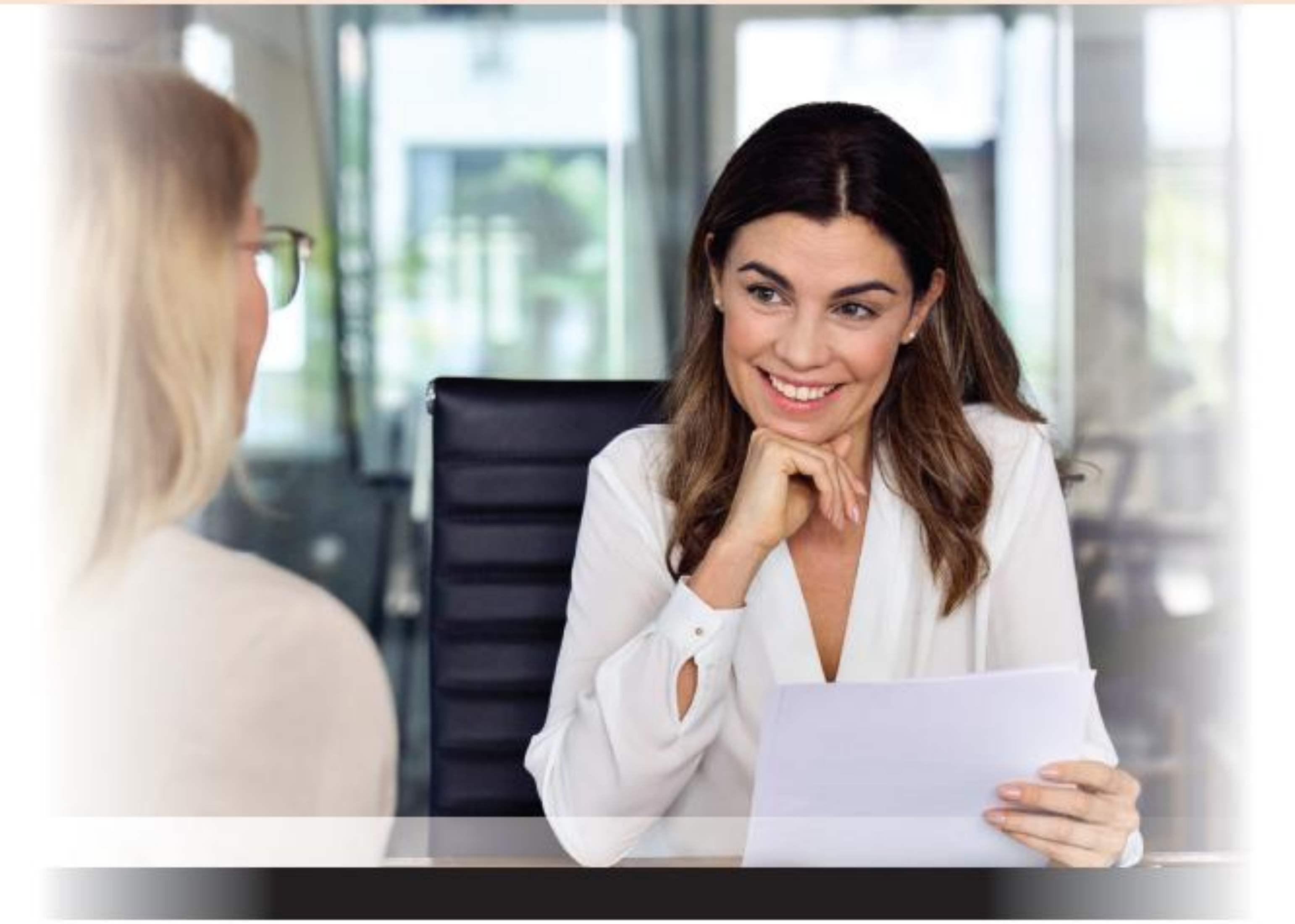
Highfield Level 3 End-Point Assessment for ST1421 Recruiter

End-Point Assessment Kit



Highfield Level 3 End-Point Assessment for ST1421 Recruiter

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Recruiter apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Recruiter apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Key facts

Apprenticeship standard:	Recruiter
Level:	3
On-programme duration:	Typically 18 months
End-point assessment window:	Typically 3 months
Grading:	Pass/distinction
End-point assessment methods:	Presentation with questions Professional discussion underpinned by a portfolio of evidence

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

A recruiter manages the resourcing activities that drive the recruitment of candidates and matches them to temporary, fixed term or permanent job positions within an organisation. Their role is to manage the end-to-end recruitment process which typically involves planning, identifying, attracting, assessing, shortlisting and onboarding candidates to fulfil the current and future requirements of the business brief. This may include identifying those with transferrable skills with the capacity to move from the legacy carbon economy into a green economy job. They may also be required to manage the aftercare such as onboarding and timesheets of candidates and to identify new business opportunities.

A recruiter may identify new business opportunities through a variety of means and action according to organisational requirements. They will manage and achieve performance indicators which may typically include revenue forecasts, activity quotas, hiring numbers, time and cost to hire, inclusivity targets, compliance such as reference checks, and quality requirements, in line with organisation or individual financial and business goals and priorities. A recruiter will develop and manage internal and external stakeholder relationships to ensure high levels of customer satisfaction and quality standards. They will handle day to day queries and provide recruitment advice such as industry insights, salary benchmarking, workforce and management information, interview preparation and feedback. They will manage the candidate experience throughout the process to ensure high levels of candidate satisfaction in a timely manner to enhance the organisation's reputation and brand.

