

REC Level 5

Diploma in Recruitment Leadership (RQF) – 601/7769/X

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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 5 Diploma in Recruitment Leadership has been developed to provide senior recruiters and potential leaders with an industry recognised qualification at the RQF level 5, which is equivalent to a degree standard on the framework.

The REC Level 5 Diploma in Recruitment Leadership was developed with industry input, consultation and support, the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and possible opportunity for funding. Ideal for senior managers and directors, within a recruitment function, 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 as well as providing the knowledge to establish improved processes and efficiencies within your own business.

The REC Level 5 Diploma in Recruitment Leadership has seven mandatory units which are assessed by examination and seven optional units of which at least eight credits must be achieved.

UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

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

- **Learning Time.**

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

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

- **Total Qualification Time.**

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

- **Qualification Structure.**

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

- **Qualification Sizes.**

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

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

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

- **Qualification/Unit Level.**

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

- **Credit**

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

- **Credit Value**

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

One credit is equal to 10 hours of learning time.

- **Credit Accumulation**

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

- **Certification.**

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

IRP MEMBERSHIP, TUTOR SUPPORT AND LEARNING RESOURCES

Learners undertaking an REC awarded qualification 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 membership to support the planning and delivery of REC awarded programmes, aligning their tutorial support to online membership resources accessible by the learners.

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

2. ENTRY REQUIREMENTS

PROGRAMME OUTLINE

The REC Level 5 Diploma in Recruitment Leadership was developed with industry input, consultation and support, the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and possible opportunity for funding. Ideal for senior managers and directors, within a recruitment function, 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 as well as providing the knowledge to establish improved processes and efficiencies within your own business.

The REC Level 5 Diploma in Recruitment Leadership has been developed to provide senior managers and leaders within the industry with a recognised qualification at the RQF level 5.

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

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

RECOGNITION OF PRIOR LEARNING (RPL)

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

PRE-PROGRAMME ADVICE AND GUIDANCE

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

REC will expect centres to establish that:

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

EQUALITY OF OPPORTUNITY

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

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

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

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

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

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

LEARNERS, WHERE THEIR FIRST LANGUAGE IS NOT ENGLISH

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

3. PROCESSES AND REQUIREMENTS

Initial Advice and Guidance

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

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

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

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

Induction

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

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

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

Diagnostic Process

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

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

Additional Learning and Development

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

Assessment

Assessment of this qualification is through:

- Coursework, Practical Demonstration/Assignment, Written Examination

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

Communication of Assessment Decisions

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

Appeals

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

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

4. Appendix

Glossary

Term	Definition
Accreditation	The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the RQF regulatory arrangements.
Accreditation of Prior Learning (APL)	Formal acknowledgement by way of granting credit to learners' previous learning towards a programme of study or towards a professional body accreditation.
Assessment	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
Assessment Criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.
Assessor	A person who assesses a learner's work.
Award	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 RQF.
Learning Outcome	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner Journey Plan	An overarching plan projecting a learner's journey from inception to conclusion of a qualification/study programme.
Lesson/Session Plan	Detailed description of the course of instruction for one session/class.
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement.
Mandatory Units	Units in a set of rules of combination that must be achieved for the qualification to be awarded.
Optional Units	A unit named in a set of rules of combination that a learner may choose to complete to achieve the required number of units/credits for award of the qualification.
Qualification	An award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.
Qualification Specification	A detailed document defining the purpose, content, structure and assessment arrangements for a qualification.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Rules of Combination

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

Unique Learner Number (ULN)

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

REC Level 5 Diploma in Recruitment Leadership (RQF)

601/7769/X

Contents	Page
Qualification Overview: REC Level 5 Diploma in Recruitment Leadership	3
Mandatory Group A Unit Specifications	6
Optional Group B Unit Specifications	14

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QUALIFICATION(S) OVERVIEW:

