apprenticeship
FRAMEWORK

Recruitment (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=FR03640

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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

Recruitment (England)

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Framework summary

Recruitment

Intermediate Level Apprenticeship in Recruitment Resourcing

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Recruitment Resourcing

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Certificate in Recruitment Resourcing (QCF)

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Recruitment Resourcing (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Recruitment

Advanced Level Apprenticeship in Recruitment

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Recruitment

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Recruitment (QCF)

Knowledge qualifications available to this pathway:

K1 - Level 3 Certificate in Recruitment Practice (QCF)

K2 - Level 3 Certificate in Principles of Recruitment (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: 12	**This framework includes:**
Framework ID: FR03640	Level 2 Level 3
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. Advanced apprentices will work in job roles such as trainee recruitment consultants, junior recruitment consultants, resourcers or account representatives.

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.

The Recruitment Resourcing Intermediate pathway, which was added in June 2014, was proposed and developed by Skillsfirst, in partnership with Skills CFA and various key stakeholders.

Developer of this framework

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Revising a framework

Contact details

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

Why this framework is being revised

This framework was revised by Skills CFA in March 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

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

- remove qualifications from the framework.

Qualifications removed

- Pearson Level 2 NVQ Certificate in Recruitment Resourcing (QCF) (601/6047/0)
- Pearson Level 2 Certificate in Recruitment Resourcing (QCF) (601/6282/X)

Qualifications added

N/A

Qualifications that have been extended

N/A

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 an advanced 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 advanced 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.

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:

1. build a competent recruitment workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
2. tap into the skills and talents of a diverse population by providing flexible entry routes into a career in recruitment
3. equip individuals with the skills, knowledge and experience needed to undertake recruitment roles in a range of business settings
4. 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

There are no mandatory entry requirements for this apprenticeship framework. However 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 intermediate apprenticeships, for example in sales/telesales, marketing, customer service or business administration.

Apprentices who are undertaking the Recruitment Resourcing Intermediate Apprenticeship are unlikely to have prior recruitment experience. Alternatively, apprentices who are undertaking the Recruitment Advanced Apprenticeship are likely to have some prior experience in a target-focused role such as sales, marketing, customer service and/or recruitment, although this is not a formal requirement.

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 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Recruitment Resourcing

Pathways for this framework at level 2

Pathway 1:	Recruitment Resourcing

Level 2, Pathway 1: Recruitment Resourcing

Description of this pathway

Intermediate Level Apprenticeship in Recruitment Resourcing

Total minimum credit value for this pathway is **60** credits:

- Competence qualification - 28 credits;
- Knowledge qualification - 17 credits;
- Transferable skills - 15 credits (English, mathematics, ICT).

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 resourcer/In-house resourcer	Supporting the recruitment process, identifying client recruitment requirements, researching candidates, pre-selecting candidates, utilising social media networking and Client Relationship Management systems, building, developing, and maintaining relationships with both candidates and colleagues.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Recruitment Resourcing (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	601/3449/5	Skillsfirst	28	134-154	N/A
C1b	601/3507/4	Recruitment Employment Confederation	28	134-154	N/A
C1c	601/7920/X	Highfield Awarding Body for Compliance	28	132-142	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Recruitment Resourcing (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	601/3448/3	Skillsfirst	17	143	N/A
K1b	601/3508/6	Recruitment Employment Confederation	17	143	N/A
K1c	601/7919/3	Highfield Awarding Body for Compliance	17	155	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.

The knowledge qualifications (K1a - K1d) provide the required underpinning knowledge and understanding for the NVQ qualifications (C1a - C1d).

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
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	E	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	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
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	E	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	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.*

ICT

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	E	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	C	N/A
A' Level or AS Level qualification in ICT**	E	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)

ICT Transferrable Skill has been included within the apprenticeship based on industry feedback that ICT skills are essential for those working in the Recruitment Industry.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Recruitment Resourcing

Progression into this intermediate 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 will include having:

- QCF Awards, Certificates or Diplomas in areas such as sales/telesales, marketing, customer service or business administration
- undertaken a sector specific or related intermediate apprenticeship, such as a Business Administration Intermediate Apprenticeship
- a (14 – 19) Foundation or Higher Diploma
- GCSEs or A Levels.

Learners may also progress into the intermediate apprenticeship without prior qualifications.

