

# Recruitment Resourcer – Level 2 End Point Assessment

## 1. Introduction

This Assessment Plan for the Recruitment Resourcer Apprenticeship has been designed and developed by employers with input from professional bodies and several training providers. It has been developed to have maximum relevance to the role of a Recruitment Resourcer in the real life business environment.

The Assessment Plan has been developed to ensure that any Assessment Organisation (AO) can deliver an independent, robust, consistent, cost effective and manageable assessment of each apprentice’s ability to perform the role of a Recruitment Resourcer as detailed in the Standard.

The successful completion of the Assessment Plan will give assurance to any employer that the apprentice is competent to succeed in the role of Recruitment Resourcer as defined by the Standard.

## 2. Summary of Assessment

This should be read in conjunction with the Standard.

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 major components, timelines and involvement of each party in the assessment plan are detailed in the table overleaf. 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;
- achieve level 1 English and maths and take the test for level 2

### Roles and Responsibilities

Time	Apprentice	Employer	Training Provider	Professional Body	Assessment Organisation
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<b>Programme commences</b>	Understand job role and apprenticeship commitment.	Delivers induction training and understands role in apprenticeship.	Explains apprenticeship, roles, timetable and commitments. Initial diagnostic assessment of apprentice and any professional body registration requests.		
<b>0-12 months</b>	Develops knowledge, skills and behaviours. Performs job role in line with employer policies and procedures. Completes all on programme assignments and learning. Studies and takes qualifications.	Manages the apprentice as would any employee including performance management. Works closely with training provider to plan and deliver support and training appropriately - focusing on real work competencies demonstrated in the work environment. Supports and coaches.	Delivers off the job training. Monitors progress, identifies gaps, delivers learning and support as required. Liaises with professional body for qualification administrative tasks. Supports and trains.	Provides qualification content and support. Provides qualification assessment and results / awarding procedure.	
<b>12+ months</b>	Continues to build required knowledge, skills and behaviours.	Employer and training provider review progress and if agree that apprentice has met the required standard of competency, they trigger progression to End Point Assessment.			
<b>Assessment Gateway</b>					
<b>Post Gateway &gt; 7 Days</b>					Gives details of end point assessment methods and assignments.
<b>One week &gt; 3 weeks</b>	Completes Resourcing Project Assignment and submits to Assessment Organisation.				Marks and grades the Resourcing Project Assignment.
<b>Post Gateway &gt; 8 weeks</b>	Prepares for, attends and participates in professional discussions.				Conducts professional discussion and decides overall grade.
<b>If a re-sit is required &gt; 8 weeks post PD</b>	Participates in any additional learning and the re-sit.	Employer and training provider review and provide any additional learning. When they agree that apprentice has met the required standard, they trigger the re-sit process.			Conducts re-sit process.

### 3. On-programme learning

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.

The apprentice will be supported by the employer and training provider throughout the on-programme learning. The employer, primarily focusing on the 'on the job' training; the training provider primarily focusing on the 'off the job' elements. Both will work together to ensure that no gaps in training exist and that the apprentice is fully supported.

The support and training provided by both the employer and training provider will ensure that the apprentice's development is aligned with the employer's personal development and performance management objectives for all employees.

The employer will benefit from the apprentice's development and progression in a real work environment.

Although not mandatory, the employer, in partnership with the training provider should consider the following to ensure quality and consistency of delivery:

- Use normal performance management processes to discuss progress with the apprentice and provide feedback and support.
- Training provider to liaise with employer to ensure there are no gaps in training and development and can support the apprentice throughout.
- Training provider to help the apprentice to understand learning strategies and organisation required to succeed.
- Regular and structured check points between employer and training provider to ensure the apprentice is on track and address any issues with progress together.
- The employer and training provider support the apprentices to create a detailed learning record. This will inform reviews and support the competency qualification.

The apprentice will need to achieve the following qualifications as specified in the Standard.