REC Level 4 Diploma in Recruitment Management	
Purpose of the qualification	<p>The REC Level 5 Diploma in Recruitment Leadership (RQF) has been developed to provide recruiters and potential recruiters with an industry recognised qualification at the RQF level 5, which is equivalent to a degree standard on the framework.</p> <p>The REC Level 5 Diploma in Recruitment Leadership (RQF) was developed with industry input, consultation and support, the new structure and clear learning outcomes have enabled the REC to place it on the RQF framework, which in turn gains national recognition and possible opportunity for funding. Ideal for senior managers and directors, within a recruitment function, 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 as well as providing the knowledge to establish improved processes and efficiencies within your own business.</p> <p>The REC Level 5 Diploma in Recruitment Leadership (RQF) has seven mandatory units which are assessed by examination and seven optional units of which at least eight credits must be achieved.</p>
Progression routes	Successful candidates may expect to benefit from enhanced career prospects within the recruitment industry.
Credit Value	52
Induction	1 hour
Tutorial Support	
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	126 - 129
To be completed within	4 years

RULES OF COMBINATION

Level 5 Diploma in Recruitment Leadership					
Candidates must achieve:					
<ul style="list-style-type: none"> all 7 Mandatory units, providing 44 credits 8 credits from any combination of Optional units 					
i.e. a total of 52 credits					
Min credit (Mandatory units): 44			Max credit (Mandatory units): 44		
Min credit (Optional units): 8			Max credit (Optional units): 10		
Min NLH for qualification: 421			Max NLH for qualification: 434		
Mandatory units					
Unit no.	Unit title	L	CV	NLH	Ofqual no.
RECTC5-1	Strategic business planning for recruitment	5	9	89	
RECTC5-2	Leading people and teams in recruitment	5	5	47	
RECTC5-3	Recruitment resource strategies	5	5	46	
RECTC5-4	Financial management in recruitment	5	6	64	
RECTC5-5	Client and stakeholder relationship management	5	6	57	
RECTC4-2	Principles of legal and ethical requirements in recruitment	4	8	25	
RECTC4-10	Understanding recruitment contracts	4	5	15	
Group totals			44	343	
Optional units					
Unit no.	Unit title	L	CV	NLH	Ofqual no.
RECTC5-6	Business governance	5	4	39	
RECTC5-7	International business considerations	5	5	52	
RECTC5-8	Recruitment bids and tenders	5	4	39	
RECTC5-9	Strategic business development	5	4	39	
RECTC5-10	Design Recruitment Processes	5	5	39	
RECTC5-11	Organisational Development	5	8	78	
RECTC5-12	Advanced marketing for recruitment	5	4	39	
Group totals			41	325	

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REC Level 5 Diploma in Recruitment Leadership

Mandatory

UNIT SPECIFICATIONS

Title	Strategic business planning for recruitment	
Unit Ref.	RECTC 5-1	
Level	5	
Credit Value	9	
NLH	89	
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 impact of internal and external factors on organisations	1.1 Differentiate between internal and external factors that impact on businesses 1.2 Analyse ways in which the internal and external environment can influence organisational management and planning strategies 1.3 Identify methods and strategies to manage the impact of internal and external factors in business 1.4 Explain the need for exit strategies 1.5 Evaluate the different types of exit strategies	
2 Understand the role of strategic planning in organisations	2.1 Evaluate processes by which organisations identify their goals and values 2.2 Discuss the purpose and role of strategic business management and planning in an organisation 2.3 Evaluate the models used in developing business strategies and plans	
3 Understanding techniques of risk management	3.1 Identify potential business risks in recruitment 3.2 Analyse the factors influencing different types of risk 3.3 Evaluate the relationship between risk identification, crisis management, business continuity and resolution 3.4 Analyse the effectiveness of risk management techniques	
4 Understand the importance of operational management	4.1 Explain why operations management is important for organisations	

