



Handbook

RPP4 – VTCT (Skillsfirst) Level 4 Diploma in Principles of Recruitment Practice (RQF)

600/8289/6

Version 2

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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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 4 Diploma in Principles of Recruitment Practice (RQF)
Qualification number	600/8289/6
Product code	RPP4
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	44
Total Qualification Time (TQT)	440
Guided Learning (GL) hours	135
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• 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 executive who is progressing in their career and provides a wide range of knowledge in the managing of recruitment practice. The qualification provides necessary principles of recruitment practice required to work effectively as a recruitment executive. This qualification also serves as a core component of the Higher Apprenticeship in Recruitment.

2.2 Progression opportunities

Learners who achieve this qualification will be able to progress on to the Level 4 NVQ Diploma in Recruitment (RQF) and, or the Level 5 NVQ Diploma in Management (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 management skills, understanding and knowledge in a range of Recruitment environments.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 4 Diploma in Principles of Recruitment Practice (RQF) learners must achieve all mandatory units. All **44** credits must be achieved, of which a minimum of **10** credits must be from optional units.

The minimum TQT required to achieve this qualification is **440**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 34 credits				
RECP6	Understanding the principles of assessing people		4	J/504/6996
RECP7	Principles of recruitment sales		5	J/504/6982
RECP8	Principles of legal and ethical requirements in recruitment		8	L/504/6983
RECP9	Principles of relationship management in recruitment		5	Y/504/6985
RECP10	Principles of recruitment resource strategies		7	H/504/6990
RECP11	Understanding recruitment contracts		5	F/504/6995

Product code	Unit title	Level	Credit	Unit reference number
Optional units (Group O): minimum 10				
RECP12	Principles of business management for recruitment		5	H/504/6987
RECP13	Principles of business development and account management in recruitment		5	M/504/6989
RECP14	Understanding finance in recruitment		5	K/504/6991
RECP15	Understanding people management in recruitment		5	M/504/6992
RECP16	Principles of marketing in recruitment		5	T/504/6993

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 4 Diploma 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:

Skills CfA
Unit 110 Linton House
164 - 180 Union Street
London
SE1 0LH

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 4 Diploma 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, provide expert witness, assess performance, 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 judgements about the level and scope of individual learner skills and understanding in recruitment practice and, occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

IVs must be occupationally competent to make recruitment moderation and verification judgements 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.

5.5 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

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

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

Unit Handbook

RECP7 – Principles of recruitment sales

Unit reference number: J/504/6982

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of how to sell and tender in the recruitment industry and an understanding of the behaviours that are necessary to make effective sales people in recruitment.

Learning outcomes

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

LO1 Understand the behaviours of effective sales people in recruitment

LO2 Understand selling in the recruitment industry

LO3 Understand tendering in recruitment

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 CfARec2 - Contact hirers and establish recruitment requirements

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 behaviours of effective sales people in recruitment	1.1 Analyse the characteristics, behaviours and activities of effective recruitment sales people
	1.2 Assess techniques to enhance personal credibility
	1.3 Analyse the components and misconceptions relating to emotional intelligence
	1.4 Assess the importance of managing personal feelings in recruitment sales situations

Learning Outcome	Assessment Criteria
LO2 Understand selling in the recruitment industry	2.1 Explain the characteristics of effective questioning, listening and structured research
	2.2 Analyse the nature and application of “push” and “pull” sales styles
	2.3 Explain how to adapt personal behaviour and sales activities to different recruitment buyer profiles
	2.4 Assess the impact of words, tone and body language
	2.5 Analyse the principles of and differences between consultative and transactional selling in recruitment
	2.6 Explain the calculation of recruitment charging rates

Learning Outcome	Assessment Criteria
LO3 Understand tendering in recruitment	3.1 Analyse the benefits and risks of tendering for recruitment business
	3.2 Explain the processes for invitations to tender, pre-qualification and requests for quotes
	3.3 Explain how to set out a tender and the information needed
	3.4 Explain the importance of addressing the tender objectives
	3.5 Assess the value of feedback from the tendering process

RECP7 Document History

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

Unit Handbook

RECP8 – Principles of legal and ethical requirements in recruitment

Unit reference number: L/504/6983

Level: 4

Credit value: 8

Guided Learning (GL) hours: 25

Unit aim

This unit provides the necessary understanding of the scope and provisions of employer and employee statutory rights and related requirements. It also provides the necessary understanding of how the legal system affects the recruitment industry and the legal and ethical considerations affecting the conduct of business in the recruitment industry.