A recruiter will be responsible for understanding and influencing markets, organisations and individuals including researching and understanding their goals and requirements. They will use their recruitment, industry and communication expertise to support the day-to-day delivery of recruitment for the stakeholder. They will research the marketplace to identify, source, attract and shortlist candidates for the recruitment process to fulfil the requirements of the business brief. Typically, this would involve developing written and non-written communications such as job advertisements or marketing materials and social media. They will analyse and report on the impact of recruitment campaigns and programmes.

This occupation is found in organisations that come from the public, private and third sectors. Typically, a recruiter works in consultancies, agencies, in-house for employers, embedded recruiters or as an outsourced provider.

Key responsibilities are likely to include interacting with and building relationships with key stakeholders such as advertising media, candidates and clients, internal colleagues and various audiences to achieve successful recruitment outcomes.

Roles/occupations may include in-house recruiter, recruitment consultant, recruitment resource, recruitment specialist and talent acquisition partner.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Recruiter apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the professional discussion and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress
- study days and training courses
- mentoring/buddy support
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **15 discrete pieces of evidence**. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation and records, for example:
    - workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration of 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

The portfolio must be accompanied by a Portfolio Matrix. This can be downloaded from our website. The Portfolio Matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Use of artificial intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.

- the apprentice must have gathered their organisation’s policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
    - Complaint handling process
    - Equity, diversity and inclusion in the workplace
    - Poor practice and non-compliance
    - Data protection
    - Employment Agencies Act
    - Equality legislations

  This list is not definitive. The policies and procedures may already be included as part of the portfolio of evidence.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within three a month end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Standard (2024)

Recruiter / Institute for Apprenticeships and Technical Education

End-point assessment plan (ST1421/v1.0)

https://www.instituteforapprenticeships.org/apprenticeship-standards/recruiter-v1-0?view=epa

Specific considerations

Highfield's approach does not deviate from the assessment plan.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted their organisation's policies and procedures as requested by Highfield

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations
Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

ID requirements
Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are, therefore, required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

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The Recruiter apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Recruitment processes		
Knowledge	**Skills**	**Behaviours**
K4 Recruitment processes, techniques, and stages of the **recruitment lifecycle**. **K9 Methods used for assessing candidates**, for example planning and facilitating assessment centres, interview panels, informal telephone conversations, and how to support the candidate experience, including those requiring reasonable adjustments **K10 Candidate sourcing techniques**, including how to research, identify and attract candidates using methods to satisfy job requirements. **K11** Principles and techniques of **candidate assessment**, including assessing transferable skills to fulfil stakeholder requirements, for example to identify candidates with skills that could transfer into new green economy jobs. **K12** How to **create and manage recruitment campaigns to meet stakeholder requirements**.	**S2** Source vacancies in line with stakeholder requirements and organisational policies and procedures. **S5** Plan and manage recruitment campaigns to attract candidates, including agreeing objectives with stakeholders and monitoring performance. **S6** Research, identify and attract candidates using methods to satisfy job requirements, including those with transferrable skills to move from the legacy carbon economy to green economy jobs. **S7 Process, review, and progress candidate applications.** **S8** Create and present diverse short lists of candidates to stakeholders. **S9** Inform and advise candidates on the outcome of their application at the individual	**B3 Takes accountability and ownership of their tasks and workload.** **B5** Works flexibly and adapts to changing circumstances.

<table>
<tr>
<td>K13 The use of networking and marketing tools in recruitment activities, for example meetings, social media, job fairs, exhibitions, events, advertisements, job boards and online.

K18 Managing and supporting candidates through the recruitment lifecycle, including onboarding, providing advice and aftercare.</td>
<td>stages of the recruitment process, including those that have been unsuccessful.

S10 Manage the recruitment and selection process for candidates, including those who require reasonable adjustments.

S14 Place candidates into roles that match their skills and stakeholder requirements.</td>
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<table>
<tr><th colspan="2">Presentation with questions</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr>
<td>RP1 Describes their approach to managing the recruitment, assessment, and selection process for candidates to support them throughout the recruitment lifecycle, including those who require reasonable adjustments. (K4, K18, S10)

RP2 Outlines the techniques and networking and marketing tools they use when sourcing vacancies and candidates in line with stakeholder requirements and organisational policies and procedures, and how they research, identify, and attract candidates using methods to satisfy job requirements. (K10, K13, S2, S6)

RP3 Explains how they take accountability and ownership of their tasks and workload when creating, planning, managing, and monitoring the performance of recruitment campaigns to meet stakeholder requirements. (K12, S5, B3)</td>
<td>RP4 Justifies their approach to managing the recruitment, assessment, and selection process for candidates, making recommendations for how they can enhance support for candidates throughout the recruitment lifecycle. (K4, K18, S10)

RP5 Evaluates the effectiveness of candidate sourcing techniques and tools used by their organisation in attracting candidates when sourcing vacancies. (K10, K13, S2, S6)</td>
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<table>
<tr><th colspan="2">Professional discussion underpinned by a portfolio of evidence</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>RP6 Proactively seeks to be flexible with work routines and responds to changing circumstances when applying methods to assess candidates and place them into roles that match their skills and stakeholder requirements. (K11, S14, B5)

RP7 Demonstrates the methods they use to process, review, and progress candidate applications to create and present a shortlist of candidates to stakeholders, and how they inform and advise candidates on the outcome of their application. (K9, S7, S8, S9)</td><td>RP8 Justifies the selection of techniques they use to assess candidates in terms of successfully placing them into roles that match their skills and stakeholder requirements. (K11, S14)

RP9 Justifies the methods they have used to process, review, and progress candidate applications when shortlisting for stakeholders. (K9, S7, S8, S9)</td></tr>
<tr><th colspan="2">Amplification and guidance</th></tr>
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Recruitment lifecycle refers to the 6 stages of the recruitment cycle and processes.

