Handbook

RPP3 – VTCT (Skillsfirst) Level 3 Certificate in Principles of Recruitment Practice (RQF)

600/8281/1

Version 5

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Certificate in Principles of Recruitment Practice (RQF)
Qualification number	600/8281/1
Product code	RPP3
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	26
Total Qualification Time (TQT)	260
Guided Learning (GL) hours	100
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence • Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification is aimed at the recruitment consultant who is progressing in their career and provides a wide range of knowledge in recruitment practice. The qualification provides the necessary principles of recruitment practice required to work effectively as a recruitment consultant.

This qualification also serves as a core component of the Advanced Apprenticeship in Recruitment.

2.2 Progression opportunities

Learners who achieve this qualification will be able to progress on to the Level 3 NVQ Diploma in Recruitment (RQF) or on to higher level qualifications.

As well as progression to further qualifications, learners may also progress to employment in a wide range of recruitment roles as this qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in a range of environments.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Certificate in Principles of Recruitment Practice (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **260**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 26 credits				
RECP1	Understanding sales for recruitment		4	F/504/6981
RECP2	Understanding legal and ethical requirements in recruitment		6	R/504/6984
RECP3	Understanding relationship management in recruitment		4	D/504/6986
RECP4	Understanding recruitment operations		4	K/504/6988
RECP5	Understanding the recruitment market		4	A/504/6994
RECP6	Understanding the principles of assessing people		4	J/504/6996

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 SkillsCfA

The Level 3 Certificate in Principles of Recruitment Practice (RQF) is based on the units developed by the SkillsCfA who are the sector skills council for recruitment. Their contact details are:

6 Graphite Square
Vauxhall Walk
London
SE11 5EE

Phone 020 7091 9620

info@skillscfa.uk.org

This handbook provides details from SkillsCfA's assessment strategy, which centres will need to apply in order to assess and quality assure the Level 3 Certificate in Principles of Recruitment Practice (RQF) and includes the:

- occupational expertise of those who deliver, assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

The complete assessment strategy is available for view and to download from the SkillsCfA website www.skillscfa.org

4.3 Occupational expertise of those who deliver, assess performance, and moderate and verify assessments

4.3.1 Deliverers, assessors, and moderators and internal verifiers

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training

Assessors must be occupationally competent to make assessment judgments about the level and scope of individual learner skills and understanding in recruitment practice and, occupationally competent to make assessment judgments about the quality of assessment and the assessment process.

IVs must be occupationally competent to make recruitment moderation and verification judgments about the quality of assessment and the assessment process.

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments.

4.4 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst and SkillsCfa may choose between:

- achieving the appropriate approved qualifications for assessment/verification

or

- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that Deliverers, Assessors and IVs plan and maintain their CPD.

All deliverers, assessors and IVs must maintain current competence in recruitment practice to deliver these functions. This can be achieved in many ways, but must be recorded in individual continual professional development (CPD) records that are maintained by the centre. Centres are expected to support their Deliverers, Assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

 Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for **each** unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- Assessment should normally be at the learner's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the external verifier.
- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner communicates with a customer whilst engaged in sales activities these can be assessed against both sales and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.4 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

RECP1 – Understanding sales for recruitment

Unit reference number: F/504/6981

Level: 3 **Credit value: 4** **Guided Learning (GL) hours: 15**

Unit aim

This unit provides the necessary understanding of the preparation of sales activities in recruitment and the recruitment sales cycle and techniques.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the preparation of sales activities in recruitment

LO2 Understand the recruitment sales cycle and techniques

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards Sales 2-, Sales 2-8, Sales 2-9, Sales 2-10, Sales 2-12, Sales 2-17, Sales 2-21, Sales 3-3, SLS 73, SLS 76, SLS 83

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the preparation of sales activities in recruitment	1.1 Define the concept and purpose of sales in the recruitment industry
	1.2 Explain how to identify sales opportunities
	1.3 Explain the factors involved in qualifying recruitment sales opportunities
	1.4 Explain the importance of research, planning and goal setting
	1.5 Explain the use of analytical tools to identify competitor threats and define Key Selling Propositions (KSPs) and Unique Selling Propositions (USPs)
	1.6 Explain the behaviours and knowledge of effective recruitment sales people