	<p>4.2 Analyse the operations functions of a recruitment team or organisation</p> <p>4.3 Evaluate, by using a process model, the operations management of a recruitment team or organisation</p>
5 Understand the principles of project management	<p>5.1 Discuss how projects support the strategic objectives of an organisation</p> <p>5.2 Explain how to prepare a project</p> <p>5.3 Evaluate ways in which to establish the viability and risk of a project against specified criteria</p> <p>5.4 Examine the components, models and characteristics of a project plan</p> <p>5.5 Explain how to implement a project plan</p> <p>5.6 Analyse ways in which to measure project performance against agreed criteria</p>
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns the strategic business planning considerations relevant to a recruitment business or function
Unit expiry date	31/12/18
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Leading people and teams in recruitment	
Unit Ref.	RECTC 5-2	
Level	5	
Credit Value	5	
NLH	47	
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 characteristics of successful recruitment teams	1.1 Discuss the characteristics of effective recruitment teams 1.2 Analyse the theoretical models when building effective recruitment teams 1.3 Analyse the impact of organisational cultures on capability and behaviours 1.4 Evaluate the positives and negatives of team structural models	
2 Understand how to lead and develop successful recruitment teams	2.1 Define the difference between management and leadership 2.2 Examine how performance feedback can be used to develop teams 2.3 Explain the impact of conflict management on team dynamics 2.4 Assess coaching and mentoring techniques and their effectiveness 2.5 Assess how to develop team performance against agreed criteria	
3 Understanding employee relations and engagement	3.1 Explain the principles of employee rights 3.2 Explain the importance of following employee procedures within an organisational context 3.3 Analyse and evaluate the techniques used in the on boarding and retention of staff	
4 Understand performance management	4.1 Explain the different performance management and appraisal techniques 4.2 Assess the factors involved in managing a work-life balance	

	<p>4.3 Identify areas for improvement through objective and goal setting</p> <p>4.4 Discuss how to monitor and assess effectiveness of individuals</p> <p>4.5 Discuss how to monitor and assess the effectiveness of teams</p> <p>4.6 Explain the reasons why feedback is essential for successful performance management</p>
5 Understand how to manage and chair meetings	<p>5.1 Identify the type, format and purpose of different meetings</p> <p>5.2 Explain the preparation required for a successful meeting</p> <p>5.3 Discuss how to manage and control meetings</p>
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns the characteristics, methods, knowledge and understanding required to successfully lead a recruitment team
Unit expiry date	31/12/18
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Recruitment resourcing strategies	
Unit Ref.	RECTC 5-3	
Level	5	
Credit Value	5	
NLH	46	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand how organisations identify their recruitment resourcing needs	1.1 Analyse the process that public and private sector organisations use when recruiting and selecting staff 1.2 Assess the role of recruitment and selection within resource planning 1.3 Assess the purpose and methods of job analysis 1.4 Analyse the purpose and techniques to develop effective job descriptions and person specifications 1.5 Assess the role of the recruiter within resource planning	
2 Understand the development of recruitment resourcing strategies	2.1 Critically analyse how the resourcing plan supports the strategic objectives 2.2 Critically analyse the components and risks of a resourcing strategy 2.3 Explain how to ensure the recruitment resourcing strategy is achievable within budget and timescale to the quality required	
3 Understand the psychology of candidate attraction and engagement	1.1 Explain the psychology of attracting and engaging with active and passive candidates 1.2 Explain the implications of employee value proposition 1.3 Evaluate the implications of market conditions and their effect on candidate attraction strategies	
4 Understand the requirements for review and evaluation of the resourcing strategy	4.1 Explain how to identify successes and areas for improvement 4.2 Explain the need to agree appropriate follow up actions with stakeholders	
Additional Information about the unit		
Unit purpose and aim(s)	This unit provides comprehensive knowledge and understanding of recruitment resourcing strategies	
Unit expiry date	31/12/18	

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Financial management in recruitment	
Unit Ref.	RECTC 5-4	
Level	5	
Credit Value	6	
NLH	64	
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 importance of financial management to an organisation	1.1 Evaluate how accounting information can support organisational decision making 1.2 Evaluate the contribution of credit control to an organisation 1.3 Analyse the methods and effects of monitoring and controlling costs	
2 Understand approaches to budgeting in organisations	2.1 Describe how budgets are set and monitored in organisations 2.2 Assess the use of sensitivity analysis when budgeting 2.3 Evaluate Performance Related Pay and commission structures and their effect on financial planning	
3 Understand the use of financial reports	3.1 Identify key information from profit and loss accounts and balance sheets 3.2 Identify the different information that can be gleaned from cash flow statements and balance sheets 3.3 Understand the techniques used for conducting financial analysis in recruitment	
4 Understand the ways in which recruitment businesses can be funded	4.1 Evaluate the different types of funding and financing 4.2 Explore the effect of equity financing on organisations 4.3 Evaluate how different ownership structures affect organisational funding 4.4 Understand the relationship between the way a business is financed and its terms of business	
Additional Information about the unit		
Unit purpose and aim(s)	This unit provides an in-depth insight into financial management and control in the recruitment arena	