This may include:

preparing: discuss the client/hiring manager needs, writing the job description/specification and ensuring all the requirements are outlined, creating the job advert which must include the company name, job title, job description (duties and responsibilities), qualifications, skills, salary and location
sourcing: how you source candidates, check existing talent pool/lists, employee referrals, job boards and social media platforms
screening: how you screen/shortlist CVs, pre-screen calls, give job overviews, check qualifications and assess skills required
selecting: structured interview/competency-based and further assessments
hiring: complete the reference/compliance checks and send out contracts
onboarding: complete registration stages, compliance documents, regular check-in with candidate and sign contracts

Ways candidates can be managed and supported through the recruitment lifecycle may include:

providing regular contact
advising of application process and providing updates
being accessible
assisting them through compliance stages
making candidates feel valued, even when not selected, by providing feedback, staying connected and offering them support that can lead to future opportunities

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- **Methods used for assessing candidates** may include:
    - initial CV screening
    - conduct video/phone interviews
    - competency-based or standardised question checklists
    - arrange assessment centre activities or role-plays
    - complete psychometric testing
    - foster a welcoming and inclusive environment that is accessible for all candidates, providing reasonable adjustments if needed. This may include:
        - anticipating and addressing potential barriers in each stage.
        - providing alternative formats for job advertisements or application forms if required. This may include:
            - providing a candidate with a visual impairment an application form in Braille
        - providing an alternative interview location to accommodate accessibility needs. This may include:
            - interviewing on a ground floor to allow wheelchair access for a candidate
            - interviewing in a room with dimmed lights for a candidate with epilepsy
        - supplying candidates with test papers in various formats or allowing candidates to present their answers through different methods. This could include:
            - audio
            - braille
            - large print versions
            - verbally
            - in writing

- **Candidate sourcing techniques** may include:
    - researching the job specification and company
    - speaking to industry specialists
    - utilising existing talent pools
    - completing Boolean searches
    - searching existing networks (LinkedIn or Facebook groups, carrying out searches on job boards, CV Library or Indeed)

- **Candidate assessment** may include:

- trial days
- assessment centre activities
- online literacy and maths testing – problem-solving and/or skills tests to measure candidates' knowledge and abilities relating to the role
- testing sector knowledge on environmental and renewable energy through interview
- upskilling to newer technical, greener jobs

- **Create and manage recruitment campaigns to meet stakeholder requirements** may include:
  - in-depth meetings to gain better transparency with each party (clients and candidates) to meet requirements
  - arranging and promoting career open days or trial days, which can be implemented for better exposure and relations
  - targeted recruitment strategies
  - marketing campaigns and targeting the right audience on job boards and social media platforms (for example, LinkedIn and Facebook)
  - actively seeking and including individuals from various backgrounds and identities

- **Networking and marketing tools in recruitment activities** may include:
  - attending industry events
  - attending job fairs
  - headhunting
  - leveraging social media platforms, for example, LinkedIn and Facebook groups
  - job board websites such as CV library or Indeed
  - social media posts
  - employee referrals
  - local merchandise drop-offs

- **Process, review, and progress candidate applications** may include:
  - structured process:
    - **i**mplement a structured and consistent process for reviewing applications, including defined stages and timelines. This helps ensure that all candidates are treated equally and that decisions are made based on a thorough evaluation.
  - objective evaluation:

        - utilise objective evaluation methods, such as standardised tests, skills assessments or structured interviews, to minimise bias and subjectivity in the selection process.
    - transparency and communication:
        - maintain transparency throughout the process by providing candidates with clear feedback and updates on their application status. This fosters trust and allows candidates to understand the rationale behind the shortlisting decisions.
    - diversity and inclusion:
        - consider diversity and inclusion principles when shortlisting candidates to ensure a representative pool of qualified individuals. This can involve actively seeking candidates from diverse backgrounds and using inclusive language in job descriptions and throughout the selection process.
    - data-driven approach:
        - utilise data and analytics to track the effectiveness of the shortlisting process and identify areas for improvement. This can help to ensure that the methods used are aligned with the desired outcomes and contribute to a fair and efficient selection process.

- **Takes accountability and ownership of their tasks and workload** may include:
    - being proactive
    - anticipating problems
    - acting independently
    - ensuring the success of your work without needing to be constantly told what to do
    - planning, managing, and monitoring the progress of recruitment campaigns/plans
    - setting clear goals
    - establishing metrics/key performance indicators (KPIs)
    - regularly reviewing progress to meet client requirements

Stakeholder engagement and management		
Knowledge	**Skills**	**Behaviours**
K1 Types of stakeholders, including candidates, clients, internal teams, and colleagues. **K3 Stakeholder requirements**, for example consultation, salary benchmarking, market trends analysis, competitor analysis, sourcing candidates and or job roles. **K14** How to **develop, maintain and improve relationships with stakeholders.** **K15** Sales and marketing activities that support stakeholder requirements. **K16** Negotiating and influencing techniques. **K17 Methods for communicating** information and interacting with candidates and other stakeholders to facilitate understanding, for example face-to-face or online meetings, emails, reports, and presentations. **K25** The **complaint handling process** for their organisation.	**S3** Manage and maintain stakeholder relationships and their role within the recruitment process. **S11** Communicate information through different media, for example face-to-face or online meetings, emails, reports, and presentations. **S12** Engage with stakeholders to review recruitment processes and identify opportunities for continuous improvement and improving own performance. **S13** Review services provided and implemented improvements based on stakeholder feedback. **S22** Respond to stakeholder complaints and escalate where appropriate.	**B1 Acts professionally, ethically and with integrity.** **B4** Seeks learning opportunities and continuous professional development.

