



Handbook

RRC2 – VTCT (Skillsfirst) Level 2 Certificate in
Recruitment Resourcing (RQF)

601/3448/3

Version 4

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 2 Certificate in Recruitment Resourcing (RQF)
Qualification number	601/3448/3
Product code	RRC2
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.
Total Qualification Time (TQT)	170
Guided Learning (GL) hours	143
Assessment	<p>To be awarded this qualification, learners must successfully achieve the following assessments:</p> <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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed for learners who work or want to work in Recruitment. It allows learners to develop an understanding of the knowledge and skills required for career progression in the Recruitment sector.

The qualification covers the range of activities and processes carried out by trainee recruitment consultants and resourcers working within a recruitment business. These include the selection processes, the sales techniques and processes used by recruiters, the use of research in recruitment and selection and developing working relationships with colleagues. It also covers the legal, regulatory and ethical requirements that affect the overall recruitment process.

This qualification also serves as a core component of the Level 2 Intermediate Apprenticeship for Recruitment.

2.2 Progression opportunities

On completion of the Level 2 Certificate in Recruitment Resourcing, learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 2 NVQ Certificate in Recruitment Resourcing
- VTCT (Skillsfirst) Level 3 Certificate in Principles of Internal Recruitment
- VTCT (Skillsfirst) Level 3 Certificate in Principles of Recruitment Practice
- VTCT (Skillsfirst) Level 3 NVQ Diploma in Recruitment

or similar higher level qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Recruitment Resourcing (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **170**.

Product code	Unit title	Level	Unit reference number
Mandatory units (Group M):			
RPK1	Understanding the recruitment industry	2	A/506/4363
RPK2	Understanding preparation for selection processes	2	F/506/4364
RPK3	Understanding selection processes	2	J/506/4365
RPK4	Understanding sales techniques and processes used by recruiters	2	L/506/4366
RPK5	Understanding the legal, regulatory and ethical requirements when recruiting	2	R/506/4367
RPK6	Understanding the building and maintaining of relationships with candidates	2	Y/506/4368
RPK7	Understanding the use of research in the recruitment and selection process	2	D/506/4369

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 2 Certificate in Recruitment Resourcing is based on the units developed by SkillsCfA who are the sector skills council for recruitment. Their contact details are:

SkillsCfA
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 2 Certificate in Recruitment Resourcing and includes the:

- occupational expertise of those who 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 e-skills website www.skillscfa.org

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

4.3.1 Deliverers, assessors, and moderators and internal verifiers (IVs)

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

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.

For assessors and IVs, this could be verified by:

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

Assessors and IVs must have achieved, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment, moderation or verification;

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 IVs 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 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 must not be used, except in exceptional circumstances where natural work evidence is unlikely to occur. Agreement must be gained from Skillsfirst for the use of any simulation. If simulation is used, it should be used sparingly and should only form a small part of the evidence for the qualification.

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

RPK1 – Understanding the recruitment industry

Unit reference number: A/506/4363

Level: 2

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit concerns the understanding of the recruitment market, the opportunities within the industry and the business operations of a recruitment agency.

Learning outcomes

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

LO1 Understand the recruitment market

LO2 Understand the opportunities for advancement within the recruitment industry

LO3 Understand how recruitment consultancies operate

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:

CFAREC2 - Contact hirers and establish recruitment requirements

CFAREC4 - Obtain, prepare and promote job vacancies

CFAREC5 - Match job-seekers with suitable vacancies

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Recent history and growth - this refers to the recruitment market from 2004 to the present.

Sectors - the different occupational area, such as engineering, child care, business, hospitality, etc.

Career pathways and job roles - to show progression within recruitment and into associated areas such as management, sales and HR, etc.