Unit expiry date	31/12/18
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Client and stakeholder relationship management	
Unit Ref.	RECTC 5-5	
Level	5	
Credit Value	6	
NLH	57	
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 psychology of client and/or stakeholder behaviour	1.1 Identify and understand your clients and/or stakeholders drivers and decision influencers 1.2 Analyse different buyer behaviours and negotiation techniques	
2 Create strategies to develop and retain clients	2.1 Understand the requirements of a client contact strategy 2.2 Understand the planning required for relationship development 2.3 Critically evaluate assessment methodology of client development and retention 2.4 Explore techniques for analysing customer needs 2.5 Describe the implementation of client development and retention strategies	
3 Understand how to influence senior stakeholders	3.1 Recognise senior stakeholders and their impact on client relationships 3.2 Critically evaluate how senior stakeholders can impact the way a recruitment function operates 3.3 Understand ways in which communication and consultation can benefit the relationship	
Additional Information about the unit		
Unit purpose and aim(s)	This unit will provide the necessary knowledge and understanding to effectively manage client and stakeholder relationships	
Unit expiry date	31/12/18	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Principles of legal and ethical requirements in recruitment	
Unit Ref.	RECTC 4-2	
Level	4	
Credit Value	8	
NLH	25	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand the legal system as it affects the recruitment industry	1.1 Analyse the hierarchy, role and powers of the legal system 1.2 Distinguish between civil and criminal law 1.3 Distinguish between common law and statute law 1.4 Distinguish between law and regulation 1.5 Analyse the employment appeals process	
2 Understand the scope and provisions of employer and employee statutory rights and related requirements	2.1 Analyse the way in which employment law and other legislation affects employment rights and responsibilities 2.2 Explain the way in which the duties, rights and responsibilities of employers and employees affect business activities 2.3 Explain the organisational procedures and documentation relating to contractual issues 2.4 Determine relevant sources of information and advice for a range of employment issues 2.5 Explain the importance and purpose of working within organisational principles and codes of practice	
3 Understand legal and ethical considerations affecting the conduct of business in the recruitment industry	3.1 Analyse the purpose and application of the recruitment compliance cycle 3.2 Analyse the implications of recruitment-related legislation to candidates, employers, employees and recruiters 3.3 Explain the purpose, ethical requirements and importance of compliance with professional codes of conduct and practice 3.4 Identify the risks and potential consequences of non-compliance	

	with professional and legal requirements
Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the legal system as it affects the recruitment industry, the scope and provisions of employer and employee statutory rights and related requirements and legal and ethical considerations affecting the conduct of business in the recruitment industry
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/7/13

Title	Understanding recruitment contracts	
Unit ref.	RECTC 4-10	
Level	4	
Credit value	5	
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 range of candidate contracts in the recruitment industry	1.1 Explain the characteristics of a range of candidate contracts 1.2 Explain the essential content of a range of candidate contracts 1.3 Analyse the implications for employers and employees of a range of candidate contracts 1.4 Explain the significance to a candidate of an umbrella organisation	
2 Understand the range of client contracts in the recruitment industry	2.1 Explain the characteristics of a range of client contracts 2.2 Explain the essential content of a range of client contracts 2.3 Analyse the implications for employers and employees of a range of client contracts 2.4 Explain the meaning and significance of master vendors, vendor neutrals, umbrella organisations and on demand 2.5 Analyse the management information and documentation needed to carry out work through different forms of contract	
3 Understand the legal requirements of candidate contracts	3.1 Explain the difference and methods of distinguishing between a contract of service and a contract for service 3.2 Analyse the scope of legislation relating to agency workers, non-employees, immigrants, gangmasters and ex-offenders 3.3 Explain when criminal records need to be checked and how to do so 3.4 Explain the legal requirements of clarifying candidates' work status 3.5 Explain how to ensure all recruitment contracts meet legal and ethical requirements	

Additional Information about the unit	
Unit purpose and aim(s)	This unit concerns understanding the range of candidate and client contracts in the recruitment industry and the legal requirements of candidate contracts
Unit expiry date	31/12/15
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	N/A
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	CfA
Availability for use	Shared
Unit available from	1/7/13

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REC Level 5 Diploma in Recruitment Leadership