Presentation with questions	
Pass criteria	**Distinction criteria**
SEM1 Explains how they develop, manage, and maintain relationships with stakeholders, engaging them to review recruitment processes and services in order to identify opportunities to improve their own performance and ensure continuous improvement. (K1, K14, S3, S12, S13, B4)	***SEM2*** *Evaluates the impact of continuous improvement activities on the recruitment process and services, stakeholder engagement and their own performance. (K1, K14, S3, S12, S13, B4)*
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
SEM3 Outlines the negotiating and influencing techniques they use to help support **stakeholder requirements**, including sales and marketing activities. (K3, K15, K16) **SEM4** Explains the different methods and media they use to facilitate understanding when communicating information and interacting with candidates and other stakeholders. (K17, S11) **SEM5** Demonstrates how they follow their organisation's **complaint handling process** and **act professionally, ethically and with integrity** when responding to, and when escalating stakeholder complaints. (K25, S22, B1)	***SEM6*** *Evaluates the extent to which their negotiating and influencing techniques have helped to support* ***stakeholder requirements****, including sales and marketing activities. (K3, K15, K16)* ***SEM7*** *Justifies the methods and media they have used to communicate and interact with stakeholders and candidates, suggesting improvements to facilitate understanding. (K17, S11)*
Amplification and guidance	
• **Types of stakeholders** may include: ○ candidates - individuals applying for a job within an organisation ○ clients - individuals or organisations that hire your services to find employees/labour ○ internal teams/colleagues are groups of employees or individuals within a company who work together to fill the recruitment needs of clients/candidates	

- **Stakeholder requirements** may include:
    - consultation:
        - engaging with clients/candidates to gather their input and feedback
    - salary benchmarking:
        - comparing the organisation's salaries to those of competitors and the market to ensure competitiveness
    - market trends analysis:
        - understanding the current and future trends in the industry to inform strategic decisions
    - competitor analysis:
        - analysing your competitors' strategies, strengths and weaknesses to gain a competitive advantage
    - sourcing candidates:
        - identifying and attracting qualified candidates for open positions
    - job role analysis:
        - defining the responsibilities and requirements for specific job roles within the organisation

- **Develop, maintain and improve relationships with stakeholders** may include:
    - communicating regularly and clearly:
        - maintaining open and transparent communication with your stakeholders, keeping them informed about application progress, challenges and decisions
    - tracking progress and adapting accordingly:
        - regularly monitoring and evaluating client/candidate relationships, identifying areas for improvement and adapting your approach as needed
        - using data and feedback to inform your decisions and ensuring that your engagement strategies are effective

- **Methods for communicating** may include:
    - speaking directly to individuals or groups
    - face-to-face meetings
    - phone and video calls
    - written communications such as:
        - emails
        - legal documents

    - reports
    - presentations
    - social media platforms, for example, LinkedIn and Facebook

- **Complaint handling process** may include:
    - listen to the complaint and get all the facts
    - record the details of the complaint
    - acknowledge the complaint and categorise it
    - determine if it can be resolved at the frontline
    - discuss the options to fix the issue raised
    - act quickly
    - show empathy
    - keep your promises
    - follow up on the complaint

- **Acts professionally, ethically and with integrity** may include:
    - adhering to moral and ethical principles such as honesty, dependability and trustworthiness
    - taking into consideration equality legislation in the UK throughout all the stages of the recruitment process and its 9 protected characteristics, which are:
        - age
        - disability
        - gender reassignment
        - marriage and civil partnership
        - pregnancy and maternity
        - race
        - religion or belief
        - sex
        - sexual orientation

<table>
<tr><th colspan="2">Organisational strategy</th></tr>
<tr><th>Knowledge</th><th>Skills</th></tr>
<tr><td>K7 External influences on the recruitment market, including social, economic, legislative, political, and technology.

K8 Principles of assessing labour market conditions, including identifying shortages for specific roles and demand for candidates with transferrable skills to move from the legacy carbon economy into green economy jobs.

K20 The organisation's resource strategy and goals, and how this impacts their role.

K21 Recruitment budgets and how these fit into the organisation's business strategy.

K22 How to plan and prioritise activities to meet the organisation's recruitment strategy and processes, including allocating and managing resources throughout the recruitment life cycle and methods for increasing talent and client pipelines.

K23 Ethical and sustainable recruitment strategies, processes and working practices.</td><td>S17 Identify future changes in the sector that may impact the organisation, for example technology advances.

S19 Identify and apply sustainable and greener methods of working, for example reducing energy and paper consumption, managing diaries to reduce carbon emissions (hold virtual meetings or attend multiple external meetings on the same day), considering greener options when booking venues for assessment centres or planning recruitment campaigns.

S20 Identify and maximise opportunities to support the organisation's business strategy, for example growing client or candidate pipelines.

