHRTC 3-1   |  |
| <b>Level</b>  | 3  |  |
| <b>Credit Value</b>   | 6  |  |
| <b>TQT</b>  | 60   |  |
| <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 the recruitment related legislation affects the conduct of businesses          | 1.1 Explain the roles and powers of legislative organisations which have an impact on recruitment practices<br>1.2 Explain the practical application of recruitment-related legislation<br>1.3 Understand the use of recruitment-related legislation on employment contracts<br>1.4 Explain the purpose and ethical requirements of professional codes of conduct and practice<br>1.5 Understand how an organisation may implement and review a compliance process |  |
| 2 Understand the relevant parliamentary acts that affect employer and employee statutory rights | 2.1 Explain the duties rights and responsibilities of employers and employees<br>2.2 Analyse the characteristics and differences in legislative considerations for on-boarding and off-boarding<br>2.3 Clearly define the legislation surrounding Discrimination, Diversity & Inclusion, and Safeguarding<br>2.4 Understand the legislation surrounding the right to work in the UK and visas for non-UK nationals   |  |
| <b>Additional Information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | The object of this unit would be to ensure the students understand the parliamentary acts and regulatory bodies that govern recruitment and employment within the UK. Furthermore the unit would define the  |  |

|   |   |
|---|---|
|   | best practice and ethical interpretations of the legal system surrounding recruitment within the UK |
| Unit expiry date  |   |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |   |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)   |   |
| Support for the unit from an SSC or other appropriate body (if required)  |   |
| Location of the unit within the subject/sector classification system  | 15. Business, Administration and Law<br>15.4 Marketing and Sales                                    |
| Name of the organisation submitting the unit  |   |
| Availability for use  | Closed  |
| Unit available from   |   |

|   |   |  |
|---|---|--|
| <b>Title</b>  | Understanding personal development and performance  |  |
| <b>Unit Ref.</b>  | RECIHRTC 3-2  |  |
| <b>Level</b>  | 3   |  |
| <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 key attitudes and behaviours of a successful in-house recruiter  | 1.1 Identify the attitudes and behaviours required to succeed as an in-house recruiter<br>1.2 Explain the importance of working collaboratively across key stakeholder groups   |  |
| 2 Understand how to set and monitor both personal and business goals  | 2.1 Explain the purpose and uses of key performance indicators<br>2.2 Explain the importance of understanding your role within your team and the wider business<br>2.3 Understand how to create and implement a development plan to improve own performance and to meet set objectives  |  |
| 3 Understand the importance of personal development and improving performance   | 3.1 Analyse different learning styles and the methods of attaining knowledge, skills, and behaviours<br>3.2 Explain the need to remain professionally up-to date and complete a Continuing Professional Development programme (CPD)<br>3.3 Understand the benefits of sharing information and professional competence with colleagues |  |
| <b>Additional Information about the unit</b>  |   |  |
| Unit purpose and aim(s)   | The object of this unit will be to aid the student in understanding the methods of measuring performance, the importance of improving personal performance and the key attitudes and behaviours that lead to success  |  |
| Unit expiry date  |   |  |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |   |  |

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

|  |  |  |
|--|--|--|
| <b>Title</b>   | Understanding relationship management for in-house recruiters  |  |
| <b>Unit Ref.</b>   | RECIHRTC 3-3   |  |
| <b>Level</b>   | 3  |  |
| <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 principles of business partnering and internal stakeholder management   | 1.1 Define the need to partner within the business<br>1.2 Identify the relevant key internal stakeholders<br>1.3 Explain the principles of strategic workforce planning<br>1.4 Assess the considerations to be taken into account to become a trusted recruitment advisor<br>1.5 Define the importance of a company vision, culture, business objectives and needs and the impact recruitment will have upon them<br>1.6 Explain ways of monitoring internal stakeholder satisfaction and exceeding expectations |  |
| 2 Understand the development and maintenance of relationships with external stakeholders | 2.1 Define the nature and benefits of consultative relationships and the idea of added value<br>2.2 Explain the different kinds of external stakeholder relationships<br>2.3 Explain how to develop opportunities for consultative relationship building<br>2.4 Identify effective negotiation techniques and the arrangement of satisfactory service levels<br>2.5 Explain ways of monitoring external stakeholder performance  |  |
| <b>Additional Information about the unit</b>   |  |  |
| Unit purpose and aim(s)  | This unit would cover the knowledge and skills required to successfully manage relationships with stakeholders, both internal and external. The unit would also cover the basics of supplier management and principles of good commercial acumen   |  |