Learning outcomes

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

LO1 Understand the legal system as it affects the recruitment industry

LO2 Understand the scope and provisions of employer and employee statutory rights and related requirements

LO3 Understand legal and ethical considerations affecting the conduct of business in the recruitment industry

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 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

RECP8 Document History

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

Unit Handbook

RECP9 – Principles of relationship management in recruitment

Unit reference number: Y/504/6985

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of how to build and develop professional business networks and sustainable relationships with clients in the recruitment industry. It also provides the necessary understanding of how to build sustainable relationships with candidates

Learning outcomes

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

LO1 Understand how to build and develop professional business networks in the recruitment industry

LO2 Understand how to build sustainable relationships with clients in the recruitment industry

LO3 Understand how to build sustainable relationships with candidates

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 CfARec2 - Contact hirers and establish recruitment requirements and CfARec3 - 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to build and develop professional business networks in the recruitment industry	1.1 Assess the considerations to be taken into account in creating a recruitment networking strategy
	1.2 Analyse the advantages and disadvantages of different recruitment networking methods
	1.3 Analyse recruitment networking skills
	1.4 Assess the attributes of different recruitment networking roles (expert, coach and connector)

Learning Outcome	Assessment Criteria
LO2 Understand how to build sustainable relationships with clients in the recruitment industry	2.1 Analyse the stages of the buying process
	2.2 Classify organisational buying cultures, buyer types and buyer profiles
	2.3 Analyse the considerations to be taken into account in building sustainable relationships
	2.4 Explain how to adapt relationship building approaches and behaviours to suit different buyer types, expectations and motivations
	2.5 Explain different methods of monitoring relationships with clients

Learning Outcome	Assessment Criteria
LO3 Understand how to build sustainable relationships with candidates	3.1 Assess the importance of developing sustainable relationships with candidates
	3.2 Explain techniques for communicating with candidates
	3.3 Explain how to adapt relationship building approaches and behaviours to suit different candidates' needs, expectations and aspirations
	3.4 Assess the ethical considerations of approaching candidates and developing relationships
	3.5 Explain opportunities and techniques for coaching candidates

RECP9 Document History

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

Unit Handbook

RECP10 – Principles of recruitment resource strategies

Unit reference number: H/504/6990

Level: 4

Credit value: 5

Guided Learning (GL) hours: 20

Unit aim

This unit provides the necessary understanding of how organisations identify their recruitment resourcing needs and then develop their recruitment resourcing strategies.

Learning outcomes

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

LO1 Understand how organisations identify their recruitment resourcing needs

LO2 Understand the development of recruitment resourcing strategies

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 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

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 human resource processes
	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 human resource planning

Learning Outcome	Assessment Criteria
LO2 Understand the development of recruitment resourcing strategies	2.1 Analyse the components of a resourcing strategy
	2.2 Explain how to ensure the recruitment resourcing strategy is achievable within budget and timescale to the quality required
	2.3 Explain how to identify the need for back up plans
	2.4 Explain the rationale for the provision for back up arrangements
	2.5 Explain how to identify successes and areas for improvement
	2.6 Explain the need to agree follow up actions with clients that are appropriate to the outcomes of the strategy implementation

RECP10 Document History

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

Unit Handbook

RECP11 – Understanding recruitment contracts

Unit reference number: F/504/6995

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of the range of candidate and client contracts in the recruitment industry and the legal requirements of candidate contracts.

Learning outcomes

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

LO1 Understand the range of candidate contracts in the recruitment industry

LO2 Understand the range of client contracts in the recruitment industry

LO3 Understand the legal requirements of candidate contracts

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 not directly linked to the national occupational standards in recruitment

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 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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, gang masters 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

RECP11 Document History

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

Unit Handbook

RECP12 – Principles of business management for recruitment

Unit reference number: H/504/6987

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of the range of candidate and client contracts in the recruitment industry and the legal requirements of candidate contracts.

Learning outcomes

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

LO1 Understand recruitment business planning

LO2 Understand the management and performance measurement of a recruitment business

LO3 Understand commercial issues in recruitment

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 not directly linked to the national occupational standards in recruitment; however, it does have links with IMIABBG13 – Business management

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 recruitment business planning	1.1 Analyse the role of market research and analysis tools in defining client needs and business planning
	1.2 Define the strategic direction, vision, mission, objectives and success criteria of a recruitment business
	1.3 Explain the requirements of a recruitment business model and the factors influencing
	1.4 Explain the considerations to be taken into account in the development and implementation of a recruitment business plan
	1.5 Define realistic and justified key performance indicators