S21 Manage resources within budget requirements.</td></tr>
<tr><th colspan="2">Presentation with questions</th></tr>
<tr><th>Pass criteria</th><th>Distinction criteria</th></tr>
<tr><td>OS1 Explains how they plan and prioritise activities and allocate and manage resources within budget requirements to meet the organisation's recruitment strategy and processes and increase talent and client pipelines. (K21, K22, S21)</td><td>OS3 Evaluates the extent to which their planning and prioritising of activities and management of resources has increased talent and client pipelines. (K21, K22, S21)</td></tr>
</table>

OS2 Demonstrates how they utilise **ethical and sustainable recruitment strategies, processes and working practices** to identify and apply sustainable and greener methods of working. (K23, S19)	
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	**Distinction criteria**
OS4 Explains the impact of the organisation's resource strategy and goals on their role and the principles they use to assess labour market conditions and identify and maximise opportunities to support the organisation's business strategy. (K8, K20, S20) **OS5** Explains the **external influences on the recruitment market** and how they identify future changes in the sector that may impact the organisation. (K7, S17)	***OS6*** *Evaluates the extent to which they have maximised opportunities to support the organisations business strategy. (K8, K20, S20)*
Amplification and guidance	

- **External influences on the recruitment market** may include:
  - political:
    - stability of the country
    - employment laws, as these can prevent candidate hires from abroad due to visa restrictions and settlement issues
    - the supply and demand of human resources
  - economical:
    - interest rates
    - inflation
    - tax rates to ensure a good match between clients and candidates
    - failing to understand these factors can lead to mismatches in values and ideals
    - economic uncertainty can lead to fewer job seekers and companies hiring less, reducing the need for recruiters and impacting revenue
  - social:
    - cultural norms
    - social networks

        - demographics
        - these can all significantly impact the recruitment process by influencing candidate preferences, organisational reputation and employer branding (for example, many businesses are adopting remote employees rather than having an office location)
    - technological:
        - Social media
        - Artificial intelligence (AI)
        - Software solutions
        - Remote working
        - Industrial robots
        - Internet of Things (IoT) devices
        - These all play a significant role in helping find and hire candidates quicker and more efficiently
    - legal:
        - compliance with equality legislations during the recruitment and selection process
        - having a compliant policy ensuring job adverts and selection processes are free from discrimination
    - environmental:
        - economic conditions
        - technological advancements
        - legal regulations
        - societal trends
        - these factors can influence the availability of talent, the recruitment process and the overall strategy
        - adopting a virtual hiring process as a sustainable approach. This shift towards virtual interviews and evaluations not only reduces travel-related carbon footprint but also enhances efficiency in the recruitment process.

- **Principles of assessing labour market conditions** may include:
    - conducting research
    - identifying and attracting candidates using various methods
    - analysing the supply and demand for candidates in a particular sector or industry
    - assessing transferrable skills
    - recognising candidates with the potential to adapt their skills to align with the needs of sustainable industries

- **Recruitment budgets** refer to understanding how to strategically plan and allocate resources for attracting, hiring and retaining candidates. It ensures that the hiring process aligns with the overall business goals. These may include:
    - meeting industry benchmarks
    - hiring goals
    - finding highly skilled candidates

- **Ethical and sustainable recruitment strategies, processes and working practices** may include:
    - giving employees who are responsible for hiring the knowledge and skills to follow good practices
    - recognising harmful practices
    - ongoing Diversity, Equity and Inclusion (DEI) training
    - staying up to date with the law
    - ensuring fair and legally sound processes

- **Sustainable and greener methods of working** may include:
    - remote working options
    - incorporating virtual interviewing into the recruitment process

Technology and software	
Knowledge	**Skills**
K19 Technology and software tools used to support recruitment management activities, for example Artificial Intelligence (AI).	**S15** Use **technology and software tools** to manage information, ensuring compliance with organisation and legislation requirements.
Presentation with questions	
Pass criteria	**Distinction criteria**
TS1 Explains how they ensure compliance with organisation and legislation requirements when using **technology and software tools** to manage information and recruitment activities. (K19, S15)	*No distinction criteria*
Amplification and guidance	
• **Technology and software tools** may include: ○ applicant tracking systems (ATS): ▪ helps organisations manage the entire recruitment process, from job posting to candidate selection and hiring ○ candidate relationship management (CRM): ▪ helps recruiters build and maintain relationships with potential candidates ▪ features include a candidate database, communication tools, talent pool management and analytics ○ artificial intelligence (AI): ▪ quickly screens large numbers of CVs, matching qualifications and experience with job requirements ▪ analyses candidate data from various sources to predict the best-suited candidates for a specific role	

Recruitment market and models	
Knowledge	**Skills**
K2 Different **types of recruitment organisation**, including their own organisation's brand and service offering. **K5 Recruitment models**, including permanent, temporary, fixed term, managed service provider (MSP) contracts, and recruitment process outsourcing (RPO) contracts.	**S1 Identify, progress, and convert leads into new candidates, placements, or clients.**
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
RMM1 Describes the different types of recruitment organisations and models and how these impact on their own brand and service offering when identifying, progressing, and converting leads into new candidates, placements, or clients. (K2, K5, S1)	*No distinction criteria*
Amplification and guidance	

- **Types of recruitment organisation** may include:
    - in-house recruitment:
        - companies with dedicated internal teams for sourcing, screening and interviewing candidates
        - this offers greater control over the process but requires significant resources
    - recruitment agencies:
        - external firms specialising in finding and placing candidates for specific roles
        - they offer expertise and access to a wider talent pool but can be costly
    - managed service provider (MSP):
        - companies that take over a company's entire recruitment process
        - offers a comprehensive solution but potentially less flexible
    - recruitment process outsourcing (RPO):
        - focuses on specific aspects of recruitment, for example, candidate sourcing or onboarding

