



**Davidson Training UK Ltd**  
Training for Growing Businesses

# **RECRUITMENT CONSULTANT APPRENTICESHIP STANDARD LEVEL 3**

**HANDBOOK Version 2 May 2022**

## **HANDBOOK**

**This Handbook has been produced for learners and Employers for the Level 3 Recruitment Consultant.**

**Davidson Training UK Limited**

## Recruitment Consultant Apprenticeship Standard Level 3

### Qualification aim

Predominantly employed within the recruitment sector, the recruitment consultant's role is to identify and secure job opportunities within client organisations. They attract candidates and successfully place them in those jobs in return for a fee. A recruitment consultant may focus on the supply of flexible workers, permanent placements or a combination of both. Typical responsibilities for a recruitment consultant are:

1. Identifying, qualifying and securing client recruitment opportunities in line with corporate and personal goals.
2. Identifying, assessing and placing suitable candidates to meet client requirements in order to achieve revenue in line with corporate and personal goals.
3. Developing and manage client/candidate relationships to ensure high levels of customer satisfaction and quality standards.
4. Meeting all procedures and carrying out relevant processes to ensure industry codes of ethics and relevant legislation are adhered to.

A career in recruitment as a recruitment consultant can appeal to those individuals who possess an entrepreneurial outlook. It provides the opportunity for reward and high earning potential. Many opportunities arise in the recruitment sector for personal and professional development, such as team leader and or managerial roles.

### ***Benefits/Results for Apprentices***

- Continuous development of personal effectiveness and impact as a Recruitment Consultant.
- Increased knowledge and confidence to influence behaviours.
- Consideration of Employment Rights and Responsibilities.
- Gain the key skills to aid career progression.
- Receive support from a dedicated team of qualified assessors/training consultants.
- Targeted learning and development are delivered in alignment with the latest apprenticeship standards – ensuring all learning is relevant, with no gaps in knowledge.
- It will maximise confidence and readiness for End Point Assessment.
- Apprentices gain a range of skills.
- Put new skills into practice in own role.
- Develop skills using own knowledge, values and motivation.

### ***Impact for employers***

- Targeted learning and development in complete alignment with the latest apprenticeship standards – ensuring that all learning is relevant, with no gaps in knowledge.
- Maximises Apprentice's confidence and readiness for End Point Assessment.
- Recruitment Resourcer with relevant Skills, Knowledge and Behaviours to positively promote the organisation.
- Training tailored to organisational goals and values.
- Collaboration between in-house training teams and experienced Davidson Training UK Ltd staff.
- Flexible delivery options.

### **Professional Recognition and Progression**

Recruitment consultant is a pivotal role within the recruitment sector. This apprenticeship provides successful learners with routes for progression into a number of more senior roles within the industry. Successful learners may choose to progress on to a higher-level qualification or vocationally related programmes.

Learners who complete the qualifications above will also be eligible for professional registration of the Institute of Recruitment Professionals or Institute of Recruiters

### ***Entry requirements***

There are no entry requirements for this qualification however you must be in a position to meet the assessment demands of the qualification, which are work-based and reflective in nature. As this qualification is work-based, Apprentices must be employed in an appropriate role.

Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship.

### ***Age restrictions***

This qualification is not approved for under 16's.

### ***Duration***

The apprenticeship will take a minimum of 12 months to complete.

## **Core Technical Knowledge and Understanding**

- How to establish, negotiate and agree terms and conditions of business with clients.
- All necessary processes, payment and aftercare services in line with company policies.
- The different recruitment models (e.g., Temporary, Permanent, Contract Recruitment, Executive Search etc).
- Agreed job-related Key Performance Indicators (KPI's, e.g., vacancies taken, calls made, interviews etc) and how they will be assessed and measured during the apprenticeship.
- How to ensure candidates and clients receive a professional and comprehensive recruitment service.
- How to develop successful sales techniques for recruitment.
- The principles of assessing people.
- Candidates pay, client charge rates and contractual conditions within their sector in order to consult with and advise candidates and clients.
- The legal, regulatory and ethical requirements and appropriate codes of practice when recruiting.
- Employee rights and responsibilities including equality, diversity and inclusion.

## **Core Technical Skills**

### ***A Recruitment Consultant will need to:***

- Identify, progress and convert sales leads into new clients, candidates and placements as required.
- Proactively and consistently strive to identify and obtain new business opportunities.
- Source suitable vacancies in line with company policies and sales procedures.
- Manage and profitably develop client relationships.
- Identify and attract candidates using all appropriate methods to fill jobs.
- Monitor responses/applications received and make sure that candidate applications are processed efficiently.
- Shortlist and present suitably qualified applicants against defined job vacancies.
- Manage the recruitment and selection processes by effectively liaising with the client, candidate and internal teams.
- Successfully place suitable candidates with clients.
- Advise clients and candidates on the legal, regulatory and ethical requirements and appropriate codes of practice when recruiting.
- Advise candidates and clients on employee rights and responsibilities including equality, diversity and inclusion.
- Accurately complete all necessary processes, payment and aftercare services.
- Meet agreed Key Performance Indicators (vacancies taken, calls made, interviews etc).
- Be able to accurately utilise company management systems and follow payroll billing procedures including accurate database management complying with relevant legislation.
- Conduct professional discussions with clients and candidates using all mediums as appropriate.
- Seek and provide feedback in a professional manner at all times to candidates and clients.
- Conduct regular service reviews with both clients and candidates to ensure continuous improvement.
- Accurately record candidate and client information on the recruitment database.
- Escalate non-compliance where appropriate.