Learning Outcome	Assessment Criteria
LO2 Understand the recruitment sales cycle and techniques	2.1 Explain the recruitment sales cycle
	2.2 Explain the meaning of "push" and "pull" sales styles
	2.3 Explain the structure of recruitment sales
	2.4 Explain recruitment sales questioning techniques and sales behaviours
	2.5 Explain how to overcome objections
	2.6 Explain how and why to ask for commitment and create loyalty
	2.7 Explain the calculation of recruitment charging rates
	2.8 Explain how to close the sale

RECP1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RECP2 – Understanding legal and ethical requirements in recruitment

Unit reference number: R/504/6984

> **Level: 3**
> **Credit value: 6**
> **Guided Learning (GL) hours: 25**

Unit aim

This unit provides the necessary understanding of the provisions of employer and employee statutory rights and related requirements and how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the provisions of employer and employee statutory rights and related requirements

LO2 Understand how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CfARec1 - Develop a resourcing strategy

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the provisions of employer and employee statutory rights and related requirements	1.1 Explain employment law and other legislation affecting employment rights and responsibilities
	1.2 Explain the duties, rights and responsibilities of employers and employees
	1.3 Explain the organisational procedures and documentation relating to contractual issues
	1.4 Explain the range of sources of information and advice on employment rights and responsibilities
	1.5 Explain the importance of working within organisational principles and codes of practice

Learning Outcome	Assessment Criteria
LO2 Understand how recruitment-related law and ethical considerations affect the conduct of business in the recruitment industry	2.1 Explain the features and scope of the recruitment compliance cycle
	2.2 Explain the roles and powers of legislative organisations which have an impact on recruitment practices
	2.3 Explain the practical application of recruitment-related legislation
	2.4 Explain the purpose and ethical requirements of professional codes of conduct and practice

RECP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RECP3 – Understanding relationship management in recruitment

Unit reference number: D/504/6986

Level: 3
Credit value: 4
Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of the use of networking tools and the development and maintenance of consultative relationships with clients in the recruitment industry. It also provides an understanding of how to build relationships with candidates.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the use of networking tools in the recruitment industry

LO2 Understand the development and maintenance of consultative relationships with clients in the recruitment industry

LO3 Understand how to build relationships with candidates

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CfA Rec3 - Attract and maintain relationships with job-seekers

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the use of networking tools in the recruitment industry	1.1 Define the nature, purpose and benefits of recruitment networking
	1.2 Explain the advantages and disadvantages of different types of recruitment networking activity
	1.3 Explain how to make the most of networking activities for recruitment purposes
	1.4 Assess the considerations to be taken into account in creating a personal brand

Learning Outcome	Assessment Criteria
LO2 Understand the development and maintenance of consultative relationships with clients in the recruitment industry	2.1 Define the nature and benefits of consultative relationships and the notion of added value
	2.2 Explain the classification of different kinds of recruitment client relationships
	2.3 Explain how to develop opportunities for consultative relationship building
	2.4 Identify effective communication tools and techniques
	2.5 Explain ways of monitoring client satisfaction and exceeding expectations

Learning Outcome	Assessment Criteria
LO3 Understand how to build relationships with candidates	3.1 Explain how the process for qualifying candidates contributes to the relationship
	3.2 Explain how to identify candidates' current needs and long term aspirations
	3.3 Explain the importance of managing candidates' expectations
	3.4 Identify the factors to be taken into account in building and managing a productive database of candidates
	3.5 Explain the factors to be taken into account in marketing candidates
	3.6 Explain the purpose and features of an effective communications plan to build relationships with candidates
	3.7 Explain techniques to brief and provide constructive feedback to candidates (including post-hiring activity)

RECP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RECP4 – Understanding recruitment operations

Unit reference number: K/504/6988

> **Level: 3**
> **Credit value: 4**
> **Guided Learning (GL) hours: 15**

Unit aim

This unit provides the necessary understanding of the nature of the recruitment industry and the recruitment business operations.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the nature of the recruitment industry

LO2 Understand recruitment business operations

LO3 Understand finance in the recruitment industry

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the NOS CfA Rec2 - Contact hirers and establish recruitment requirements and CfA Rec4 - Obtain, prepare and promote job vacancies.