- **Recruitment models** may include:
    - permanent hires:
        - advantages may include:
            - employees are fully invested in the company and its long-term success
            - institutional knowledge and expertise are retained within the organisation
            - permanent employees can provide stability and continuity
        - disadvantages may include:
            - higher upfront costs for recruiting, onboarding and payroll
            - less flexibility to scale staffing up or down as business needs change
    - temporary/contract hires:
        - advantages may include:
            - provides flexibility to scale staffing quickly as needs change
            - avoids long-term commitments and payroll costs
            - can bring in specialised skills for short-term projects
        - disadvantages may include:
            - lack of long-term commitment and institutional knowledge
            - potential higher costs per hour/day compared to permanent employees
            - training needs for temporary staff
    - fixed-term contracts:
        - advantages may include:
            - flexibility to bring in talent for specific projects or to cover leaves
            - can trial candidates before offering permanent roles
            - avoids long-term commitment
        - disadvantages may include:
            - employees may be less invested in long-term employment
            - requires restarting the recruitment process when contracts end
    - managed service provider (MSP):
        - advantages may include:
            - handles all contingent workforce management

        - streamlined vendor management and compliance
        - access to a wider pool of talent
      - disadvantages may include:
        - less direct control over the temporary workforce
        - potentially higher costs passed on by the MSP
  - recruitment process outsourcing (RPO):
      - advantages may include:
        - handles the full recruitment lifecycle
        - provides expertise and specialised recruiting resources
        - scalability to handle high-volume recruitment
      - disadvantages may include:
        - less direct control over the hiring process
        - potential loss of employer branding

- **Identify, progress, and convert leads into new candidates, placements, or clients** may include:
  - lead identification:
    - identify potential leads through various channels, such as online advertising, social media, email marketing, and networking
    - these leads will then need to be qualified to ensure that they are a good fit
    - this can be done by asking questions about their needs, budget and timeline
  - lead nurturing:
    - once leads have been qualified, you need to nurture them by providing them with valuable information and resources
    - this will help them to build trust in your company and make them more likely to convert into customers
    - leads can be nurtured through email/content marketing, and social media messaging tools, for example, LinkedIn, Facebook and job boards
  - lead conversion:
    - the final step is to convert your leads into customers
    - this can be done by making a compelling offer, providing excellent customer service and following up with them regularly
    - sales automation tools can be used to help you convert your leads more efficiently

Policy, regulations and legislation		
Knowledge	**Skills**	**Behaviours**
K6 Regulations, legislation, and codes of practice that impact their role and the organisation, and the implications of non-compliance, including data protection, the Employment Agencies Act and the Equality Act. **K24** Principles and policies of **equity, diversity and inclusion in the workplace**, and their **impact on the organisation and recruitment activities.**	**S4** Interpret and apply regulation and legislation, share best practice, and advise stakeholders on their application. **S16 Challenge poor practice and non-compliance with the recruitment process and escalate where appropriate.** **S18** Interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on recruitment activities.	**B2** Supports an inclusive culture, treating colleagues, candidates, and external stakeholders fairly and with respect.

Professional discussion underpinned by a portfolio of evidence	
Pass criteria	***Distinction criteria***
PSL1 Explains their approach to challenging and escalating poor practice and non-compliance with the recruitment process, and how they advise stakeholders on the practical application of **regulation and legislation relevant to their work within the organisation**. (K6, S4, S16) **PSL2** Explains how they interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and how they monitor their impact on the organisation and recruitment activities. (K24, S18, B2)	***PSL3*** *Evaluates the impact on organisational culture and recruitment activities of their approach to supporting and promoting equity, diversity, and inclusion in the workplace. (K24, S18, B2)*

Amplification and guidance

- **Equity, diversity and inclusion in the workplace and their impact on the organisation and recruitment activities** may include:
    - equity - ensuring fairness and justice for all individuals, regardless of their background or identity
    - diversity - valuing and embracing differences in people's backgrounds, experiences and perspectives
    - inclusion - creating a welcoming and supportive environment where everyone feels valued and respected
    - the potential impact this has on organisations may include:
        - enhanced innovation and creativity - diverse teams bring a wider range of perspectives and ideas, leading to more innovative solutions
        - increased productivity and engagement - employees who feel valued and included are more likely to be engaged and productive
        - improved reputation - organisations with strong practices are seen as more attractive to potential employees and customers, leading to improved reputation
        - business performance - studies have shown that organisations with diverse and inclusive workforces tend to outperform those that do not. This is likely due to the increased creativity, problem-solving abilities and market understanding that diversity brings
    - the potential impact this has on recruitment activities may include:
        - job adverts - using inclusive language and avoiding bias in job adverts
        - attracting diverse candidates - reaching out to a wider pool of candidates through diverse channels
        - selection process - using objective and fair selection criteria that are not biased against any group
        - recruitment and retention - a strong approach can attract and retain a wider range of talent, enhancing the organisation's competitiveness and access to diverse perspectives. It can also improve employee satisfaction and reduce turnover

- **Challenge poor practice and non-compliance with the recruitment process and escalate where appropriate:**
    - challenge poor practice refers to the process of actively addressing and correcting any observed instances of non-compliance or subpar practices within the recruitment process. Following the code of conduct or set of guidelines that outline the expected standards and procedures for ethical and compliant recruitment
    - non-compliance may result in:
        - significant penalties
        - fines
        - imprisonment
        - reputational damage

- escalation refers to the process of identifying the issues that should be escalated to the appropriate authorities or individuals with the power to take corrective action. This ensures that the concerns are addressed effectively and that appropriate measures are taken to prevent recurrence.

- **Regulation and legislation relevant to their work within the organisation:**
  - Data Protection Act:
    - governs the collection, use, and storage of personal data
    - non-compliance can lead to fines of up to £500,000
  - Employment Agencies Act:
    - regulates the activities of employment agencies
    - non-compliance can result in fines of up to £20,000
  - Equality legislations:
    - prohibits discrimination on the grounds of protected characteristics, such as age, sex and disability
    - non-compliance can lead to fines of up to £5,000

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Assessment summary

The end-point assessment for the Recruiter apprenticeship standard is made up of 2 assessment methods:

1. A 50-minute presentation with questions
2. A 60-minute professional discussion underpinned by a portfolio of evidence

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Presentation with questions

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The presentation may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Professional discussion

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in the presentation with questions and the professional discussion.