### Overview Recruitment Consultant Apprenticeship Standard Level 3

High-level Skill	Skills tested
<b>Business Development</b>	<p>Identify, progress and convert sales leads into new clients, candidates and placements as required.</p> <p>Proactively and consistently strive to identify and obtain new business opportunities.</p> <p>Source suitable vacancies in line with company policies and sales procedures.</p> <p>Manage and profitably develop client relationships.</p>
<b>Candidate Management</b>	<p>Identify and attract candidates using all appropriate methods to fill jobs.</p> <p>Monitor responses/applications received and make sure that candidate applications are processed efficiently.</p> <p>Shortlist and present suitably qualified applicants against defined job vacancies.</p> <p>Manage the recruitment and selection processes by effectively liaising with the client, candidate, and internal teams.</p> <p>Successfully place suitable candidates with clients.</p>
<b>Consultancy</b>	<p>Advise clients and candidates on the legal, regulatory, and ethical requirements and appropriate codes of practice when recruiting.</p> <p>Advise candidates and clients on employee rights and responsibilities including equality, diversity, and inclusion.</p> <p>Seek and provide feedback in a professional manner at all times to candidates and clients.</p> <p>Conduct professional discussions with clients and candidates using all mediums as appropriate.</p>
<b>Compliance</b>	<p>Meet agreed Key Performance Indicators (vacancies taken, calls made, interviews etc.).</p> <p>Be able to accurately utilise company management systems and follow payroll billing procedures including accurate database management complying with relevant legislation.</p> <p>Conduct regular service reviews with both clients and candidates to ensure continuous improvement.</p> <p>Accurately record candidate and client information on the recruitment database.</p> <p>Escalate non-compliance where appropriate.</p>

High-level Knowledge	Knowledge tested
<b>Business Development</b>	<p>How to establish, negotiate and agree terms and conditions of business with clients.</p> <p>How to develop successful sales techniques for recruitment.</p>
<b>Candidate Management</b>	<p>How to ensure candidates and clients receive a professional and comprehensive recruitment service.</p> <p>The principles of assessing people.</p>
<b>Consultancy</b>	<p>The different recruitment models (e.g. Temporary, Permanent, Contract Recruitment, Executive Search etc.).</p> <p>Candidate pay, client charge rates and contractual conditions within their sector in order to consult with and advise candidates and clients.</p>
<b>Compliance</b>	<p>All necessary processes, payment, and aftercare services in line with company policies.</p> <p>Agreed job-related Key Performance Indicators (KPIs, e.g. vacancies taken, calls made, interviews etc.) and how they will be assessed and measured during the apprenticeship.</p> <p>The legal, regulatory, and ethical requirements and appropriate codes of practice when recruiting.</p> <p>Employee rights and responsibilities including equality, diversity, and inclusion.</p>

<b>Behaviours</b>	
<b>Self – motivation</b>	Independent action to meet expectations and applies initiative in developing their own knowledge and skills.
<b>Courage and ability to effectively challenge poor practice</b>	Uses knowledge to identify bad practice and escalate and regularly shows integrity and reliability.
<b>Enterprise and entrepreneurship</b>	Proactively seeks opportunities for personal growth and development in their specialism & effectively manages opportunities to completion.
<b>Ambition, drive and determination</b>	Demonstrates a view of their future professional development & agrees realistic targets and makes good plans to meet them.
<b>Tenacity and resilience</b>	Continues to work towards targets when managing rejection & consistently completes tasks.
<b>Confident, assertive and persuasive communicator</b>	Uses a range of communication methods to present clear and concise information & consistently questions uncertainty for clarification.
<b>Innovative</b>	Forms ideas and supports implementation.
<b>Attention to detail</b>	Checks own work which contains minimal errors & identifies their role in the team and how their work contributes.
<b>Ethical customer focused approach</b>	Has customer satisfaction at the centre of their actions & conducts reviews with clients.
<b>Are very organised</b>	Plans work, achieves deadlines and effectively manages resources & suggests improvements in processes.
<b>Good questioning and listening</b>	Understands and answers questions & focuses on the matter in hand.
<b>Demonstrate problem solving and decision making</b>	Decisions are thought through and address the issue at hand & uses past experiences to inform decisions.

## Regulated Knowledge Qualification to support Recruitment Consultant Apprenticeship Standard Certificate in Principles of Recruitment Level 3

Unit No:	Unit Title	Level	Credit
F/504/6981	Understanding sales for recruitment	3	4
R/504/6984	Understanding legal and ethical requirements in recruitment	3	6
D/504/6986	Understanding relationship management in recruitment	3	4
K/504/6988	Understanding recruitment operations	3	4
A/504/6994	Understanding the recruitment market	3	4
J/505/6996	Understanding the principles of assessing people	3	4

To complete the **Level 3 NVQ Diploma in Recruitment** learners must achieve a minimum of **41 credits** overall:

- **All units** in the mandatory group totalling **28 credits**
- **A minimum of 13 credits** from Optional Group A

### Mandatory Group

Learners must achieve **all units** in this group

Unit reference	Unit Title	Level	Credit
T/504/6962	Identify client recruitment requirements	3	3
F/504/6964	Pre-select candidates	3	3
L/504/6966	Assess candidates	3	3
R/504/6967	Match and present candidates to employers	3	4
K/504/6974	Attract potential candidates	3	3
T/504/6976	Brief and support candidates	3	3
A/504/6977	Carry out candidate debriefing	3	4
F/504/6978	Administer recruitment processes	2	2
H/600/9660	Develop working relationships with colleagues	2	3