- Level 2 Certificate in Recruitment Resourcing
- Level 2 NVQ Certificate in Recruitment Resourcing

Apprentices must achieve level 1 English and maths and take the test for level 2 prior to taking their EPA

## 4. Assessment Gateway

For the apprentice to progress to the End Point Assessment (EPA), the following criteria must have been met;

- They must have completed at least 12 months on programme learning.
- The employer and training provider formally confirm that the apprentice has attained the minimum level of knowledge, skills and behaviours detailed in the Standard and is ready to progress to the EPA.
- The apprentice has achieved the mandatory qualifications detailed in the Standard

## 5 END POINT ASSESSMENT

### 5.1. The Assessment

The Standard describes the knowledge, skills and behaviours an apprentice needs to demonstrate to pass the apprenticeship.

The End Point Assessment (EPA) enables the apprentice to prove their competence in the role of Recruitment Resourcer by demonstrating competence in the knowledge, skills and behaviour competencies set out in the Standard.

The EPA is synoptic and takes place after the apprentice has completed their on-programme learning and development. The EPA will be provided by an independent Assessment Organisation (AO) who will have 100% accountability for the formal assessment of the apprentice and the graded decision.

The AO will develop detailed assessment criteria for each of the knowledge, skills and behaviours contained in the Standard. These will be found in the Assessment Tools held by the Assessment Organisation.

Once the EPA has been completed the apprentice will be given one of the following grades:

- Fail
- Pass
- Distinction

### 5.2. Delivery of the EPA

The EPA is structured into two distinct parts:

- **Resourcing Project Assignment (RPA)** – assessing the knowledge, skills and behaviours as detailed in Annex A.
- **Professional Discussion (PD)** – assessing the knowledge skills and behaviours as detailed in Annex A.

For reasons of cost and efficiency, where possible the Resourcing Project Assignment will be submitted on line. 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 AO will develop an Assessment Tools pack. This will contain available titles and questions for the Resourcing 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 knowledge, 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 Sourcing
- Candidate Management
- Compliance

Annex A outlines which knowledge, skills and behaviours relate to each of these high level groups.

### **5.3. Resourcing Project Assignment**

The Resourcing 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 in Candidate Sourcing and Compliance (as defined in Annex A) through:

- utilising their ability to research, compose and place an appropriate advert in line with legal regulatory and ethical requirements; and

- describing how they would effectively manage candidate applications sourced from the written job advert to shortlisting stage to the required standard – as they would in the real work environment.

The apprentice will deliver a written assignment within a defined timeframe to the required standard – as they would in the real work environment.

As Candidate Sourcing is such a vital part of their role, the apprentice will be asked to compose a job advert, from information provided by the AO, and then answer three supplementary questions which will further test their knowledge, skills and behaviours.

The AO will develop a bank of Job Descriptions, Person Specifications and detailed Client Profiles which will be maintained within the Assessment Tools. These will provide the apprentice with all the necessary information including:

- Details of a job role that is appropriate and relevant to the apprentice's real work environment.
- Details of the hiring organisation, including company brand, culture and unique sales proposition.

Example Job Descriptions and Person Specifications:

- IT Support Engineer
- Office Administrator
- Procurement Officer
- Accounts Manager
- Construction Project Manager

The AO will also develop a bank of supplementary questions that the apprentice will answer after they have composed their job advert, which will be maintained within the Assessment Tools.

Example questions:

- Explain what considerations you took into account when writing this job advert?
- Describe what research options you would consider when conducting your candidate sourcing process?
- Define each stage of the assessment and shortlisting process once you have reviewed the applications form your job advert.

The RPA will holistically test the apprentice's ability to demonstrate the knowledge, skills and behaviours detailed in Annex A.

## **Setting the Resourcing Project Assignment**

The AO will develop a minimum of

- 20 Job Descriptions / Person Specifications and Client profiles.
- 20 supplementary questions.

To ensure standardisation and consistency, the RPA 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.

