apprenticeship
FRAMEWORK

Higher Apprenticeship in Recruitment - Level 4 (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03628

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Higher Apprenticeship in Recruitment - Level 4 (England)

Contents

Framework summary 4
Framework information 5
Contact information 6
Revising a framework 7
Purpose of the framework 8
Entry conditions 11
Level 4: Higher Apprenticeship in Recruitment 12
Pathway 1: Recruitment 13
Equality and diversity 22
On and off the job guided learning 23
Personal learning and thinking skills 24
Additional employer requirements 25

Framework summary

Higher Apprenticeship in Recruitment - Level 4

Higher Apprenticeship in Recruitment

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Recruitment

Competence qualifications available to this pathway:

C1 - Level 4 NVQ Diploma in Recruitment (QCF)

Knowledge qualifications available to this pathway:

K1 - Level 4 Diploma in Recruitment Management (QCF)

K2 - Level 4 Diploma in Principles of Recruitment Practice (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 5	**This framework includes:**
Framework ID: FR03628	Level 4
Date this framework is to be reviewed by: 31/01/2017	This framework is for use in: **England**

Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into the Recruitment sector and will help to up-skill the workforce to meet employer skills priorities and to further professionalise the sector. Higher apprentices will work in job roles such as account manager, consultant or senior, lead or principal consultant.

Contact information

Proposer of this framework

This apprenticeship has been developed by Skills CFA, in partnership with the recruitment industry itself. We have consulted with a wide range of in-house and external recruitment professionals throughout the development of the apprenticeship and its qualifications, through expert panels, working groups and online consultations.

The apprenticeship has been developed with the support and help of the Recruitment Employment Confederation (REC), who first began discussing the idea of a Recruitment Apprenticeship with Skills CFA in 2010. REC, and later the Institute of Recruiters (IOR), has provided the expertise and contact with the recruitment industry used to develop the apprenticeship, ensuring its content reflects the needs of the recruitment industry.

Developer of this framework

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Issuing Authority's contact details

Issued by:	Skills CFA
Issuer contact name:	Rob Williams
Issuer phone:	020 7091 9620
Issuer email:	apprenticeships@skillscfa.org

Revising a framework

Contact details

Who is making this revision:	Dan Forbes
Your organisation:	Skills CFA
Your email address:	apprenticeships@skillscfa.org

Why this framework is being revised

This framework was revised by Skills CFA in September 2015 in order to amend contact details and add qualifications.

Summary of changes made to this framework

This framework was revised by Skills CFA in September 2015 in order to:

- amend Issuing Authority contact details
- add qualifications into the framework.

Qualifications removed

None

Qualifications added

Higher Apprenticeship in Recruitment

- HABC Level 4 NVQ Diploma in Recruitment (QCF) (601/7925/9)
- HABC Level 4 Diploma in Principles of Recruitment Practice (QCF) (601/7924/7)

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an **Apprenticeship Agreement** between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the sector

The UK recruitment and staffing market is currently worth £24.7billion (2010/11). The industry employs over 90,000 individuals and is growing rapidly, with a 13% increase in employee numbers in 2010/11. Each year, the recruitment industry is responsible for placing an estimated 1.1 – 1.5m individuals in jobs, emphasising its importance to the success of the overall economy.

The British economy is shifting towards a 'knowledge economy' within which business success depends largely on factors such as staff skills and how well staff fit particular roles. Increasingly, a business competes not just in terms of the quality of its products and the delivery of its services but also in the ability of its employees. The recent growth of the recruitment sector can be attributed to a few key developments - the greater focus on talent, the increasingly varied methods of recruitment, and the economic drive for efficiency.

Against this background, recruitment apprenticeships have been designed to equip recruitment professionals with a skill set that will enable them to adapt and grow within the recruitment sector, either within recruitment agencies or within in-house recruitment teams. It is predicted that recruitment practices will continue to change, emphasising the need for relevant and flexible recruitment apprenticeships.

Skills CFA and the Recruitment Employment Confederation (REC) conducted a survey of employers in 2012 the results of which suggested that there was a high demand for a higher apprenticeship. The survey also highlighted a number of issues within the sector, as follows:

- high staff turnover
- poor reputation as an industry
- lack of existing accredited qualifications, recognised development opportunities and progression routes
- difficulty in recruiting effective staff
- difficulty in releasing staff for long periods of training
- high use of graduates within the profession, despite the fact that recruitment job roles do not require graduate specific skills, either in level or in subject area.