### Optional Group A

**A minimum of 13 credits** from Optional Group A.

Unit reference	Unit Title	Level	Credit
M/504/6961	Advise clients on operational recruitment planning	3	4
A/504/6963	Develop resourcing plan for recruitment services	3	4
D/504/6969	Sustain customer-focused relationships with clients	3	6
J/504/6979	Co-ordinate flexible workers	3	6
H/502/9929	Conduct market research	3	6
F/502/8612	Negotiating, handling objections and closing sales	3	4
K/502/8622	Buyer behaviour in sales situations	3	3
Y/502/9927	Analyse competitor activity	3	3
A/502/8656	Developing sales proposals	4	5
L/502/8631	Preparing and delivering a sales presentation	3	4
R/600/9587	Develop, maintain and review personal networks	4	4

## Evidence requirements

Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria, which may include:

- **Naturalistic observation of workplace activities:** Assessors must provide information about the context of the assessment.
- **Products:** Such as reports, letters, e-mails, memos, printouts, etc. are also valuable items of performance evidence. Assessors are encouraged to assess work products in situ and record the location of evidence within their assessment records.
- **Expert witness:** Can be used to address any gaps in the technical and occupational competence of assessors, and also for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses are identified and trained by the centre.
- **Witness testimony:** Can provide valuable evidence of candidate competence. In line with established principles, witness testimony must be:
  - a clear, authentic statement indicating how the learner carries out their job
  - dated, signed and include the job title of the witness.
- **Candidate reports (feedback):** Oral or written reports from the candidate which involve descriptions of activities and processes and some self-assessment, e.g., a work diary.
- **Reflective accounts:** A reflective account is usually a write up of how a candidate has carried out part of their job, recording events that actually happened. Where possible, the account should state why the candidate took the actions they did.
- **Professional discussion:** Professional discussion is a single, or series of, structured, planned and in-depth discussion(s) which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires.
- **Verbal / written questions:** Also includes questionnaires; work-based tasks; reflective accounts; case studies; professional discussion; and feedback reports. As assessment by observation and examination of work products usually results in inferred knowledge. Questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the candidate.
- **Projects:** An extended piece of practical and / or written work involving planning and research, generally presented as a report.
- **Assignments:** May be practical or written tasks given to learners which test skills, knowledge or understanding, or combinations of all three.
- **Case studies:** An effective case study report should:
  - clearly identify the core problem(s)
  - analyse the issues underlying the problem
  - discuss and justify alternative solutions using theory / experience
  - present feasible recommendations
  - be presented in an appropriate format
- **Audio / video recordings:** May be used to support observation reports, examination of work products and knowledge questionnaires.
- **Simulation / role play:** A task-based function where there are clear goals which need to be achieved and the outcomes are evaluated in a 'real-work environment'.



## English and Maths Functional Skills

Apprentices will be required to have or achieve level 1 English and Maths and to have taken level 2 English and Maths tests prior to completion of their Apprenticeship unless you already hold the required qualifications or equivalents.

## On Programme learning

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of the training provider. The on-programme pace will be driven by individuals as well as by the breadth of experience an employer can offer prior to the minimum of 12 months after which end-point assessment will take place.

Employers will work closely with the training provider to plan and deliver support and training appropriately. This working closely will add value to the employer as it centres on real work competencies demonstrated in a real work environment

## End-point assessment – What is this?

End-point assessment is a new way of assuring quality in the apprenticeship system. It replaces the existing model of continuous assessment resulting in qualifications.

The on programme learning, including completing two mandatory qualifications, that enables the apprentice to attain full competence as defined in the Standard, will take 12 months. Once the employer and training provider agree that the apprentice has met the minimum requirements of knowledge, skills and behaviours detailed in the standard, the apprentice will move on to the End Point Assessment.

### ***The apprentice cannot progress to the End Point Assessment (EPA) until they have:***

- Been on programme for at least 12 months.
- Gained the necessary mandatory qualifications.
- Demonstrated the required level of competence in the knowledge, skills and behaviours detailed in the Standard.
- Achieved level 2 English and Mathematics.

### ***The EPA is structured into two distinct parts:***

***Project Assignment – assessing the knowledge, skills and behaviours***

***Professional Discussion – assessing the knowledge skills and behaviours***

For reasons of cost and efficiency, where possible the Project Assignment will be submitted online. The Professional Discussion can take place in person or virtually, using appropriate procedures to ensure that the apprentice's identity is verified.

The employer, with the support of the training provider where appropriate, will guide the apprentice and agree how the apprentice approaches the completion of the components of the EPA as required.

The methods of assessment will build up a cumulative picture of how well the apprentice has met the requirements of the Standard.

The End Point Assessment Organisation (EPAO) will develop an Assessment Tools pack. This will contain available titles for the Project Assessment and structured brief for the Professional Discussion. It will also contain a detailed breakdown of the marking scheme for both distinct elements of the EPA.

Due to the large number of knowledges, skills and behaviours detailed within the Standard, and the requirement to test them holistically, to simplify their assessment they have been grouped as follows:

- Business Development
- Candidate Management
- Consultancy
- Compliance

## **Project Assignment**

The Project Assignment is an assessment that will be given to the apprentice once they have progressed through the Assessment Gateway. It has been designed to assess the apprentice's knowledge, skills and behaviours through utilising their ability to research, organise and deliver a written assignment within a defined timeframe to the required standard – as they would in the real work environment.