Within 7 days of being notified by the Employer or Training Provider that they have been progressed to the EPA the AO will give the apprentice:

- Job Description
- Person Specification
- Client Profile
- Supplementary questions

The apprentice must submit the RPA to the AO for assessment in no more than three weeks. This gives the apprentice some flexibility to complete the assignment at their own pace and allows for work commitments.

The job advert they compose will have a word count of 350 (+ / - 10%)

The answers to the supplementary questions will have a total word count of 1100 (+ / - 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 Resourcing Project Assignment**

The RPA 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 marking 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 held by the Assessment Organisation.

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

#### **5.4. Professional Discussion**

The Professional Discussion takes place after the completion and marking of the RPA. It will take place no later than 8 weeks after the apprentice has progressed through the Assessment Gateway.

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

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 Assessment Organisation's Assessor (the Assessor).

The AO will develop detailed briefs for the Assessor that will ensure that the apprentice's skills, knowledge and behaviours in Business Development, Candidate Management and Compliance 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.

Examples questions:

- Explain your approach to the candidate selection process.
- What methods or practices would you use to identify new business leads?
- How would you progress new client opportunities?
- Explain how you would monitor applications.
- Identify what pre-employment and compliance checks you undertake on candidates and why they are important?
- Give me an example of where you have acted with tenacity and have shown resilience?
- Tell me when you have had to prioritise your workload, what was the situation and what did you do?
- How would you initiate, build and maintain relationships with candidates?
- Explain why it is important to keep the recruitment database up to date.
- How would you identify new client opportunities?

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.

### 5.5 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 Assessment Organisation throughout the EPA are detailed below.

	Role
<b>Training Provider</b>	<ul style="list-style-type: none"> <li>• Liaises with the employer, if necessary, in decision to progress the apprentice through the Assessment Gateway to the EPA</li> <li>• Brings expert understanding of the assessment process and a broad view on the apprentice's competence</li> <li>• Brings a broad view of the apprentice's competence</li> <li>• Plays no part in the EPA itself</li> <li>• Reviews and prepares the apprentice should a re-sit be required</li> </ul>
<b>Employer</b>	<ul style="list-style-type: none"> <li>• Decides, with advice from the Training Provider, when to progress the apprentice through the Assessment Gateway to the EPA</li> <li>• From supporting the apprentice through their development in the workplace, has the best view of their competence</li> <li>• Play no part in the EPA itself</li> <li>• Reviews and prepares the apprentice should a re-sit be required</li> </ul>
<b>Assessment Organisation</b>	<ul style="list-style-type: none"> <li>• Brings an independent view to the EPA</li> <li>• Sets the Resourcing Project Assignment</li> <li>• Marks and grades the Resourcing Project Assignment</li> <li>• Prepares and conducts the Professional Discussion</li> <li>• Marks and grades the Professional Discussion Awards overall grade</li> </ul>

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|  | <ul style="list-style-type: none"> <li>• Conducts re-sit if required</li> <li>• Hears any appeal against the grade awarded</li> </ul> |
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## 6. 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 – Resourcing 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 Resourcer, 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 detailed in Annex A

**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 detailed in Annex A.

**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 detailed in Annex A

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 (RPA or PD) of the assessment, they are allowed to resit 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
Resourcing Project Assignment	30%	100
Professional Discussion	70%	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
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Resourcing Project Assignment	30%	100	70	$\frac{70}{100} \times 100 = 70\%$	$70 \times 0.3 = 21\%$	77%
Professional Discussion	70%	100	80	$\frac{80}{100} \times 100 = 80\%$	$80 \times 0.7 = 56\%$	
<b>Grade</b>	PASS (N.B: Over 40% marks achieved in both the RPA and PD)					

**NB:** to achieve a pass the apprentice must gain at least 40% in each assessment and 55% overall. Employers feel that this would demonstrate a minimum requirement in each method whilst still achieving competence as a Recruitment Resourcer.

## 7. Independence of the Assessment Organisation

The Assessment Organisation is independent of apprentices, employers and training providers. It provides a truly independent and unbiased assessment of the apprentice.