Progression from the Intermediate Apprenticeship in Recruitment Resourcing

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

- the Level 3 Advanced Apprenticeship in Recruitment
- an advanced apprenticeship in areas such as business & administration and management & leadership
- the Level 4 Higher Apprenticeship in Recruitment
- the Level 5 Higher Apprenticeship in Human Resource Management
- further or higher education to undertake recruitment, business, sales, management or other qualifications, including Foundation Degrees
- a range of recruitment, sales, business, management and other undergraduate programmes
- a range of Professional Qualifications at level 3 and above.

With additional training, apprentices may be able to progress in their careers to roles such as junior recruitment consultant, account representative and senior recruitment consultant.

Employee rights and responsibilities

Delivery and assessment of ERR

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

1. 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 & 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

2. 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 the 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 following 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 andcareer
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.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Recruitment

Pathways for this framework at level 3

Pathway 1:	Recruitment

Level 3, Pathway 1: Recruitment

Description of this pathway

Advanced Level Apprenticeship in Recruitment

Total minimum credit value for this pathway is **82** credits:

- Competence qualification - 41 credits;
- Knowledge qualification - 26 credits;
- Transferable skills - 15 credits (English, mathematics, ICT).

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)
Trainee/Junior recruitment consultant	Identifying client recruitment requirements, pre-selecting candidates, assessing candidates, matching and presenting candidates to employers, attracting, briefing and supporting candidates, administering recruitment processes, developing working relationships with colleagues
Account representative	Identifying client recruitment requirements, pre-selecting candidates, assessing candidates, matching and presenting candidates to the client, attracting, briefing and supporting candidates, administering recruitment processes, developing working relationships with clients

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Recruitment (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/8562/9	Recruitment Employment Confederation	41	188-260	N/A
C1b	600/8282/3	Skillsfirst	41	188-260	N/A
C1c	601/4498/1	Future (Awards and Qualifications) Ltd	41	188-260	N/A
C1d	601/6188/7	Pearson Education Ltd	41	188-255	N/A
C1e	601/7922/3	Highfield Awarding Body for Compliance	41	188-255	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Recruitment Practice (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/8386/4	Recruitment Employment Confederation	26	100	N/A
K1b	601/6283/1	Pearson Education Ltd	26	100	N/A
K1c	600/8281/1	Skillsfirst	26	100	N/A

Knowledge qualifications available to this pathway (cont.)

K2 - Level 3 Certificate in Principles of Recruitment (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K2a	601/4497/X	Future (Awards and Qualifications) Ltd	26	100	N/A
K2b	601/7921/1	Highfield Awarding Body for Compliance	26	100	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
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	C	N/A
A' Level or AS Level qualification in English Language**	E	N/A
A' Level or AS Level qualification in English Literature**	E	N/A
A' Level or AS Level qualification in English Language and Literature**	E	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
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	C	N/A
A' Level or AS Level qualification in Mathematics**	E	N/A
A' Level or AS Level qualification in Pure Mathematics**	E	N/A
A' Level or AS Level qualification in Further Mathematics**	E	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.*

ICT

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	C	N/A
A' Level or AS Level qualification in ICT**	E	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)

ICT Transferrable Skill has been included within the apprenticeship based on industry feedback that ICT skills are essential for those working in the Recruitment Industry.

Progression routes into and from this pathway

Progression routes into the Advanced Apprenticeship in Recruitment

Progression into this advanced 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 will include having achieved:

- an intermediate apprenticeship in areas such as 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
- a (14 - 19) Foundation or Higher Diploma
- GCSEs or A Levels.

Learners may also progress into the advanced apprenticeship without prior qualifications.

Most learners progressing into the recruitment advanced apprenticeship have some prior experience in a target-focused role such as sales, marketing, customer service and/or recruitment, although this is not a formal requirement.

Progression routes from the Advanced Apprenticeship in Recruitment

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

- the Level 4 Higher Apprenticeship in Recruitment
- a higher apprenticeship in areas such as business and professional administration, management and leadership, and human resource management
- further or higher education to undertake recruitment, business, sales, management or other qualifications, including Foundation Degrees
- a range of recruitment, sales, business, management and other undergraduate programmes
- a range of Professional Qualifications at level 4 and above.

With additional training, advanced apprentices may be able to progress in their careers to more senior recruitment roles including Lead/Senior/Principal Consultant or Account Manager.