The EPAO will develop a bank of Project Assignment briefs that will holistically test the apprentice's ability to demonstrate the knowledge, skills and behaviours detailed in Annex A.

Example topics:

- A project looking at specific recruitment requirements and planning.
- A project looking at recruitment process improvements.
- A project looking at managing candidates through the entire recruitment process.

## **Setting the Project Assignment**

The EPAO will develop a minimum of two different Project Assignment titles for each of the example topics above. To ensure standardisation and consistency, the project assignment titles will be developed so that a synoptic assessment of the relevant knowledge, skills and behaviours detailed in Annex A can be undertaken.

The Project Assignment must be all the apprentice's own work.

The EPAO will give the apprentice a title for their Project Assignment within 7 days of being notified by the Employer or Training Provider that they have been progressed to the EPA.

The Apprentice must submit the Project Assignment to the EPAO for assessment in no more than 6 weeks. This gives the Apprentice some flexibility to complete the assignment at their own pace and allows for work commitments. It will have a word count of 3000 words (+ / - 10%). Further supporting information, such as testimonials, screenshots etc. may also be included, but will not be taken into consideration for the word count.

## **Marking the Project Assignment**

This Project Assignment will be marked by the EPAO to an agreed marking scheme that will be contained in the Assessment Tools. The EPAO will develop a detailed and standardised mark scheme, based on the grading baseline in this plan. Once marked, the AO will award a grade for this assessment method.

The answers to the questions and the supporting evidence provided should collectively demonstrate that the apprentice has learned and synoptically applied the knowledge, skills and behaviours detailed in the Standard.

The detailed structure of the assignment will be included in the Assessment Tools and held by the EPAO.

The completed assignment will be assessed, marked and graded by the AO using an assessment template that will be contained within the Assessment Tools.

## Professional Discussion

The Professional Discussion takes place after the completion and marking of the Project Assignment. It will take place no later than 12 weeks after the apprentice has progressed through the Assessment Gateway.

The Professional Discussion (PD) will focus on assessing the relevant knowledge, skills and behaviours.

The PD requires the apprentice to be a confident, assertive and persuasive communicator, demonstrating the knowledge and understanding of their role as detailed in the Standard – as they would in the real work environment.

The PD is a structured interview between the apprentice and the EPAO's Assessor (the Assessor). The EPAO will develop detailed briefs for the Assessor that will ensure that the apprentice's skills, knowledge and behaviours are assessed. The detailed briefs will be developed and maintained in the Assessment Tools. This will ensure that a consistent approach is taken and that all key areas are appropriately explored and assessed.

### *Example questions:*

- Explain your approach to negotiating terms of business with a client.
- Explain how you would provide feedback to a candidate.
- How would you advise a client on different recruitment models?
- Explain your approach to developing client relationships.

The Professional Discussion is expected to last between 45 and 60 minutes.

The Professional Discussion will be marked by the AO to an agreed marking scheme that will be contained in the Assessment Tools. The AO will develop a detailed and standardised mark scheme, based on the grading baseline in this plan. Once marked, the AO will award a grade for this assessment method

## Summary of assessment methods

The combination of the two assessment methods builds a cumulative picture of performance against the Standard. They require apprentices to demonstrate the application of knowledge, skills and behaviours in an integrated manner to deliver the required outcomes, enabling the Assessor to make a holistic judgement about how well the apprentice meets or exceeds the Standard.

**The respective roles of the Training Provider, Employer and EPAO throughout the EPA are detailed below:**

	<b>Role</b>
<b>Training Provider</b>	<p>Liases with the employer in decision to progress the apprentice through the Assessment Gateway to the EPA.</p> <p>Brings expert understanding of the assessment process and can advise the apprentice of process prior to the EPA</p> <p>Brings a broad view on the apprentice's competence.</p> <p>Plays no part in the EPA itself.</p> <p>Reviews and prepares the apprentice should a re-sit be required.</p>
<b>Employer</b>	<p>Decides, with advice from the Training Provider, when to progress the apprentice through the Assessment Gateway to the EPA.</p> <p>From supporting the apprentice through their development in the workplace, has the best view of their competence.</p> <p>Plays no part in the EPA itself.</p> <p>Reviews and prepares the apprentice should a re-sit be required.</p>
<b>EPAO</b>	<p>Brings a completely independent view to the EPA.</p> <p>Sets the Project Assignment.</p> <p>Marks and grades the Project Assignment</p> <p>Prepares and conducts the Professional Discussion.</p> <p>Marks and grades the Professional Discussion.</p> <p>Awards overall grade.</p> <p>Conducts re-sit if required</p> <p>Hears any appeal against the grade awarded</p>

**Grading**

There will be three possible grades for the EPA: **Fail, Pass and Distinction.**

The overall apprenticeship grade will be derived from the grading of the two assessment methods – Project Assignment and Professional Discussion. Due to the importance of competence in a verbal discussion, a skill that is vital to success in the role of a Recruitment Consultant, more weight has been given to this assessment method. This is detailed below:

**Fail** – the apprentice has been unable to demonstrate the ability to consistently apply the knowledge, skills and behaviours defined in the Standard. They have been unable to provide sufficient evidence that they can demonstrate their ability in the real work environment across the four high level areas.