The overall grade for the apprentice is determined using the matrix below:

Presentation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail	Any grade	**Fail**
Any grade	Fail	**Fail**
Fail	Fail	**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Pass	**Pass**
Distinction	Distinction	**Distinction**

Retake and resit information

If the apprentice fails 1 assessment method or more, they can take a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake. Apprentices should have a supportive action plan to prepare for the resit/retake.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification. If the apprentice fails the presentation assessment method, they will need to be given a new subject to present on.

Any EPA component resit/retake must be taken within 6 months from the EPA outcome notification, otherwise, the entire EPA must be retaken in full.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. We will advise this on the EPA Report and during the scheduling call. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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Assessing the presentation with questions

In the presentation with questions, the apprentice delivers a presentation to an end-point assessor on a set subject. The end-point assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice will be given their presentation subject post gateway by Highfield, following a discussion with the employer. The presentation will be based on 1 of the following subjects:

- effectively managing stakeholder relationships during a challenging recruitment campaign
- utilising technology and software tools to support recruitment campaign and meet stakeholder requirements
- effectively implementing strategies for increasing talent and client pipelines
- implementing strategies that have resulted in more sustainable and greener methods of working within recruitment activities and their area of responsibility
- methods and techniques for utilising networking and marketing tools to attract more candidates when sourcing vacancies

As well as the above subjects, Highfield can add further subject areas after consultation with the employer, provided they cover the relevant KSBs and give adequate opportunity for the apprentice to meet the required 'pass' and 'distinction' grading criteria. Highfield will take the steps to ensure the apprentice is given a presentation subject, which allows the apprentice the opportunity to draw on what they have learnt and experienced during their apprenticeship.

The presentation must cover the following themes:

- recruitment processes
- stakeholder engagement and management
- organisational strategy
- technology and software

Once the apprentice has been given the presentation subject by the independent assessor, they will have up to **6 weeks** to complete their presentation and any supporting materials. The apprentice must submit any presentation material to Highfield by the end of **week 7** of the EPA period. During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer

Highfield must give the apprentice at least **2 weeks'** notice of the presentation assessment.

The presentation and questioning must last **50 minutes**. This will typically include a presentation of **20 minutes** and questioning lasting **30 minutes**. The end-point assessor must use the full time available for questioning. The end-point assessor can increase the total time of the presentation and questioning by up to 10%. This is to allow the apprentice to complete their last point or respond to a question if necessary. The end-point assessor must ask at least **5 questions**.

The presentation with questions must take place in a suitable venue, for example, the employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence. The presentation with questions can be conducted by video conferencing.

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their presentation during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which recruiter criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the presentation with questions

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under 'Presentation with questions' criteria).

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Presentation with questions mock assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommend that the apprentice experiences a mock presentation in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time.

When planning a mock assessment, the employer/training provider should include the following elements:

- The mock presentation should be **50 minutes**, typically with the presentation lasting **20 minutes** and questioning lasting **30 minutes**.
- consider a recording of the mock assessment and allow it to be played back to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- a minimum of **5 structured, 'open' questions** should be used as part of the questions that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
    - recruitment processes
        - Outline how you take accountability for your tasks and workload when managing recruitment campaigns.
        - Explain how you ensure the methods of sourcing candidates aligns with stakeholder requirements.
    - stakeholder engagement and management
        - Detail how you build and maintain relationships with stakeholders.
    - organisational strategy
        - Provide examples of how you plan and prioritise your recruitment activities.
    - technology and software
        - Explain how you ensure compliance with your organisation's policies when using technology and software tools.

Presentation with questions criteria

Throughout the **50-minute** presentation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the presentation with questions by considering how the criteria can be met and reflecting on their past experiences.

Recruitment processes
To pass, the following must be evidenced.
RP1 Describes their approach to managing the recruitment, assessment, and selection process for candidates to support them throughout the recruitment lifecycle, including those who require reasonable adjustments. (K4, K18, S10) **RP2** Outlines the techniques and networking and marketing tools they use when sourcing vacancies and candidates in line with stakeholder requirements and organisational policies and procedures, and how they research, identify, and attract candidates using methods to satisfy job requirements. (K10, K13, S2, S6) **RP3** Explains how they take accountability and ownership of their tasks and workload when creating, planning, managing, and monitoring the performance of recruitment campaigns to meet stakeholder requirements. (K12, S5, B3)
To gain a distinction, the following must be evidenced.
RP4 *Justifies their approach to managing the recruitment, assessment, and selection process for candidates, making recommendations for how they can enhance support for candidates throughout the recruitment lifecycle.* *(K4, K18, S10)* ***RP5*** *Evaluates the effectiveness of candidate sourcing techniques and tools used by their organisation in attracting candidates when sourcing vacancies. (K10, K13, S2, S6)*

Stakeholder engagement and management
To pass, the following must be evidenced.
SEM1 Explains how they develop, manage, and maintain relationships with stakeholders, engaging them to review recruitment processes and services in order to identify opportunities to improve their own performance and ensure continuous improvement. (K1, K14, S3, S12, S13, B4)
To gain a distinction, the following must be evidenced.
SEM2 *Evaluates the impact of continuous improvement activities on the recruitment process and services, stakeholder engagement and their own performance. (K1, K14, S3, S12, S13, B4)*