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the nature of the recruitment industry	1.1 Explain the contribution of their role to the organisation and industry
	1.2 Explain the types of career pathways in the industry
	1.3 Explain the range of sources of information and advice on the industry, occupation, training and career routes
	1.4 Explain the roles, responsibilities and relevance of different types of representative body
	1.5 Explain how issues of public concern affect their organisation

Learning Outcome	Assessment Criteria
LO2 Understand recruitment business operations	2.1 Explain how a recruitment business works
	2.2 Explain sources of information and the use of performance indicators to measure personal performance and business efficiency
	2.3 Explain how to identify personal and recruitment business strengths, weaknesses and shortfalls through an analysis of performance data
	2.4 Describe the characteristics and business acumen of effective recruiters

Learning Outcome	Assessment Criteria
LO3 Understand finance in the recruitment industry	3.1 Explain the financial implications of different kinds of candidate remuneration options
	3.2 Explain the factors to be taken into account in the calculation of business profitability
	3.3 Explain the calculation of recruitment charging rates

RECP4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RECP5 – Understanding the recruitment market

Unit reference number: A/504/6994

Level: 3
Credit value: 4
Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of the recruitment market and the influences on it. It also provides the necessary understanding of the brand in recruitment

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the recruitment market

LO2 Understand influences on the recruitment market

LO3 Understand the brand in recruitment

Version 1

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CfA Rec5 - Match job-seekers with suitable vacancies

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the recruitment market	1.1 Explain the history and evolution of the recruitment market
	1.2 Assess the size and importance of the recruitment market
	1.3 Characterise the different sectors within the recruitment market
	1.4 Distinguish between permanent and temporary models of recruitment
	1.5 Outline common criticisms of the industry

Learning Outcome	Assessment Criteria
LO2 Understand influences on the recruitment market	2.1 Explain the way in which market and other factors affect candidates
	2.2 Explain the way in which market and other factors affect clients
	2.3 Identify potential opportunities arising from an analysis of the recruitment market

Learning Outcome	Assessment Criteria
LO3 Understand the brand in recruitment	3.1 Identify the concept and characteristics of a recruitment business' brand
	3.2 Assess the factors that affect and support a brand
	3.3 Explain the advantages and disadvantages of different methods of promoting a brand
	3.4 Explain the notion and use of "marketing collateral"

RECP5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

RECP6 – Understanding the principles of assessing people

Unit reference number: J/504/6996

Level: 3
Credit value: 4
Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of how to plan candidate assessments and the underlying principles and techniques of candidate assessment.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the planning of candidate assessments
LO2 Understand the principles and techniques of candidate assessment

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CfARec6 - Assess job-seekers

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for recruitment

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the planning of candidate assessments	1.1 Explain the features, uses, requirements, advantages and disadvantages of a range of assessment methods
	1.2 Explain the importance of setting objectives for the assessment process
	1.3 Explain how to confirm the validity and reliability of the assessment process to meet the assessment objectives

Learning Outcome	Assessment Criteria
LO2 Understand the principles and techniques of candidate assessment	2.1 Explain the characteristics of good biographical interviewing techniques
	2.2 Explain the structure and use of competence assessment interviewing
	2.3 Explain the features of effective questioning and interviewing skills
	2.4 Explain the "halo and horns" effect
	2.5 Explain techniques to gain rapport with candidates
	2.6 Explain the importance and role of candidate feedback in the assessment process
	2.7 Explain when and why to carry out references and checks on candidates
	2.8 Explain the use of reasonable adjustments in candidate assessment
	2.9 Explain the considerations following candidate assessment

RECP6 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

RPP3 Document History

Version	Issue Date	Changes	Role
v5	08/02/2023	Formatting and re-branding. No content amendment.	Data Administrator