**Pass** – this demonstrates that the apprentice has the ability to consistently apply the knowledge, skills and behaviours defined in the Standard. They have done this by providing clear evidence that they can demonstrate their ability in the real work environment across the four high level areas.

**Distinction** – this demonstrates that the apprentice regularly goes beyond what is required to meet the level of knowledge, skills and behaviours defined in the Standard. This demonstrates they proactively apply innovation and creative thinking to solve problems and deliver solutions. They

have done this by providing multiple examples of clear evidence that they can demonstrate their ability in the real work environment across the four high level areas.

An apprentice who achieves a Distinction will be one who can demonstrate throughout the EPA they:

- Consistently exceed the requirements of the Standard
- Are able to work with management as well as with peers
- Positively influence their environment
- Show an understanding of the wider context of their work

**Re-sits** Resits of the EPA are available in full or in part. Therefore, if an apprentice fails one distinct part (PA or PD) of the assessment, they are allowed to re-sit that part of the assessment to achieve an overall apprenticeship grade. In the case of a PA they may choose to revisit their original PA brief or choose a new PA brief for resubmission.

There is no restriction on the grade that can be awarded to an apprentice if a resit has taken place.

**The marks required for each of these are outlined in the table below:**

Grade	Mark Required
Distinction	> 79%
Pass	55% - 79%
Fail	< 55%

**The assessment methods are assigned a weighting, as detailed below:**

End Point Assessment component	Weighting	Available Marks
Project Assignment	40%	100
Professional Discussion	60%	100

**The below table gives an example of how a grade can be reached using the above information:**

Component	Weighting	Available Marks	Marks achieved by Apprentice	% age score	Weighting Calculation	Total Score
Project Assignment	40%	100	70	$70/100 \times 100 = 70\%$	$70 \times 0.4 = 28\%$	76%
Professional Discussion	60%	100	80	$80/100 \times 100 = 80\%$	$80 \times 0.6 = 48\%$	
<b>Grade</b>	<b>PASS (N.B: Over 40% marks achieved in both the PA and PD)</b>					

**NB: to achieve a pass the apprentice must gain at least 40% in each assessment and 55% overall**

## Initial assessment

An initial assessment will be made before the start of the programme to identify:

- If you have any specific training needs.
- Support and guidance you may need when working towards your qualification.
- Any previous, relevant qualifications or learning where Recognition of Prior Learning can be applied.

We are required to demonstrate commitment to equal opportunities and can give guidance in making arrangements if you require reasonable adjustments or special considerations in respect of assessment. This will be done as early as possible in the programme and needs to be approved by City and Guilds before implementation.

## Induction

You will receive an induction of at least two hours and will include written information covering:

- An outline of the qualification and the related support available.
- This will include the regulated qualification and the full Apprenticeship Standard Recruitment Consultant Level 3
- The aim of the Apprenticeship Standard Recruitment Consultant Level 3.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Format of the programme – content, hours, attendance, delivery methods, etc.
- The assessment requirements, including assessment criteria.
- Roles and responsibilities of Centre staff, Apprentices and Highfield.
- Learning and study skills, including reference to use of library, internet and any open or online learning to be used.
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.

## The First Step

We aim for you to complete your Apprenticeship with the use and ease of eLearning, encouraging you to prepare and submit evidence and email it to your Trainer/Tutor. They will assess and upload evidence into an eportfolio.

If you do not have access to the internet to email work to your Trainer/Tutor, that is not a problem, we will issue you with a USB stick so that you can save your work and the Trainer/Tutor can upload it when they visit you.

## Your Individual Learner Development Plan

We will set you targets that are specific to your needs, training you as we go on what you need to know. This will also be linked to the Employer Training Needs Analysis (ETNA). The qualification will be adapted to suit your exact job description and your organisation's needs; however, it is flexible and easily fits in with your normal everyday work.

You must complete 20% off-the-job training, and this will be discussed and planned with your employer. This could be in the way of mentoring, job shadowing, spending time on set tasks and assignments or researching.

## Reviews

Every 12 weeks your trainer and employer will check that you are on target. If you are not, then your plan will be amended, and any additional training and development needs will be addressed.

## Functional Skills explained

### Functional skills are a part of the apprenticeship.

You will be required to complete a Functional Skills initial assessment test. These are completed on-line to enable us to assess your level of literacy and numeracy. They are not there as a test to decide whether you can complete the qualification, but to give a clear indication of where we may need to give you additional support and training.

### English

The English functional skill is there to encourage you to demonstrate speaking and listening, reading and writing skills in a range of contexts for various purposes. You will complete a speaking and listening task which involves doing a short presentation. You will also do 2 online tests to assess how well you can read different text in different situations and obtain and relay information from the text and answers questions. One test is to assess your writing skills and the other to assess your reading skills.

### Mathematics

In whatever area of training, numbers feature significantly. You will find a wealth of examples in the workplace as well as outside of work. It could be calculating a customer's bill, measuring ingredients for a recipe, working out the amount of stock that was used for a particular day, counting stock. Each and every day numbers feature heavily in our working life. Math's functional skills will allow you to demonstrate your knowledge when working with numbers in different situations.

### Data Security

All work we receive is dealt with as confidential. It is only seen by the designated trainer/assessors and internal/external verifiers for the programme. A sample of assignments are required by the external verifier for quality assurance purposes.

All work and assignments are stored by Davidson Training on a secure computer whilst you are an 'active candidate.