Organisational strategy
To pass, the following must be evidenced.
OS1 Explains how they plan and prioritise activities and allocate and manage resources within budget requirements to meet the organisation's recruitment strategy and processes and increase talent and client pipelines. (K21, K22, S21) **OS2** Demonstrates how they utilise ethical and sustainable recruitment strategies, processes and working practices to identify and apply sustainable and greener methods of working. (K23, S19)
To gain a distinction, the following must be evidenced.
OS3 *Evaluates the extent to which their planning and prioritising of activities and management of resources has increased talent and client pipelines. (K21, K22, S21)*

Technology and software
To pass, the following must be evidenced.
TS1 Explains how they ensure compliance with organisation and legislation requirements when using technology and software tools to manage information and recruitment activities. (K19, S15)
To gain a distinction, the following must be evidenced.
No distinction criteria

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Assessing the professional discussion underpinned by a portfolio of evidence

In the professional discussion underpinned by a portfolio of evidence, the assessor and the apprentice will have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence during the professional discussion. However, the portfolio of evidence is not directly assessed.

The independent assessor must conduct and assess the professional discussion against the following themes:

- stakeholder engagement and management
- recruitment market and models
- organisational strategy
- policy, regulations and legislations
- recruitment processes

The apprentice must be given 2 weeks' notice of the professional discussion. The professional discussion must last for **60 minutes.** The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least **6 questions**. Follow-up questions are allowed where clarification is required.

The professional discussion must take place in a suitable venue, for example, the employer's premises. The professional discussion can be conducted by video conferencing. The professional discussion should take place in a quiet room, free from distractions and influence.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which recruiter criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion

Apprentices will be graded against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio of evidence criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will have not achieved all of the pass criteria

Professional discussion underpinned by a portfolio of evidence mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion underpinned by a portfolio of evidence should take place in a suitable location.
- a 60-minute time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion underpinned by a portfolio of evidence and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use a minimum of **6 structured, 'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:

- recruitment processes
    - Provide examples of when you have had to adapt your methods to match candidate skills and stakeholder requirements.
- stakeholder engagement and management
    - Detail how you follow your organisation's complaint handling process.
- organisational strategy
    - Discuss what external influences affect the recruitment market.
- recruitment market and models
    - Explain how different recruitment models influence the way you identify and convert leads into new candidates.
- policy, regulations, and legislations
    - Provide examples of how you have challenged and escalated poor practice and non-compliance within the recruitment process.
    - Discuss how you monitor the impact of equity, diversity and inclusion in your recruitment activities.

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Stakeholder engagement and management
To pass, the following must be evidenced.
SEM3 Outlines the negotiating and influencing techniques they use to help support stakeholder requirements, including sales and marketing activities. (K3, K15, K16) **SEM4** Explains the different methods and media they use to facilitate understanding when communicating information and interacting with candidates and other stakeholders. (K17, S11) **SEM5** Demonstrates how they follow their organisation's complaint handling process and act professionally, ethically and with integrity when responding to, and when escalating stakeholder complaints. (K25, S22, B1)
To gain a distinction, the following must be evidenced.
SEM6 *Evaluates the extent to which their negotiating and influencing techniques have helped to support stakeholder requirements, including sales and marketing activities. (K3, K15, K16)* ***SEM7*** *Justifies the methods and media they have used to communicate and interact with stakeholders and candidates, suggesting improvements to facilitate understanding. (K17, S11)*

Recruitment market and models
To pass, the following must be evidenced.
RMM1 Describes the different types of recruitment organisations and models and how these impact on their own brand and service offering when identifying, progressing, and converting leads into new candidates, placements, or clients. (K2, K5, S1)
To gain a distinction, the following must be evidenced.
No distinction criteria

Organisational strategy
To pass, the following must be evidenced.
OS4 Explains the impact of the organisation's resource strategy and goals on their role and the principles they use to assess labour market conditions and identify and maximise opportunities to support the organisation's business strategy. (K8, K20, S20) **OS5** Explains the external influences on the recruitment market and how they identify future changes in the sector that may impact the organisation. (K7, S17)
To gain a distinction, the following must be evidenced.
OS6 *Evaluates the extent to which they have maximised opportunities to support the organisations business strategy. (K8, K20, S20)*

Policy, regulations and legislation
To pass, the following must be evidenced.
PSL1 Explains their approach to challenging and escalating poor practice and non-compliance with the recruitment process, and how they advise stakeholders on the practical application of regulation and legislation relevant to their work within the organisation. (K6, S4, S16) **PSL2** Explains how they interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and how they monitor their impact on the organisation and recruitment activities. (K24, S18, B2)
To gain a distinction, the following must be evidenced.
PSL3 *Evaluates the impact on organisational culture and recruitment activities of their approach to supporting and promoting equity, diversity, and inclusion in the workplace. (K24, S18, B2)*

Recruitment processes
To pass, the following must be evidenced.
RP6 Proactively seeks to be flexible with work routines and responds to changing circumstances when applying methods to assess candidates and place them into roles that match their skills and stakeholder requirements. (K11, S14, B5) **RP7** Demonstrates the methods they use to process, review, and progress candidate applications to create and present a shortlist of candidates to stakeholders, and how they inform and advise candidates on the outcome of their application. (K9, S7, S8, S9)
To gain a distinction, the following must be evidenced.
RP8 *Justifies the selection of techniques they use to assess candidates in terms of successfully placing them into roles that match their skills and stakeholder requirements. (K11, S14)* ***RP9*** *Justifies the methods they have used to process, review, and progress candidate applications when shortlisting for stakeholders. (K9, S7, S8, S9)*

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