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

|   |  |  |
|---|--|--|
| <b>Title</b>  | Understanding candidate sourcing   |  |
| <b>Unit Ref.</b>  | RECIHRTC 3-4   |  |
| <b>Level</b>  | 3  |  |
| <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 principles of candidate sourcing and attraction  | 1.1 Explain the principles of market mapping<br>1.2 Analyse the different types of networks that can be used to attract candidates<br>1.3 Explain the principles of effective marketing<br>1.4 Explain the characteristics of various channels to market<br>1.5 Establish the considerations for efficient and effective return on investment for a variety of advert placement channels |  |
| 2 Analyse the tools and techniques involved in sourcing candidates  | 2.1 Explain the features, uses and requirements of person specifications<br>2.2 Explain the features, uses and requirements of job descriptions<br>2.3 Analyse the different types of copywriting tools and their uses when creating job adverts   |  |
| <b>Additional Information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | The candidate sourcing unit would help the student understand marketing, advertising and the use of social media. This unit will also provide the student with techniques that help them understand the recruitment marketplace and sector that the student is operating within.   |  |
| Unit expiry date  |  |  |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |  |  |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)   |  |  |

|  |  |
|--|--|
| Support for the unit from an SSC or other appropriate body (if required) |  |
| Location of the unit within the subject/sector classification system     | 15. Business, Administration and Law<br>15.4 Marketing and Sales |
| Name of the organisation submitting the unit                             |  |
| Availability for use   | Closed   |
| Unit available from  |  |

|   |  |  |
|---|--|--|
| <b>Title</b>  | Understanding candidate selection  |  |
| <b>Unit Ref.</b>  | RECIHRTC 3-5   |  |
| <b>Level</b>  | 3  |  |
| <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 preparation and administration required for successful selection processes | 1.1 Understand how to identify the most appropriate selection process for varying types of job roles<br>1.2 Explain when and why to carry out references and checks on candidates<br>1.3 Explain the use of reasonable adjustments in candidate assessment<br>1.4 Analyse the most effective methods to provide candidate feedback throughout the selection process  |  |
| 2 Understand the methods, principles and techniques of candidate selection                  | 2.1 Explain the most effective way of handling candidate applications<br>2.2 Explain a range of methods used for candidate selection<br>2.3 Analyse the suitability, reliability and validity of different methods used for candidate selection<br>2.4 Explain unconscious bias during the selection process and some methods to overcome it<br>2.5 Explain the importance and role of candidate feedback in the selection process |  |
| 3 Understand the different types interview techniques                                       | 3.1 Explain the characteristics of various types of interview<br>3.2 Identify the potential uses of various types of interviews<br>3.3 Explain the features of effective questioning and listening skills<br>3.4 Identify the techniques of coaching hiring managers through the interview process   |  |
| <b>Additional Information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | This unit would enable the student to learn the most effective and common selection and assessment techniques.   |  |

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|---|---|
|   | The student will learn how to assess each technique and establish which is best suited for a variety of situations, selecting the most valid and efficient technique. Furthermore this unit would help the student understand common bias, faults and misconceptions associated with various selection techniques |
| Unit expiry date  |   |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |   |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)   |   |
| Support for the unit from an SSC or other appropriate body (if required)  |   |
| Location of the unit within the subject/sector classification system  | 15. Business, Administration and Law<br>15.4 Marketing and Sales  |
| Name of the organisation submitting the unit  |   |
| Availability for use  | Closed  |
| Unit available from   |   |

|   |  |  |
|---|--|--|
| <b>Title</b>  | Understanding the candidate experience   |  |
| <b>Unit ref.</b>  | RECIHRTC 3-6   |  |
| <b>Level</b>  | 3  |  |
| <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 characteristics of the candidate experience  | 1.1 Define the factors that affect the candidate experience<br>1.2 Evaluate the purpose and uses of employee and employer value propositions   |  |
| 2 Understand the impact of the candidate experience   | 2.1 Analyse the characteristics of candidate led markets and jobs led markets<br>2.2 Define the impact that a negative candidate experience can have<br>2.3 Define the benefits that a positive candidate experience can achieve                                       |  |
| 3 Understand how to evaluate the candidate experience   | 3.1 Explain the methods of benchmarking and evaluating the candidate experience<br>3.2 Understand the differences between quantitative and qualitative feedback<br>3.3 Understand the principles of effectively managing negative or positive feedback from candidates |  |
| <b>Additional Information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | The student will be able to understand the characteristics of a positive and negative candidate experience and the resulting impact. The student will also understand the methods and principles of evaluating the candidate experience in order to improve it         |  |
| Unit expiry date  |  |  |
| Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate) |  |  |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)   |  |  |
| Support for the unit from an SSC or other appropriate body (if required)  |  |  |

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| Location of the unit within the subject/sector classification system | 15. Business, Administration and Law<br>15.4 Marketing and Sales |
| Name of the organisation submitting the unit                         |  |
| Availability for use   | Closed   |
| Unit available from  |  |

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