The AO will develop and maintain the Assessment Tools independently of all other parties. They allocate Resourcing Project Assignments and Professional Discussion briefs post gateway.

## 8. Quality Assurance - Internal

The responsibility for the robustness of the assessment process is held by the Assessment Organisation.

The overall responsibilities of the Assessment Organisation include;

- Ensures there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the Recruitment Sector.
- Develops and maintains a set of Assessment Tools that are used by all to carry out assessments.
- Provides assessors that meet the requirements set out by the Employers as detailed above.
- Ensures all assessors are able to assess consistently against the Standard.

- Applies robust quality assurance and verification processes to the assessments, e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.
- Delivers the appeal process for any appeals that arise from grading decisions.
- Carry out annual standardisation exercise with assessors which will highlight any need for further training / learning.
- Reports to the Employers on any issues that arise.

The Assessment Organisation will create and maintain the Assessment Tools to ensure continuing robustness (independent, consistent, accurate), working with the Employers as appropriate.

Individual employers must select an Assessment Organisation from the Register of Apprentice Assessment Organisations (RoAAO) and will need to meet the needs of Ofqual recognition.

The Assessment Organisation will have:

- Sound understanding of the Recruitment Sector.
- Sound understanding of the assessment requirements for this Standard, together with the expertise to develop and administer the Assessment Tools required.
- Capability to deliver assessments at the scale and with the levels of service required.
- Geographical coverage required.
- Robust verification and quality assurance processes that can ensure the EPA is of the required standard.

Assessors must demonstrate that they:

- Hold the Level 2 Certificate in Recruitment Resourcing and / or Level 2 NVQ Certificate in Recruitment Resourcing or above. **And**
- Keep themselves up-to-date with developments in recruitment practice **And**
- Hold or are working towards an accredited assessor / verifier qualification or demonstrate equivalent experience.

The assessment methods described previously are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of Assessment Tools,

developed and maintained by the AO, that are used by all assessors and will be a part of the training that assessors receive.

## **9. Quality Assurance – External**

External quality assurance for the EPA will be undertaken by Ofqual.

## **10. Implementation**

Analysing information from training providers, employers and professional bodies the anticipated cost of the EPA will not exceed 20% of the cost of Apprenticeship.

The apprentice will be eligible for professional registration of the Institute of Recruitment Professionals or Institute of Recruiters. This eligibility lasts 12 months and the learner will be accredited upon completion.

At present, existing Apprenticeships are generating approximately 800 enrolments per year. The number of enrolments is anticipated to rise over the next two years to 1500 enrolments in the first year of delivery and 3000 in the second year, in part due to the introduction of the comprehensive new Standard.

### **Why this approach works**

The main considerations for implementation are:

- The use of proven assessment methods that allow the determination of competence supported (prior to the Assessment Gateway) of skills and knowledge based industry recognised qualifications.
- Can be used in organisation of any size or specialism and ensures the assessment of apprentices is synoptic and robust against the detailed Standard.
- Ensure that the apprentices are assessed across both written and verbal communication as each method constitutes a vital element of their job role in the real work environment.
- The development and maintenance of Assessment Tools by the Assessment Organisation.

### **Professional Recognition**

The apprentice will be eligible for professional registration of the Institute of Recruitment Professionals or Institute of Recruiters.

## Annex A – Summary of Assessment Method and Grading

**RPA = Resourcing 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 AO 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	Method	
					RPA marks	PD marks
<b>Business Development</b>	<ul style="list-style-type: none"> <li>Identify and progress leads as required</li> <li>Proactively and consistently strive to identify new candidate and client opportunities</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>Verbal communication is unclear</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>Demonstrates they can communicate clearly</li> </ul>	<ul style="list-style-type: none"> <li>Maximises opportunities to identify potential new business</li> <li>Proactively contributes to sales activity outside of own specialism</li> <li>Communication is consistently clear, accurate and effective</li> </ul>		<b>12 marks (min 3 marks = pass)</b>