Learning Outcome	Assessment Criteria
LO2 Understand the management and performance measurement of a recruitment business	2.1 Assess the effectiveness of a range of recruitment performance measures
	2.2 Identify business strengths, weaknesses and shortfalls
	2.3 Identify the drivers to change within a recruitment business
	2.4 Explain the use of processes, tools and techniques to review and redesign recruitment business processes
	2.5 Analyse the concept and principles of the management of change within a recruitment business

Learning Outcome	Assessment Criteria
LO3 Understand commercial issues in recruitment	3.1 Analyse how a recruitment business works
	3.2 Analyse the characteristics and business acumen of effective recruiters
	3.3 Identify internal and external issues and trends of concern to a recruitment organisation and their impact on profitability
	3.4 Explain how to develop contingencies that address identified threats

RECP12 Document History

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

Unit Handbook

RECP13 – Principles of business development and account management in recruitment

Unit reference number: M/504/6989

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of business development, value added services and account management in the recruitment industry.

Learning outcomes

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

LO1 Understand business development within the recruitment industry

LO2 Understand value added services in the recruitment industry

LO3 Understand account management in the recruitment industry

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 not directly linked to the national occupational standards in recruitment.

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 business development within the recruitment industry	1.1 Analyse the characteristics, uses and limitations of primary, secondary, quantitative and qualitative research
	1.2 Assess the validity, uses and limitations of sources of recruitment information (clients, candidates and competitors)
	1.3 Identify changes in the recruitment industry and their implications
	1.4 Explain the use of analytical tools to identify competitor threats

Learning Outcome	Assessment Criteria
LO2 Understand value added services in the recruitment industry	2.1 Define “value added” recruitment services, their benefits and risks
	2.2 Analyse the business imperatives for developing and offering value added services in the recruitment industry
	2.3 Assess the factors that influence a recruiter’s ability to offer value added services
	2.4 Assess the scope and considerations to be taken into account in developing and selling value added recruitment proposals
	2.5 Analyse the use of added value within the account management process

Learning Outcome	Assessment Criteria
LO3 Understand account management in the recruitment industry	3.1 Analyse the value of account management in recruitment
	3.2 Assess the significance of recruitment client relationship management and client perceptions
	3.3 Explain methods of account management
	3.4 Assess techniques to enhance recruitment client penetration, exceed client expectations and add value

RECP13 Document History

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

Unit Handbook

RECP14 – Understanding finance in recruitment

Unit reference number: K/504/6991

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of business development, value added services and account management in the recruitment industry.

Learning outcomes

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

LO1 Understand the use of management accounts in the recruitment industry

LO2 Understand cost control and management in the recruitment industry

LO3 Understand how to price recruitment products and services

LO4 Understand forecasting and funding in the recruitment industry

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 not directly linked to the national occupational standards in recruitment, however, it does have links with CFAM&LEA2 – Obtain financial resources and CFAM&LEA3 – Manage the use of financial resources.

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 use of management accounts in the recruitment industry	1.1 Analyse the financial and tax implications of different kinds of trading entity
	1.2 Explain the information needed to compile effective recruitment management accounts
	1.3 Explain the statutory requirements for financial reports
	1.4 Explain the compilation of a balance sheet, profit and loss account and the calculation of gross profit for a recruitment business
	1.5 Explain the influences on gross profit

Learning Outcome	Assessment Criteria
LO2 Understand cost control and management in the recruitment industry	2.1 Calculate breakeven point for a recruitment business
	2.2 Explain the difference between and treatment of fixed costs and marginal costs
	2.3 Explain the principles and treatment of cost allocation and cost analysis
	2.4 Assess the considerations relating to cost control in a recruitment business
	2.5 Create a realistic cash flow forecast for a recruitment business
	2.6 Analyse the importance and methods of the management of cash flow
	2.7 Explain how to carry out credit checks and monitor credit levels
	2.8 Explain how to deal with credit control, debtors and creditors

Learning Outcome	Assessment Criteria
LO3 Understand how to price recruitment products and services	3.1 Explain the considerations in pricing recruitment products and services and determining charging rates
	3.2 Assess the use of financial ratios in the recruitment industry
	3.3 Explain the calculation of recruitment charging rates

Learning Outcome	Assessment Criteria
LO4 Understand forecasting and funding in the recruitment industry	4.1 Define realistic and justified financial projections
	4.2 Analyse sources of finance for a recruitment business

RECP14 Document History

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

Unit Handbook

RECP15 – Understanding people management in recruitment

Unit reference number: M/504/6992

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of leadership and team leading in the recruitment industry. It also provides the necessary understanding of performance management, time management and the discipline and grievance procedures in the recruitment industry.