### Plagiarism

Plagiarism is passing off someone else's work as your own. Access to the internet and the ease of copy and paste has made it easier than ever to plagiarise, sometimes people don't even know that what they are doing is plagiarism. Quoting someone else or referencing their work is not plagiarism as long as you credit the original source of the information. Ensure that you do your own work and do not plagiarise work from others. If you are not sure what is meant by plagiarism speak to one of the trainers who will clarify.

Finally, we do have an appeals process if you feel that we have not treated you correctly with regard to assessment. Please see your handbook for further information on this.

## Annex A – Summary of Assessment Method and Grading

**PA = Project Assignment (Total marks available = 100)**

**PD = Professional Discussion (Total marks available = 100)**

This table details which Knowledge, Skills and Behaviours are tested in each of the assessment methods within the EPA. It also details the individual elements of each high-level Knowledge and Skill that are detailed in the Standard. The EPAO will develop a detailed marking scheme based on this table which will be held in the Assessment Tools.

High-level Skill	Skills tested	Fail	Pass	Distinction	PA marks	PD marks
<b>Business Development</b>	<ul style="list-style-type: none"> <li>Identify, progress and convert sales leads into new clients, candidates and placements as required</li> <li>Proactively and consistently strive to identify and obtain new business opportunities</li> <li>Source suitable vacancies in line with company policies and sales procedures</li> <li>Manage and profitably develop client relationships</li> </ul>	<ul style="list-style-type: none"> <li>Unable to show any depth of business acumen</li> <li>Requires support to build new relationships</li> <li>Waits for tasks to be assigned</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of commercial priorities</li> <li>Independently seeks and secures new relationships</li> <li>Proactively initiates and completes tasks</li> </ul>	<ul style="list-style-type: none"> <li>Maximises opportunities to deliver profitable new business</li> <li>Proactively contributes to sales activity outside of own specialism</li> <li>Takes ownership of tasks in a proactively and timely manner</li> </ul>		<b>20 marks (Min 4 marks = pass)</b>
<b>Candidate Management</b>	<ul style="list-style-type: none"> <li>Identify and attract candidates using all appropriate methods to fill jobs</li> <li>Monitor responses/applications received and make sure that candidate applications are processed efficiently</li> <li>Shortlist and present suitably qualified applicants against defined job vacancies</li> <li>Manage the recruitment and selection processes by effectively liaising with the client, candidate and internal teams</li> <li>Successfully place suitable candidates with clients</li> </ul>	<ul style="list-style-type: none"> <li>Employs ineffective sourcing methods</li> <li>Shows inaccurate interpretation of CV content</li> <li>Frequently makes poor decisions</li> </ul>	<ul style="list-style-type: none"> <li>Consistently sources relevant candidates for current vacancies</li> <li>Accurate assessment of candidate relevancy</li> <li>Decisions are thought through, using a range of information or techniques</li> </ul>	<ul style="list-style-type: none"> <li>Builds candidate pools and networks for current and future vacancies</li> <li>Accurate and rapid assessment of candidate skills, knowledge and motivations</li> <li>Decisions are fully evidenced and justified</li> <li>Adapts decision making to each situation.</li> </ul>	<b>20 marks (Min 4 marks = pass)</b>	



High-level Skill	Skills tested	Fail	Pass	Distinction	PA marks	PD marks
<b>Consultancy</b>	<ul style="list-style-type: none"> <li>Advise clients and candidates on the legal, regulatory and ethical requirements and appropriate codes of practice when recruiting</li> <li>Advise candidates and clients on employee rights and responsibilities including equality, diversity and inclusion</li> <li>Seek and provide feedback in a professional manner at all times to candidates and clients</li> <li>Conduct professional discussions with clients and candidates using all mediums as</li> </ul>	<ul style="list-style-type: none"> <li>Advice is often limited and incomplete</li> <li>Frequently requires support from colleagues</li> <li>Communication is unclear, either verbally or in writing</li> <li>Chooses ineffective methods of communication.</li> <li>Tasks left incomplete</li> </ul>	<ul style="list-style-type: none"> <li>Presents advice in a clear and concise way</li> <li>Requires minimal support from colleagues</li> <li>Demonstrates they can communicate clearly in both written and verbal forms</li> <li>Shows flexibility and uses appropriate communication channels</li> <li>Tasks completed as requested</li> </ul>	<ul style="list-style-type: none"> <li>Positively influences client and candidate decision making</li> <li>Independently forms solutions and offers advice to others</li> <li>Communication is consistently clear, accurate and effective</li> <li>Independently chooses the most appropriate and effective communication channel</li> <li>Proactively identifies and then completes tasks</li> </ul>		<b>20 marks (Min 4 marks = pass)</b>
<b>Compliance</b>	<ul style="list-style-type: none"> <li>Meet agreed Key Performance Indicators (vacancies taken, calls made, interviews etc.)</li> <li>Be able to accurately utilise company management systems and follow payroll billing procedures including accurate database management complying with relevant legislation</li> <li>Conduct regular service reviews with both clients and candidates to ensure continuous improvement</li> <li>Accurately record candidate and client information on the recruitment database</li> <li>Escalate non-compliance where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent adherence to policies and procedures</li> <li>Frequent mistakes in work that requires correction.</li> <li>Fails to identify issues as they occur</li> </ul>	<ul style="list-style-type: none"> <li>Consistently adheres to policies and procedures</li> <li>Work is largely accurate and meets expectations</li> <li>Highlights issues when they arise and seeks advice</li> </ul>	<ul style="list-style-type: none"> <li>Understand and follows policies and procedures to a consistently high level and is able to identify inefficiency and suggest improvements</li> <li>Takes ownership for own work, promotes best practice and proactively offers to coach others</li> <li>Proactively identifies potential issues and takes appropriate action to prevent them happening</li> </ul>	<b>20 marks (Min 4 marks = pass)</b>	