<b>Candidate Sourcing</b>	<ul style="list-style-type: none"> <li>• Research, identify and attract candidates using all appropriate methods to satisfy job requirements. This may include identifying labour market shortages and the demand for those with transferrable skills with the capacity to move from the legacy carbon economy into a green economy job.</li> <li>• Write, place and update adverts in line with company procedures</li> <li>• Monitor responses/applications received and make sure that candidate's applications are processed efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Written material fails to meet best practice guidelines</li> <li>• Lacks attention to detail</li> <li>• Reactive rather than proactive</li> </ul>	<ul style="list-style-type: none"> <li>• Written material follows best practice guidelines</li> <li>• Accurate and detailed</li> <li>• Demonstrates proactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Produces creative and compelling written material</li> <li>• Error free work</li> <li>• Demonstrates creativity and proactivity</li> </ul>	<p style="text-align: center;"><b>22 marks (min 4 marks = pass)</b></p>	
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<b>Candidate Management</b>	<ul style="list-style-type: none"> <li>• Qualify, shortlist and present suitable candidates against defined job vacancies</li> <li>• Assist in the recruitment and selection processes by effectively liaising with the candidates and internal teams</li> <li>• Initiate, manage and develop candidate relationships</li> <li>• Seek and provide feedback in a professional manner at all times to candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to initiate productive relationships</li> <li>• Employs ineffective selection criteria</li> <li>• Shows inaccurate interpretation of CV content</li> <li>• Frequently makes poor decisions</li> <li>• Chooses ineffective methods of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently selects 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> <li>• Shows flexibility and uses appropriate communication channels</li> <li>• Regular clear written and verbal communication with candidates</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> <li>• Independently chooses the most effective and appropriate communication channel</li> <li>• Communication positively influences candidate decision making</li> </ul>		<p style="text-align: center;"><b>12 marks (min 3 marks = pass)</b></p>
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<p><b>Compliance</b></p>	<ul style="list-style-type: none"> <li>Contribute to the development of a recruitment resourcing plan</li> <li>Provide first line support for all enquiries</li> <li>Provide preemployment and compliance checks in line with company policy and relevant legislation</li> <li>Provide support to ensure that the candidates and clients receive a professional and comprehensive recruitment service at all times</li> <li>Accurately record candidate and client information</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>	<p><b>22 marks (min 4 marks = pass)</b></p>	<p><b>12 marks (min 3 marks = pass)</b></p>
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	<ul style="list-style-type: none"> <li>on the recruitment database</li> <li>Utilise database information in line with relevant legislation and best practice</li> <li>Escalate noncompliance where appropriate</li> <li>Meet agreed Key Performance Indicators (e.g. interviews arranged, candidates sourced etc)</li> </ul>					
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High-level Knowledge	Knowledge tested	Fail	Pass	Distinction	Method	
					RPA marks	PD marks
<b>Business Development</b>	<ul style="list-style-type: none"> <li>Recruitment sales techniques and processes and how to support them</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of range of activities</li> <li>Decision making is unreasoned</li> <li>Requires task by task guidance and supervision</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between various models and is flexible in approach</li> <li>Decisions are well reasoned and thought out</li> <li>Understands scope of responsibilities and needs limited supervision</li> </ul>	<ul style="list-style-type: none"> <li>Understands the most effective method for different situations</li> <li>Decisions are timely, show good judgement and are fully evidence</li> <li>Understands corporate priorities and independently seeks advice when needed</li> </ul>		<b>12 marks (min 3 marks = pass)</b>
<b>Candidate Sourcing</b>	<ul style="list-style-type: none"> <li>The candidate attraction and selection processes</li> <li>Market rates and conditions within their</li> <li>Sector. This may include identifying labour market shortages and the demand for those with transferrable skills with the capacity to move from the legacy carbon economy into a green economy job.</li> </ul>	<ul style="list-style-type: none"> <li>Errors and/or gaps in understanding</li> <li>Focuses on internal factors</li> <li>Limited understanding of their sector and their role within the wider market</li> </ul>	<ul style="list-style-type: none"> <li>Accurate and timely in activities. Checks own work and learns from experience</li> <li>Shows knowledge of the broader candidate marketplace</li> <li>Broad understanding of their sector and how external factors can affect it</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates own performance and shares reasons for success</li> <li>Applies knowledge to improve advice and delivery</li> <li>Detailed understanding of their sector and how it can be affected by external factors</li> </ul>	<b>22 marks (min 4 marks = pass)</b>	