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Delivery and assessment of ERR

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

1. 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)

2. 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 the 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 following 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 the 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

Level 2 Recruitment Resourcing Intermediate Apprenticeship

The minimum Guided Learning Hours (GLH) for the Recruitment Resourcing Intermediate Apprenticeship is 432 hours. It is expected that the Apprenticeship will last a minimum of 12 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme from August 2012.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the Higher Apprenticeship takes, the minimum 432 hours of Guided Learning must be met.

Level 3 Recruitment Advanced Apprenticeship

The minimum Guided Learning Hours (GLH) for the Recruitment Advanced Apprenticeship is 443 hours. It is expected that the Apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where documented evidence of accredited or recognised prior learning is provided, learners aged 19+ must still spend a minimum of six months on this apprenticeship.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, A minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the apprenticeship takes, the minimum 443 hours of Guided Learning must be met.

Guided Learning Hours can be attached to both the accredited and un-accredited parts of the apprenticeship, and will include, for example, inductions, the ERR workbook, reviews, training,

the qualifications, career discussions, Personal Learning and Thinking Skills (PLTS), Functional Skills and any other activities which help the apprentice gather the required skills and underpinning knowledge needed within their job role.

It is recommended that a plan is developed at the outset of the apprenticeship programme to determine how the Guided Learning Hours requirements will be met.

Minimum off-the-job guided learning hours

Level 2 Recruitment Resourcing Intermediate Apprenticeship

The total off-the-job Guided Learning for the Recruitment Resourcing Intermediate Apprenticeship is 208 hours, made up as follows:

- 45 hours for Functional Skills (15 hours per Functional Skill)
- 143 hours (minimum) for the knowledge based qualification
- 20 hours for activities including initial assessments, inductions, ERR and PLTS etc.

Level 3 Recruitment Advanced Apprenticeship

The total off-the-job Guided Learning Hours for the Recruitment Advanced Apprenticeship is 165 hours, made up as follows:

- 45 hours for Functional Skills (15 hours per Functional Skill)
- 100 hours (minimum) for the knowledge based qualification
- 20 hours for activities including inductions, ERR workbook and Personal Learning and Thinking Skills.

How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and group teaching
- coaching
- distance learning
- e-learning
- feedback and assessment
- guided study
- learning with peers/networked or collaborative learning
- mentoring.

Off-the-job Guided Learning Hours must:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- Be delivered during contracted working hours.

Evidence of off-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

It should be noted that the Guided Learning Hours attached to the Functional skills qualifications are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each Functional Skill, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Minimum on-the-job guided learning hours

Level 2 Recruitment Resourcing Intermediate Apprenticeship

The total on-the-job Guided Learning for the Recruitment Resourcing Intermediate Apprenticeship is 224 hours, made up as follows:

- 90 hours for Functional Skills (30 hours per Functional Skill)
- 134 hours (minimum) for the competence based qualification.

Level 3 Recruitment Advanced Apprenticeship

The total on-the-job Guided Learning Hours for the Recruitment Advanced Apprenticeship is 278 hours, made up as follows:

- 90 hours for Functional skills (30 hours per Functional Skill)
- 188 hours (minimum) for the competence based qualification.

How this requirement will be met

On-the-job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide

opportunities to learn, develop and practice skills.

On-the-job Guided Learning Hours must:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- Be delivered during contracted working hours.

Evidence of on-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

It should be noted that the Guided Learning Hours attached to the Functional Skills qualifications are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each Functional Skill, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements.

The PLTS must be integrated into the apprenticeship programme either within the competence and knowledge qualifications themselves, or within other areas of the programme, such as the ERR workbook, Functional Skills, or through the general activities performed by the apprentice in the course of their job role or apprenticeship.

For the Level 2 Intermediate Apprenticeship in Recruitment Resourcing the PLTS have been mapped to the mandatory units of the competence qualification to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website.

There is significant coverage of PLTS throughout the Level 2 NVQ Certificate in Recruitment Resourcing, but where the mapping shows PLTS are not fully covered, the PLTS must be integrated into the apprenticeship programme.

A Guide for Practitioners has been developed by Skills CFA to provide additional information on how to integrate the achievement of all 6 PLTS, which is available from the Skills CFA website (www.skillscfa.org). The guide focuses on the importance of introducing PLTS during induction so that apprentices can learn to recognise for themselves when and how the PLTS are being demonstrated. The guide also includes an example of how the PLTS can be mapped to a sample of optional units.

As achievement of PLTS can be marked in a tick box when claiming Apprenticeship completion certification, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org