High-level Knowledge	Skills tested	Fail	Pass	Distinction	PA marks	PD marks
<b>Business Development</b>	<ul style="list-style-type: none"> <li>How to establish, negotiate and agree terms and conditions of business with clients</li> <li>How to develop successful sales techniques for recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Fails to understand commercial considerations</li> <li>Does not review work or learn from experience</li> <li>Demonstrates a limited range of activities</li> <li>Decision making is unreasoned</li> </ul>	<ul style="list-style-type: none"> <li>Understands what a 'good deal' looks like.</li> <li>Reflects on reasons for success and learns from experience</li> <li>Differentiates between various models and is flexible in approach</li> <li>Decisions are well reasoned and thought through.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to increase profitability individually and collectively.</li> <li>Proactively offers to coach colleagues</li> <li>Understands the most effective method for different situations</li> <li>Decisions are timely, show good judgement and are fully evidenced</li> </ul>		<b>20 marks (Min 4 marks = pass)</b>
<b>Candidate Management</b>	<ul style="list-style-type: none"> <li>How to ensure candidates and clients receive a professional and comprehensive recruitment service</li> <li>The principles of assessing people</li> </ul>	<ul style="list-style-type: none"> <li>Fails to demonstrate an understanding of the fundamentals of relationship management</li> <li>Errors and gaps in work completed</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates successful relationship management and results achieved.</li> <li>Accurate and timely in activities. Checks own work and learns from experience</li> </ul>	<ul style="list-style-type: none"> <li>Takes ownership of effective relationships and seeks feedback for further learning</li> <li>Evaluates own performance and shares reasons for success</li> </ul>	<b>20 marks (Min 4 marks = pass)</b>	
<b>Consultancy</b>	<ul style="list-style-type: none"> <li>The different recruitment models (e.g., Temporary, Permanent, Contract Recruitment, Executive Search etc.)</li> <li>Candidates pay, client charge rates and contractual conditions within their sector in order to consult with and advise candidates and clients</li> </ul>	<ul style="list-style-type: none"> <li>Limited understanding of their sector and their role within the wider market</li> <li>Communication of information is unclear and imprecise</li> </ul>	<ul style="list-style-type: none"> <li>Broad understanding of their sector and how external factors can affect it.</li> <li>Clear communication of accurate information</li> </ul>	<ul style="list-style-type: none"> <li>Detailed understanding of their sector and how it can be affected by external factors</li> <li>Clear, concise and accurate communication of independent thoughts and ideas</li> </ul>		<b>20 marks (Min 4 marks = pass)</b>
<b>Compliance</b>	<ul style="list-style-type: none"> <li>All necessary processes, payment and aftercare services in line with company policies</li> <li>Agreed job-related Key Performance Indicators (KPIs, e.g., vacancies taken, calls made, interviews etc.) and how they will be assessed and measured during the apprenticeship</li> <li>The legal, regulatory and ethical requirements and appropriate codes of practice when recruiting</li> </ul>	<ul style="list-style-type: none"> <li>Complies with some elements of best practice</li> <li>Does not know/ fully understand relevant policies, procedures and legislation</li> <li>Takes a short term and narrow view of compliance</li> <li>Requires task by task guidance and supervision</li> </ul>	<ul style="list-style-type: none"> <li>Understands and complies with best practice</li> <li>Demonstrates a knowledge of relevant policies procedures and legislation and consistently follows them</li> <li>Understands the importance of meeting compliance standards</li> <li>Understands scope of responsibilities and needs limited supervision</li> </ul>	<ul style="list-style-type: none"> <li>Champions best practice</li> <li>Shows a thorough knowledge of relevant policies, procedures and legislation and promotes them internally and externally</li> <li>Understands the wider implications of failure to comply with legislative requirements</li> <li>Understands corporate priorities and independently seeks advice when needed</li> </ul>	<b>20 marks (Min 4 marks = pass)</b>	