Learning outcomes

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

LO1 Understand leadership in the recruitment industry

LO2 Understand teams in the recruitment industry

LO3 Understand performance management in the recruitment industry

LO4 Understand discipline and grievance in the recruitment industry

LO5 Understand time management in the recruitment industry

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 not directly linked to the national occupational standards in recruitment, however, it does have links with CFAM&LBA2 - Provide leadership in your area of responsibility, CFAM&LBA3 - Lead your team, CFAHR9 - Facilitate the delivery of performance management and CFAM&LAA1 - Manage yourself

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 leadership in the recruitment industry	1.1 Analyse the qualities, behaviours and techniques of effective managers
	1.2 Assess the application of leadership and management theories in the recruitment industry
	1.3 Assess the application of motivation theories in a recruitment context
	1.4 Analyse the application of coaching techniques in a recruitment context
	1.5 Explain the legal and ethical issues of people management in the recruitment industry

Learning Outcome	Assessment Criteria
LO2 Understand teams in the recruitment industry	2.1 Define the characteristics of an effective team
	2.2 Assess the influence of organisational culture on teams
	2.3 Assess the application of team working theories and models in the recruitment industry
	2.4 Analyse conflict resolution techniques
	2.5 Examine the use of delegation as a developmental vehicle
	2.6 Define the requirements of an effective recruitment team succession plan

Learning Outcome	Assessment Criteria
LO3 Understand performance management in the recruitment industry	3.1 Define the characteristics of different kinds of performance management systems
	3.2 Analyse the purpose and benefits of an appraisal system
	3.3 Explain processes and techniques for setting objectives and carrying out an appraisal
	3.4 Explain the importance of giving constructive, evidence-based feedback on performance in a sensitive way
	3.5 Explain the considerations relating to recognising and rewarding achievement

Learning Outcome	Assessment Criteria
LO4 Understand discipline and grievance in the recruitment industry	4.1 Explain how to recognise discipline and grievance situations
	4.2 Explain the disciplinary and grievance process
	4.3 Explain the legal, ethical and organisational requirements for managing and documenting discipline and grievance cases
	4.4 Explain sources of advice and support for managing discipline and grievance cases

Learning Outcome	Assessment Criteria
LO5 Understand time management in the recruitment industry	5.1 Define managerial tasks and those that can be delegated
	5.2 Distinguish between urgent and important, active and reactive tasks
	5.3 Identify the issues relating to work-life balance
	5.4 Examine techniques to achieve an appropriate work-life balance
	5.5 Assess the impact of stress and ways of managing it

RECP15 Document History

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

Unit Handbook

RECP16 – Principles of marketing in recruitment

Unit reference number: T/504/6993

Level: 4

Credit value: 5

Guided Learning (GL) hours: 15

Unit aim

This unit provides the necessary understanding of the development, implementation and evaluation of a marketing plan in the recruitment industry.

Learning outcomes

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

LO1 Understand the development of a marketing plan in the recruitment industry

LO2 Understand the implementation of a marketing plan in the recruitment industry

LO3 Understand the evaluation of a marketing plan in the recruitment industry

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 not directly linked to the national occupational standards in recruitment; however, it does have links with CFAM&LFB1 – Develop an understanding of your market, CFAM&LFB2 – Implement marketing plans and CFAM&LFB5 – Manage the marketing of products and services.

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 development of a marketing plan in the recruitment industry	1.1 Assess the components of a recruitment marketing plan
	1.2 Analyse the internal and external influences on a recruitment marketing plan
	1.3 Explain the application of the marketing mix to determine a recruitment marketing plan
	1.4 Explain how to segment the recruitment market

Learning Outcome	Assessment Criteria
LO2 Understand the implementation of a marketing plan in the recruitment industry	2.1 Develop SMART objectives, budget, timescale, resource allocations, marketing methods and success criteria
	2.2 Explain the importance of alignment between recruitment marketing strategies and plans
	2.3 Explain the role of back up planning
	2.4 Explain the importance of keeping stakeholders up to date with progress, developments and issues
	2.5 Analyse recording and reporting requirements of the implementation of a recruitment marketing plan

Learning Outcome	Assessment Criteria
LO3 Understand the evaluation of a marketing plan in the recruitment industry	3.1 Explain how to identify valid and meaningful evaluation criteria
	3.2 Explain how to identify valid evaluation methods
	3.3 Explain the importance of measuring the effectiveness of the recruitment marketing plan in terms of financial and non-financial results
	3.4 Analyse the return on investment and process efficiency of the recruitment marketing plan
	3.5 Explain how to evaluate the extent of compliance with legal and ethical requirements

RECP16 Document History

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

RPP4 Document History

Version	Issue Date	Changes	Role
v2	09/02/2023	Formatting and re-branding. No content amendment.	Data Administrator