Sources of information and advice - may include, but are not limited to:

- trade bodies
- social media forums
- recruitment consultancies

Types of customers - any organisation or individual seeking to fill a placement

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the recruitment market	1.1 Describe the recent history and growth of the recruitment market
	1.2 Describe different sectors within the recruitment market
	1.3 Explain the difference between permanent and temporary recruitment

Learning Outcome	Assessment Criteria
LO2 Understand the opportunities for advancement within the recruitment industry	2.1 Describe career pathways and job roles within recruitment
	2.2 Identify sources of information and advice on training and career opportunities within recruitment

Learning Outcome	Assessment Criteria
LO3 Understand how recruitment consultancies operate	3.1 Describe the role of a recruitment consultancy
	3.2 Identify types of customers who use recruitment consultancies
	3.3 Describe the stages of the recruitment process
	3.4 Explain the importance of targets in meeting deadlines

RPK1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

RPK2 – Understanding preparation for selection processes

Unit reference number: F/506/4364

Level: 2

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit concerns the understanding of the activities involved in preparing for the selection process

Learning outcomes

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

LO1 Understand the use of job descriptions and person specifications

LO2 Understand how to write a job advertisement

LO3 Understand the process of job posting

LO4 Understand the process of checking a candidate's 'right to work' in the UK

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:
CFAREC4 - Obtain, prepare and promote job vacancies

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Job description – this is a list to show general tasks, or functions, and responsibilities of a position or work role. It may often include to whom the position reports.

Person specification – this outlines the type of person needed to meet the requirements of a job description. It might contain the educational qualifications, previous experience, general intelligence, specialised skills, interests, personality and physical requirements.

Accuracy and completeness – ensuring that the client agrees with the proposed job description and person specification

Job advertisement – may include, but are not limited to:

- **company/recruitment consultancy name**
 - **job title**
 - **location – town or postcode level**
 - **salary**
 - **job description**
 - **person specification**
 - **company description**
 - **how to apply**
- and must be in line with any discriminatory legislation**

Terms and conditions – may include, but are not limited to:

- **job responsibilities**
- **work days**
- **hours of work and breaks**
- **dress code**
- **holiday entitlement and sick days**
- **salary and other work-rated benefits, such as a company car, health insurance, life insurance, retirement plans, etc.**

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the use of job descriptions and person specifications	1.1 Explain the use of a job description in the recruitment process
	1.2 Describe the structure of a job description
	1.3 Explain the use of a person specification in the recruitment process
	1.4 Describe a structure of a person specification
	1.5 Explain how the accuracy and completeness of job descriptions and person specifications can be confirmed

Learning Outcome	Assessment Criteria
LO2 Understand how to write a job advertisement	2.1 Explain the use of a job advertisement in the recruitment process
	2.2 Describe the structure and contents of a job advertisement
	2.3 Explain how to write a job advertisement to accurately reflect the clients requirements

Learning Outcome	Assessment Criteria
LO3 Understand the process of job posting	3.1 Explain the importance of understanding the terms and conditions on which the candidate will be employed
	3.2 Describe the advantages and disadvantages of the different media used
	3.3 Explain the importance of keeping databases up to date and maintaining the requirements of confidentiality
	3.4 Explain the importance of monitoring the number of responses

Learning Outcome	Assessment Criteria
LO4 Understand the process of checking a candidate's 'right to work' in the UK	4.1 Explain the need for 'right to work' checks to be carried out on a candidate
	4.2 Describe how to obtain proof of a candidate's 'right to work' in the UK

RPK2 Document History

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

Unit Handbook

RPK3 – Understanding selection processes

Unit reference number: J/506/4365

Level: 2

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

This unit concerns the understanding of the activities involved in the selection and the appointment process including the principals and techniques of interviewing.

Learning outcomes

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

LO1 Understand assessment techniques in recruitment

LO2 Understand the principles and techniques of interviewing

LO3 Understand the final stage of the recruitment process

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:
CFAREC4 - Obtain, prepare and promote job vacancies

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Assessment techniques - may include, but are not limited to:

- biographical interview
- competence interview
- skills testing
- personality testing

Terms and conditions on which a candidate can be employed – these refer to permanent and temporary, including zero-hours contracting.