	<ul style="list-style-type: none"> <li>Employee rights and responsibilities including equality, diversity and inclusion.</li> </ul>					
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High-level Behaviours	Fail	Pass	Distinction	PA marks	PD marks
<b>Self - motivation</b>	<ul style="list-style-type: none"> <li>Requires encouragement to meet expectations</li> <li>Shifts responsibility to others</li> </ul>	<ul style="list-style-type: none"> <li>Independent action to meet expectations</li> <li>Applies initiative in developing their own knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Consistently strives to exceed expectations</li> <li>Proactively seeks opportunities to develop themselves and share learning with others</li> </ul>	<b>2 Marks (min 1 mark = pass)</b>	<b>2 Marks (min 1 mark = pass)</b>
<b>Courage and ability to effectively challenge poor practice</b>	<ul style="list-style-type: none"> <li>Fails to identify bad practice</li> <li>Has not shown integrity and reliability</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge to identify bad practice and escalate</li> <li>Regularly shows integrity and reliability</li> </ul>	<ul style="list-style-type: none"> <li>Advises on best practice when challenging bad practice</li> <li>Encourages others to show more integrity and reliability</li> </ul>	<b>2 Marks (min 1 mark = pass)</b>	<b>2 Marks (min 1 mark = pass)</b>
<b>Enterprise and entrepreneurship</b>	<ul style="list-style-type: none"> <li>Fails to recognise opportunities for growth and development</li> <li>Does not demonstrate an awareness of the wider environment</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks opportunities for personal growth and development in their specialism</li> <li>Effectively manages opportunities to completion</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks and identifies opportunities for growth and development in the wider environment</li> <li>Efficiently manages resources to maximise results</li> </ul>		<b>2 Marks (min 1 mark = pass)</b>
<b>Ambition, drive and determination</b>	<ul style="list-style-type: none"> <li>Shows a limited interest in personal development</li> <li>Lacks the willingness to set and meet personal targets</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a view of their future professional development</li> <li>Agrees realistic targets and makes good plans to meet them</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates planning and targets to achieve their view of their future professional development</li> <li>Independently creates stretch targets for personal and business opportunities</li> </ul>		<b>2 Marks (min 1 mark = pass)</b>
<b>Tenacity and resilience</b>	<ul style="list-style-type: none"> <li>Takes constructive feedback personally</li> <li>Fails to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Continues to work towards targets when managing rejection.</li> <li>Consistently completes tasks</li> </ul>	<ul style="list-style-type: none"> <li>Strives to be better next time when receives negative feedback</li> <li>Consistently completes tasks and seeks opportunities for improvement</li> </ul>		<b>2 Marks (min 1 mark = pass)</b>
<b>Confident, assertive and persuasive communicator</b>	<ul style="list-style-type: none"> <li>Communication is unclear and ineffective</li> <li>Inconsistent in approach</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of communication methods to present clear and concise information</li> <li>Consistently questions uncertainty for clarification</li> </ul>	<ul style="list-style-type: none"> <li>Uses the most effective communication method to positively influence outcomes.</li> <li>Takes personal responsibility for outcomes</li> </ul>		<b>2 Marks (min 1 mark = pass)</b>
<b>Innovative</b>	<ul style="list-style-type: none"> <li>Fails to create new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Forms ideas and supports implementation</li> </ul>	<ul style="list-style-type: none"> <li>Forms new ideas and drives implementation</li> </ul>	<b>2 Marks (min 1 mark = pass)</b>	<b>2 Marks (min 1 mark = pass)</b>

<b>Attention to detail</b>	<ul style="list-style-type: none"> <li>Inaccurate and work contains numerous errors</li> <li>Shows limited understanding of their role and how they fit into the team</li> </ul>	<ul style="list-style-type: none"> <li>Checks own work which contains minimal errors</li> <li>Identifies their role in the team and how their work contributes</li> </ul>	<ul style="list-style-type: none"> <li>Takes ownership for work and evaluates accuracy</li> <li>Understands the structure of the organisation and is able to discuss how teams interact</li> </ul>	<b>4 Marks (min 1 mark = pass)</b>	
<b>Ethical customer focused approach</b>	<ul style="list-style-type: none"> <li>Shows little interest in customer satisfaction</li> <li>Fails to review client satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Has customer satisfaction at the centre of their actions</li> <li>Conducts reviews with clients</li> </ul>	<ul style="list-style-type: none"> <li>Champions customer care best practice and strives for a win/win solution</li> <li>Leads client reviews and suggests improvements</li> </ul>	<b>4 Marks (min 1 mark = pass)</b>	<b>2 Marks (min 1 mark = pass)</b>
<b>Are very organised</b>	<ul style="list-style-type: none"> <li>Does not plan effectively leading to incomplete or late work</li> <li>Ineffective at managing expectations</li> </ul>	<ul style="list-style-type: none"> <li>Plans work, achieves deadlines and effectively manages resources</li> <li>Suggests improvements in processes</li> </ul>	<ul style="list-style-type: none"> <li>Creates plans to maximise resources and personally ensure results are achieved</li> <li>Identifies inefficiency and plans for timely resolution</li> </ul>	<b>4 Marks (min 1 mark = pass)</b>	
<b>Good questioning and listening</b>	<ul style="list-style-type: none"> <li>Sometimes misses the point</li> <li>Is often distracted</li> </ul>	<ul style="list-style-type: none"> <li>Understands and answers questions</li> <li>Focuses on the matter in hand</li> </ul>	<ul style="list-style-type: none"> <li>Ask supplementary questions to investigate potential scenarios and ensures positive outcome</li> <li>Is able to analyse an issue quickly and effectively</li> </ul>		<b>2 Marks (min 1 mark = pass)</b>
<b>Demonstrate problem solving and decision making</b>	<ul style="list-style-type: none"> <li>Frequently makes poor decisions and fails to produce a positive outcome</li> <li>Does not learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are thought through and address the issue at hand</li> <li>Uses past experiences to inform decisions</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are timely show good judgement and are fully evidenced. They positively affect outcomes</li> <li>Balances expediency with best practice</li> </ul>	<b>2 Marks (min 1 mark = pass)</b>	<b>2 Marks (min 1 mark = pass)</b>

**NB: To achieve a pass, the apprentice must gain at least 40% in each assessment and 55% overall. The minimum marks per section shown above, must also be attained.**

**As such, a high score in one area can be used to compensate for a low score in another, provided all minimum pass marks are achieved.**