<b>Candidate Management</b>	<ul style="list-style-type: none"> <li>• How to initiate, build and maintain relationships with candidates The principles and importance of using research, for resourcing, including:             <ul style="list-style-type: none"> <li>• quantitative and qualitative research methods</li> <li>• research validity and reliability</li> <li>• sources of research information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Fails to demonstrate an understanding of the fundamentals of relationship management</li> <li>• Communication of information is unclear and imprecise</li> <li>• Makes no or impractical suggestions for improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates successful relationship management and results achieved</li> <li>• Clear communication of accurate information</li> <li>• Makes suggestions for small improvements and supports their implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Takes ownership of effective relationships and seeks feedback for further learning</li> <li>• Clear, concise and accurate communication of independent thoughts and ideas</li> <li>• Able to identify inefficiencies in a process, suggests improvements and assists implementations</li> </ul>		<b>12 marks (min 3 marks = pass)</b>
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<b>Compliance</b>	<ul style="list-style-type: none"> <li>The legal, regulatory and ethical requirements and appropriate codes of practice when resourcing</li> <li>Agreed job related Key Performance Indicators (assessment completed, interviews etc) and how they will be assessed and measured during the apprenticeship</li> <li>The recruitment industry and the principles of the recruitment models</li> <li>Employee rights and responsibilities including equality, diversity and inclusion.</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> </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> </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> </ul>	<b>22 marks (min 4 marks = pass)</b>	<b>12 marks (min 3 marks = pass)</b>
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Behaviours	Fail	Pass	Distinction	Method	
				RPA marks	PD marks
Self - motivation	<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 skills and knowledge</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>3 marks (min 1 mark = pass)</b>
Tenacity and resilience	<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 opportunity for improvement</li> </ul>		<b>3 marks (min 1 mark = pass)</b>

Ambition, drive and determination	<ul style="list-style-type: none"> <li>Shows a limited interest in personal development 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>3 marks (min 1 mark = pass)</b>
Ability to prioritise and escalate where necessary	<ul style="list-style-type: none"> <li>Frequently makes poor decisions and fails to produce a positive outcome</li> <li>Only considers personal tasks when planning actions</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are thought through and address the issue at hand</li> <li>Considers team objectives when planning actions</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 corporate objectives with personal and team targets when planning</li> </ul>		<b>3 marks (min 1 mark = pass)</b>
Innovative	<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>3 marks (min 1 mark = pass)</b>
Attention to detail	<ul style="list-style-type: none"> <li>Inaccurate and work contains numerous errors 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>3 marks (min 1 mark = pass)</b>
Ethical customer focused approach	<ul style="list-style-type: none"> <li>Shows little interest in customer satisfaction 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>3 marks (min 1 mark = pass)</b>
Are very organised	<ul style="list-style-type: none"> <li>Planning lacks structure leading to incomplete or late work</li> <li>Task driven by other team members</li> </ul>	<ul style="list-style-type: none"> <li>Plans work, achieves deadlines and effectively manages resources</li> <li>Manages future pipeline of work</li> </ul>	<ul style="list-style-type: none"> <li>Creates plans to maximise resources and personally ensure results are achieved</li> <li>Identifies future pipeline of work and proactively assigns resources.</li> </ul>	<b>4 marks (min 1 mark = pass)</b>	<b>3 marks (min 1 mark = pass)</b>
Good questioning and listening	<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>Asks supplementary questions to investigate potential scenarios and ensures positive outcome</li> <li>Is able to analyse an issue quickly and form solutions</li> </ul>		<b>4 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.