Pre-employment checks - may include, but are not limited to:

- right-to-work in the UK
- references
- qualifications
- work history
- DBS (Criminal record checks, was CRB)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand assessment techniques in recruitment	1.1 Explain the importance of assessment techniques in the selection process
	1.2 Describe types of assessment techniques
	1.3 Explain when assessment techniques should be used

Learning Outcome	Assessment Criteria
LO2 Understand the principles and techniques of interviewing	2.1 Explain the importance of interviewing candidates for selection
	2.2 Describe the methods used to interview candidates for selection
	2.3 Describe the features of a candidate interview
	2.4 Describe the questioning techniques used during a candidate interview
	2.5 Describe techniques used to build rapport with candidates
	2.6 Explain the role of candidate feedback

Learning Outcome	Assessment Criteria
LO3 Understand the final stage of the recruitment process	3.1 Describe the range of terms and conditions on which a candidate can be employed
	3.2 Describe the pre-employment checks that may be carried out on candidates
	3.3 Describe the methods used to communicate offers to clients and candidates
	3.4 Explain the importance of keeping records up to date and confidential

RPK3 Document History

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

Unit Handbook

RPK4 – Understanding sales techniques and processes used by recruiters

Unit reference number: L/506/4366

Level: 2

Credit value: 4

Guided Learning (GL) hours: 36

Unit aim

This unit concerns understanding the sales techniques and processes used for recruitment.

Learning outcomes

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

LO1 Understand the sales cycle used in recruitment

LO2 Understand how to identify sales opportunities

LO3 Understand how recruiters close the sale

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 NOS

7.1 - Generate new business and follow up sales leads

7.5 - Negotiate, handle objections and close sales.

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Sales cycle - this is the course of time between the initial contact being made with a client, the identification of services or goods to be procured, the acceptance of the intended purchase, and the transaction that completes the sale.

Segment - to put candidates into groups which have something in common, such as age, work skills, qualification level, job expectations, etc.

Objections - may include, but are not limited to:

- cost of service
- limits of authority to make a decision
- no reason to change
- wrong time to buy

Barriers - may include, but are not limited to:

- negative first impression still lingers in client/candidate's mind
- sales approach was not handled smoothly
- sales resistance was not overcome

Cross-selling - this is the action, or practice, of selling an additional product or service to an existing customer.

Up-selling - this is a sales strategy where the seller will provide opportunities to purchase related products or services, often for the sole purpose of making a larger sale.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the sales cycle used in recruitment	1.1 Describe the characteristics of the sales cycle used in recruitment
	1.2 Explain how the different stages of the sales cycle affect the approach to recruitment
	1.3 Describe the uses of the sales cycle in structuring and progressing sales contacts

Learning Outcome	Assessment Criteria
LO2 Understand how to identify sales opportunities	2.1 Explain how to segment candidates and clients
	2.2 Explain how to target candidates and clients
	2.3 Describe how to source and gather information about potential candidates and clients
	2.4 Explain methods and reasons for qualifying the sales opportunities
	2.5 Explain the importance of accurate record keeping

Learning Outcome	Assessment Criteria
LO3 Understand how recruiters close the sale	3.1 Explain how recruiters overcome objections to close the sale
	3.2 Explain how to identify verbal and non-verbal buying signals
	3.3 Explain how to overcome barriers to closing the sale
	3.4 Explain how to identify further potential add-on, up-selling or cross-selling opportunities prior to closing the sale
	3.5 Describe different methods that recruiters use to close the sale

RPK4 Document History

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

Unit Handbook

RPK5 – Understanding the legal, regulatory and ethical requirements when recruiting

Unit reference number: R/506/4367

Level: 2

Credit value: 2

Guided Learning (GL) hours: 19

Unit aim

This unit concerns understanding the legal, regulatory and ethical requirements in recruitment and the employment rights and responsibilities of the employee and employer.

Learning outcomes

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

LO1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to the recruitment industry

LO2 Understand the employment rights and responsibilities of the employee and employer

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

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Recruitment-specific legislation - there is no requirement to know the actual legislation, just how the legislation affects each stage of the recruitment process.

Legislative organisations - these are organisations with regulatory powers, such as HMRC, BIS, Gangmasters Licence Authority, etc.