The higher apprenticeship will contribute towards resolving these issues in a number of ways.

- It will provide a structured development programme for new and existing recruitment staff.
- Investment in skills and qualifications is known to improve staff retention and staff loyalty, consequently lowering the rate of staff turnover. National Apprenticeship Service (NAS) data shows that organisations offering apprenticeships have reduced turnover rates, when compared to those not offering apprenticeships.
- The development of regulated qualifications and apprenticeships will increase the overall number of existing accredited qualifications, thus providing enhanced validated professional development opportunities, which may in turn improve the reputation of the recruitment sector.
- Participation in apprenticeships will ensure that recruitment staff develop effective competence and skill sets, enabling them to efficiently fulfil their job role. As much of the learning within an apprenticeship is completed whilst working, employers will not need to release staff for prolonged periods, which again will help with the uptake of the apprenticeship.
- The on-the-job focus on learning suits the industry and will provide a more fit-for-purpose apprenticeship framework than those currently used within the recruitment sector. Although current apprenticeship frameworks (e.g. Business and Administration, Sales and Customer Service) are beneficial for those working within the recruitment sector, they are not specifically tailored towards recruitment and therefore do not cover the sector-specific needs of the sector.
- Recruitment apprentices will have subject specific qualifications and high level skills, and an increase in the number of recruitment apprentices will potentially minimise the existing reliance on graduates. The development of a recognised progression and entry route into and through the industry as an alternative to the current graduate entry route will seek to further professionalise the industry.
- The availability of a recruitment higher apprenticeship will formally recognise the value of recruitment, laying firm foundations for the next generation of competent recruitment professionals.

Aims and objectives of this framework (England)

To provide employers of all sizes and across the public, private and not-for-profit sectors in England with a high quality, nationally recognised programme which will attract new talent into recruitment and up-skill the existing workforce to meet employer skills priorities and to further professionalise the sector.

The main objectives are to:

- build a competent recruitment workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
- tap into the skills and talents of a diverse population by providing flexible entry routes into a career in recruitment
- equip individuals with the skills, knowledge and experience needed to undertake recruitment roles in a range of business settings
- provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.

Entry conditions for this framework

Transferable skills

Candidates seeking to undertake this apprenticeship must be able to demonstrate ability equivalent to or exceeding Level 2 in English and mathematics. This requirement may be met through the achievement of Level 2 functional skills, equivalent GCSEs, O Levels, A Levels or AS Levels, or an initial assessment which demonstrates the required ability.

Typical applicants

Employers are looking to attract apprentices who have a strong interest in a career in recruitment. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy, literacy and communication skills on which the Apprenticeship will build. Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an apprenticeship.

Examples may include learners who have:

- held a position of responsibility at school or college
- undertaken work experience, voluntary work or a work placement
- completed the Duke of Edinburgh Award or similar award
- undertaken learning in the Foundation Learning Curriculum
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A Levels
- completed the Level 3 Advanced Apprenticeship in Recruitment
- completed intermediate or advanced apprenticeships, for example in sales/telesales, marketing, customer service or business administration.

Apprentices who are undertaking the Higher Apprenticeship in Recruitment are expected to have relevant experience of working in a recruitment role to ensure they have the suitable foundations on which to further develop their knowledge and skills.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience. Note that, where apprentices have accredited prior learning, it is expected that they will be offered training which helps them to develop new skills and learning at a higher level.

Level 4

Title for this framework at level 4

Higher Apprenticeship in Recruitment

Pathways for this framework at level 4

Pathway 1:	Recruitment

Level 4, Pathway 1: Recruitment

Description of this pathway

Higher Apprenticeship in Recruitment

Total minimum credit value for this pathway is **107** credits:

- 63 credits for the competence qualification
- 44 credits for the knowledge qualification.