Optional Units Group B

UNIT SPECIFICATIONS

Title	Business Governance	
Unit Ref.	RECTC 5-6	
Level	5	
Credit Value	4	
NLH	39	
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 business governance	1.1 Define the different types of organisation and their legal status 1.2 Explain which legal status is most appropriate for an organisation 1.3 Critically evaluate the development and historical changes in business governance	
2 Understand the roles, accountabilities and responsibilities within business governance	2.1 Describe the different types of directors and their governance responsibilities and accountabilities 2.2 Describe any other parties/individuals and their governance responsibilities 2.3 Explain the implications of delegated authority, accountability and responsibilities	
3 Understand the legal and financial responsibilities associated with business governance	3.1 Define the legal and financial responsibilities with regard to business governance 3.2 Evaluate best practice procedures that ensure compliance with legal and regulatory requirements of governance 3.3 Examine the implications of inadequate business governance on both individuals and organisations	
Additional Information about the unit		
Unit purpose and aim(s)	This unit concerns the statutory, legal and fiduciary implications of governance in a recruitment business	
Unit expiry date	31/12/18	
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 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	International business considerations	
Unit Ref.	RECTC 5-7	
Level	5	
Credit Value	5	
NLH	52	
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 factors that need to be considered before operating internationally	1.1 Analyse the advantages and disadvantages of undertaking international business 1.2 Critically analyse the regulatory and legislative factors an organisation needs to investigate to operate internationally 1.3 Critically analyse the factors influencing the potential market which an organisation needs to investigate to operate internationally	
2 Understand the factors that need to be considered and monitored when operating internationally	2.1 Explain the roles played by the different business functions in international business 2.2 Analyse the impact international business may have on existing internal business functions 2.3 Evaluate the factors which can affect an organisation's international operations 2.4 Analyse how an organisation can monitor its international operations	
3 Understand why and how organisations exit international markets	3.1 Analyse the influences that can lead to an organisation exiting an international market 3.2 Describe exit strategies that an organisation may employ 3.3 Evaluate the internal and external implications of an organisation exiting an international market	
Additional Information about the unit		
Unit purpose and aim(s)	This unit concerns the factors and considerations of operating a cross border or international recruitment business	
Unit expiry date	31/12/18	

Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Recruitment bids and tenders	
Unit Ref.	RECTC 5-8	
Level	5	
Credit Value	4	
NLH	39	
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 factors and considerations associated with tendering	1.1 Understand the terminology associated with tendering for business 1.2 Analyse the benefits and risks of committing to a tender 1.3 Explain the legal and ethical factors associated with bids and tenders 1.4 Assess the viability of the proposed tender	
2 Understand how to prepare and deliver bids and tenders	2.1 Explain the processes for pre-qualification and invitation to tender 2.2 Describe the formats commonly used in delivering bids and tenders 2.3 Establish the qualitative and quantitative information that is commonly required in tenders 2.4 Evaluate the tender documents against agreed organisational criteria	
3 Understand how to evaluate bids or tenders	3.1 Evaluate the outcome of the bid or tender against specified criteria 3.2 Analyse possible improvements and actions for the future	
Additional Information about the unit		
Unit purpose and aim(s)	This unit explains the full cycle of the tendering process including risk analysis	
Unit expiry date	31/12/18	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Strategic business development	
Unit Ref.	RECTC 5-9	
Level	5	
Credit Value	4	
NLH	39	
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 need and considerations for strategic business development	1.1 Evaluate a business plan and formulate business development objectives 1.2 Identify associated opportunities, risks and return on investment when executing a business development plan	
2 Understand how to effectively identify potential clients and market places	2.1 Assess market information and evaluate the potential for business development opportunities 2.2 Evaluate market potential for business development with the expansion of a client base 2.3 Identify potential risks associated with the strategic business development activity	
3 Understand how to implement and review a business development strategy	3.1 Evaluate skills, resources and processes required to fulfil the business development strategy 3.2 Analyse ways in which an organisation positions itself to outperform its competitors 3.3 Explain how to review the strategic business development objectives	
Additional Information about the unit		
Unit purpose and aim(s)	This unit is designed to give the learner the knowledge and understanding to identify business opportunities and how they are developed into profitable relationships	
Unit expiry date	31/12/18	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Design recruitment processes	
Unit Ref.	RECTC 5-10	
Level	5	
Credit Value	5	
NLH	39	
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 need for effective recruitment processes	1.1 Critically analyse the need for structured processes within recruitment 1.2 Assess the legal, ethical and compliance implications of recruitment and selection processes on an organisation	
2 Understand the selection of the most appropriate recruitment processes	2.1 Assess the advantages and disadvantages of different recruitment models 2.2 Critically evaluate the most effective processes of the required recruitment model to meet the needs of the organisation 2.3 Analyse the risks of adopting inappropriate recruitment processes	
3 Understand the implications of introducing, managing and reviewing recruitment processes	3.1 Outline considerations when introducing a new recruitment process 3.2 Explain the documentation and communication strategy for the process 3.3 Clarify the management of the recruitment process 3.4 Review the effectiveness of a recruitment process	
Additional Information about the unit		
Unit purpose and aim(s)	This unit provides the knowledge and understanding required to design, implement and review recruitment processes	
Unit expiry date	31/12/18	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)		