Representative bodies - may include, but are not limited to:

- HSE (Health & Safety Executive)
- CAB (Citizen's Advice Bureau)
- Trade Unions, such as UNITE, USDAW, etc.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to the recruitment industry	1.1 Explain how recruitment-specific legislation affects the recruitment process
	1.2 Identify internal and external sources of information on legal, regulatory and ethical requirements
	1.3 Explain the roles and powers of legislative organisations which have an impact on recruitment practices
	1.4 Explain the purpose of professional codes of conduct and practice

Learning Outcome	Assessment Criteria
LO2 Understand the employment rights and responsibilities of the employee and employer	2.1 Identify the features of a contract of employment for a permanent recruitment process
	2.2 Identify the employment legislation affecting employers
	2.3 Identify the employment legislation affecting employees
	2.4 Identify where to find information on employment rights and responsibilities both internally and externally
	2.5 Describe how representative bodies can support the employee
	2.6 Identify employer and employee responsibilities for equality and diversity in a recruitment business environment
	2.7 Explain the importance of equality and diversity procedures in a recruitment business environment

RPK5 Document History

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

Unit Handbook

RPK6 – Understanding the building and maintaining of relationships with candidates

Unit reference number: Y/506/4368

Level: 2

Credit value: 2

Guided Learning (GL) hours: 19

Unit aim

This unit concerns the understanding of the building and maintaining of relationships with candidates.

Learning outcomes

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

LO1 Understand how to build long term relationships with candidates

LO2 Understand the importance of maintaining candidate loyalty

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:
CFAREC3 - Attract and maintain relationships with job-seekers

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Communication plan - sometimes called a contact plan. Its use in recruitment is to agree and manage the candidate's expectations for contact, such as how often, what method of communication, at what time, etc.

Candidate loyalty and profitability - retention of candidates and clients helps maintain profitability. Personalisation is a technique used to gather information from candidates and clients, which is used to identify those candidates and clients the recruitment consultancy wants to retain and therefore maintain profitability. The gathered information can also be used to identify leads and further increase profitability.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to build long term relationships with candidates	1.1 Explain the purposes and features of an effective communication plan
	1.2 Understand candidates' needs, wants and expectations
	1.3 Explain the importance of balancing candidates' needs with organisational policies
	1.4 Describe the basis on which relationships with candidates are managed
	1.5 Explain the importance of negotiating mutually beneficial solutions with candidates
	1.6 Describe the role of candidate feedback in enhancing relationships and profitability
	1.7 Explain the importance of the candidate experience when developing long term relationships

Learning Outcome	Assessment Criteria
LO2 Understand the importance of maintaining candidate loyalty	2.1 Explain the relationship between candidate loyalty and profitability
	2.2 Describe the factors affecting the attraction and retention of candidate loyalty
	2.3 Describe the advantages and disadvantages of the different methods of enhancing candidate loyalty
	2.4 Explain the importance of reviewing candidates' experiences as a means of improving the recruitment process

RPK6 Document History

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

Unit Handbook

RPK7 – Understanding the use of research in the recruitment and selection process title

Unit reference number: D/506/4369

Level: 2

Credit value: 2

Guided Learning (GL) hours: 19

Unit aim

This unit concerns the understanding of the use of research in the recruitment and selection process.

Learning outcomes

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

LO1 Understand the research process

LO2 Understand how to use research in the recruitment and selection process

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:
CFAREC5 - Match job-seekers with suitable vacancies

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Quantitative research methods - may include, but are not limited to:

- statistical data
- mathematical data
- numerical data

Qualitative research methods - may include, but are not limited to:

- interviewing
- surveys
- discussions

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the research process	1.1 Describe the elements of research in the recruitment and selection process
	1.2 Explain the importance of setting research objectives
	1.3 Describe the difference between quantitative and qualitative research methods
	1.4 Describe the advantages and disadvantages of a range of research methods
	1.5 Explain the importance of ensuring that results are accurate and trustworthy

Learning Outcome	Assessment Criteria
LO2 Understand how to use research in the recruitment and selection process	2.1 Describe the purpose and range of potential research techniques in recruitment
	2.2 Explain how to confirm research results are accurate and trustworthy
	2.3 Explain the importance of having an organisational house style for presenting research reports
	2.4 Explain ways in which ethics can affect the conduct and use of research

RPK7 Document History

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

RRC2 Document History

Version	Issue Date	Changes	Role
v4	03/02/2023	Formatting and re-branding. No content amendment.	Data Administrator