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Recruitment consultant	Advising clients on strategic recruitment planning, identifying client recruitment requirements, planning the recruitment process, pre-selecting candidates, assessing candidates, building relationships with clients, attracting, coaching and supporting candidates
Senior/Principal/ Lead consultant	As above, but with additional responsibilities such as managing sales team performance or managing budgets
Account manager	As above, but with additional emphasis on strategic recruitment planning, relationship building and business development

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 NVQ Diploma in Recruitment (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/8563/0	Recruitment & Employment Confederation	63	309-351	N/A
C1b	600/8288/4	Skillsfirst	63	309-351	N/A
C1c	601/4500/6	Future (Awards and Qualifications) Ltd	63	309-351	N/A
C1d	601/5877/3	Pearson Edexcel	63	318-351	N/A
C1e	601/7925/9	HABC Level 4 NVQ Diploma in Recruitment	63	318-351	N/A

Knowledge qualifications available to this pathway

K1 - Level 4 Diploma in Recruitment Management (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/8564/2	Recruitment & Employment Confederation	44	135	N/A
K1b	601/6284/3	Pearson Education Ltd	44	135	N/A

Knowledge qualifications available to this pathway (cont.)

K2 - Level 4 Diploma in Principles of Recruitment Practice (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	600/8289/6	Skillsfirst	44	135	N/A
K2b	601/4499/3	Future (Awards and Qualifications) Ltd	44	135	N/A
K2c	601/7924/7	Highfield Awarding Body for Compliance	44	135	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

Both of the knowledge qualifications (K1 and K2) cover the same content; providing the required underpinning knowledge and understanding for the NVQ qualifications (C1a-e).

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
GCSE qualification in English (with enhanced functional content)	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
GCSE qualification (with enhanced functional content) in Mathematics	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Not applicable.

Progression routes into and from this pathway

Progression into the Level 4 Higher Apprenticeship in Recruitment

Progression into this higher apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such

routes might include having achieved:

- the Level 3 Advanced Apprenticeship in Recruitment
- an advanced apprenticeship in sales/telesales, marketing, customer service, or business administration
- QCF Awards, Certificates or Diplomas in areas such as sales/telesales, marketing, customer service or business administration
- GCSEs or A Levels
- a (14 - 19) Foundation or Higher Diploma
- an existing recruitment qualification, such as the REC's Certificate in Recruitment Practice.

Learners may also progress into the higher apprenticeship without prior qualifications. However, apprentices who are undertaking the Higher Apprenticeship in Recruitment are expected to have relevant experience of working in a recruitment role to ensure they have the suitable foundations on which to further develop their knowledge and skills.

Progression from the Level 4 Higher Apprenticeship in Recruitment

Higher apprentices, with support and opportunities in the workplace, can progress onto:

- higher education to undertake recruitment, management, business or other qualifications, including Degrees
- the Level 5 Higher Apprenticeship in Leadership and Management
- further employment opportunities within their current job role/alternative job roles
- a range of professional qualifications.

With additional training, higher apprentices may be able to progress in their careers into more senior recruitment roles, including management roles.

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

The Employee Rights and Responsibilities (ERR) component of the apprenticeship can be achieved through either:

1. Recorded professional discussion/presentation/project

2. A QCF ERR qualification/unit:

- The Level 2 Award in Employee Rights and Responsibilities (QCF) (for a full list of Awarding Bodies offering this qualification please see the Apprenticeship FAQ on our website www.skillscfa.org)
- Employee rights and responsibilities (L/506/1905)
- Understanding employment responsibilities and rights in health, social care or children and young people (R/602/2954)
- Understand employment responsibilities and rights (D/602/4769)
- Employment rights and responsibilities in the Facilities Management, Housing and Property sectors (QCF) (A/502/7524)
- Understanding employment rights and responsibilities in the energy and utility sector (QCF) (H/503/1468)
- Employment rights and responsibilities for new entrants into the Science, Engineering and Manufacturing sectors (QCF) (M/502/8282)
- Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF) (M/503/0646).

3. ERR Workbook

- the Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org) - The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

ERR National Outcomes

The ERR workbook, qualifications and units cover the learning outcomes listed below. An apprentice must achieve the standards of attainment set out below to achieve this element of the framework:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality

& Diversity training must be an integral part of the apprentice's learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

This apprenticeship framework provides an open, clear and fit-for-purpose entry route into the recruitment profession and supports recognised progression routes through the sector.

As the UK workforce and customer base becomes more diverse, the recruitment industry needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but an awareness of the potential for different and more creative approaches that diversity in general brings.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into recruitment. Entry conditions into this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the Apprenticeship to provide additional support and increase the chances of apprentices completing the framework. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Download guidance on the Equality Act here.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to this higher apprenticeship framework.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

N/A

Creative thinking

N/A

Independent enquiry

N/A

Reflective learning

N/A

Team working

N/A

Self management

N/A

Effective participation

N/A

Additional employer requirements

There are no additional employer requirements.

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