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Organisational Development	
Unit Ref.	RECTC 5-11	
Level	5	
Credit Value	8	
NLH	78	
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 theories relating to organisational design	1.1 Evaluate theories relating to organisational design 1.2 Analyse the relationship between strategy and organisational design 1.3 Define the key factors to be considered in organisational design	
2. Understand the considerations and implications of organisational design	2.1 Explain the factors to be considered in organisational design 2.2 Critically analyse the operational implications for business leaders in organisational design 2.3 Evaluate the development of people and resources throughout organisational design	
3 Understand principles of organisational development	3.1 Analyse the history, theories and principles of organisational development 3.2 Critically evaluate the organisational development process 3.3 Evaluate processes by which organisations identify their goals and values 3.4 Evaluate various organisation development practices, models and approaches	
4 Understand the implications of human resources in organisational design and development	4.1 Assess the strategic importance of current, future and anticipated people requirements 4.2 Evaluate how people planning impacts on the strategic plan 4.3 Discuss the impact of organisational development to the business	
5 Understand theories relating to change management	5.1 Evaluate theories and models relating to change management	

	<p>5.2 Analyse internal and external drivers for change</p> <p>5.3 Identify organisational factors that might enable or hinder change processes</p>
6 Understand how to plan, implement and monitor transformational change processes	<p>6.1 Explain the factors to be considered when planning for transformational change</p> <p>6.2 Critically evaluate the importance of employee engagement as part of transformational change</p> <p>6.3 Describe techniques for monitoring the implementation of change processes</p> <p>6.4 Assess the impact of transformational change on an organisation</p> <p>6.5 Evaluate further transformational change required to meet business and operational needs</p>
Additional Information about the unit	
Unit purpose and aim(s)	This unit provides the learner with an in-depth view of the theories and principles relating to organisational design and development including transformational change
Unit expiry date	31/12/18
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

Title	Advanced marketing for recruitment	
Unit Ref.	RECTC 5-12	
Level	5	
Credit Value	4	
NLH	39	
Learning Outcomes	Assessment Criteria	
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:	
1 Understand the development of a marketing plan	1.1 Critically analyse the development of a marketing plan in the recruitment industry 1.2 Assess the advantages and disadvantages of passive and aggressive marketing 1.3 Explain the factors to be considered when planning brand management 1.4 Critically analyse the implications associated with different marketing channels 1.5 Explain the legal and ethical considerations of marketing planning	
2 Understand the implementation and execution of a marketing plan	2.1 Explain the considerations to be taken into account when implementing a marketing plan in the recruitment industry 2.2 Outline the considerations necessary to run a successful public relations campaign	
3 Understand the requirements for reviewing and evaluating a marketing plan	3.1 Describe techniques for monitoring the success of a marketing plan 3.2 Critically analyse the measurement of return on investment and/or other metrics for measuring marketing success 3.3 Explain the importance of continuous improvement	
Additional Information about the unit		
Unit purpose and aim(s)	This unit provides the advanced theories and principles of marketing in recruitment from conception to completion	
Unit expiry date	31/12/18	
Details of the relationship between the unit and relevant national occupational		

standards or other professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from an SSC or other appropriate body (if required)	CfA
Location of the unit within the subject/sector classification system	15. Business, Administration and Law 15.4 Marketing and Sales
Name of the organisation submitting the unit	REC
Availability for use	
Unit available from	1/8/15

