



END-POINT ASSESSMENT GUIDE

VTCT Skills Level 3 End-point Assessment for ST1421 – Recruiter v1.0



Please note, the contents of this booklet are subject to change at any time due to regulatory requirements. Therefore, it is imperative for the user of this document to verify they are in fact using the most up to date version.

This can be done by checking it matches the version published on epaPRO, VTCT Skills online End-point Assessment booking platform.

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VTCT Skills Level 3 End-point Assessment for ST1421 – Recruiter v1.0

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VTCT Skills Level 3 End-point Assessment for ST1421 – Recruiter v1.0

Purpose

This End-point Assessment guidebook outlines the format and the requirements of the End-point Assessment for the Recruiter v1.0 Standard.

Prior to the End-point Assessment period, a full-time apprentice will typically spend 18 months on-programme (before the gateway) to complete the criteria included within the occupational standard.

All apprentices must spend a minimum of 12 months on-programme. Once the on-programme requirements have been met, the Apprentice can proceed through the gateway stage to the End-point Assessment period.

The End-point Assessment will consist of two assessment methods: Presentation with questions and Professional discussion underpinned by a portfolio of evidence.

Apprenticeship Standard Summary

On-programme Stage (a minimum of 18 months):

- The Apprentice receives training to develop the Knowledge, Skills and Behaviours (KSBs) of the occupational standard
- Training towards English and maths qualifications in line with the apprenticeship funding rules
- The Apprentice must produce a portfolio of evidence

End-point Assessment Gateway Stage:

The employer must confirm that the Apprentice;

- is working at or above the occupational standard as a Recruiter
- has the evidence required to pass the gateway and is ready to take the End-point Assessment

The Apprentice must achieve English and maths qualifications in line with the apprenticeship funding rules.

Apprentices must submit the following;

- a portfolio of evidence to underpin the professional discussion

End-point Assessment Stage (typically three months):

Assessment Method 1: Presentation with questions

- Fail
- Pass
- Distinction

Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

- Fail
- Pass
- Distinction

Overall End-point Assessment and Apprenticeship can be Graded:

- Fail
- Pass
- Distinction

Re-sits and re-takes:

- Re-take and re-sit grade cap: Pass
- Re-sit timeframe: typically two months
- Re-take timeframe: typically three months

Recruiter

Apprenticeship Standard

Occupational Profile

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.

The broad purpose of the occupation is to manage resourcing activities that drive the recruitment of candidates and matching 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 transferable 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.

Typically, recruiters work independently, either leading on a whole recruitment project or on some elements of recruitment within a wider project, but they will also work with and support the wider team on other duties. Typically, they will be mainly desk-based, although travel to meetings, events and training is routinely part of the role.

Typical job roles on completion of the Recruiter Apprenticeship Standard:

- In-house Recruiter
- Recruitment Consultant
- Recruitment Resourcer
- Recruitment Specialist
- Talent Acquisition Partner

Occupational Duties for Recruiter

| Duty | Knowledge, Skills and Behaviours Covered |
|---|--|
| Duty 1 – Identify recruitment opportunities by analysing and confirming stakeholder requirements to create job descriptions and person specifications. | K1 K3 K4 K5 K7 K11 K12 K14 K15 S1 S2 S3 S4 S5 S7 S8 S11 S12 S13 S15 S21 B1 B2 B3 B4 B5 |
| Duty 2 – Create job adverts and marketing plans to advertise and promote vacancies. | K1 K3 K4 K5 K7 K10 K11 K12 K13 K15 K23 K24 S1 S2 S3 S4 S5 S15 S16 S17 S18 S19 S21 B1 B2 B3 B4 B5 |
| Duty 3 – Research and identify potential candidates that match role and vacancy requirements. | K1 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K18 K19 K22 K23 K24 K25 S1 S2 S4 S5 S7 S9 S15 S18 S20 S22 B1 B2 B3 B4 B5 |
| Duty 4 – Contact potential candidates to qualify for current or future vacancies. | K1 K3 K4 K5 K7 K8 K9 K10 K11 K12 K14 K16 K17 K18 K21 K22 K23 K24 S1 S2 S3 S4 S7 S9 S10 S12 S13 S15 S16 B1 B2 B3 B4 B5 |
| Duty 5 – Create candidate profiles with CVs to share with the hiring manager. | K4 K5 K6 K12 K14 K17 K20 K22 K24 S1 S3 S4 S7 S8 S10 S11 S14 S15 S16 B1 B2 B3 B4 B5 |
| Duty 6 – Collate and communicate feedback on all candidates. | K4 K12 K16 K17 K18 K22 K23 K24 K25 S3 S4 S7 S9 S10 S12 S13 S15 S16 S22 B1 B2 B3 B4 B5 |
| Duty 7 – Manage and facilitate the selection process in line with the organisation's preferences. | K2 K4 K5 K9 K10 K12 K14 K16 K18 K20 K22 K23 K24 K25 S1 S2 S3 S4 S5 S7 S8 S9 S10 S11 S12 S14 S15 S16 S17 S18 S20 S21 S22 B1 B2 B3 B4 B5 |
| Duty 8 – Manage and facilitate successful candidates through to start date. | K4 K7 K12 K14 K17 K18 K20 K21 K22 K23 K25 S1 S2 S3 S4 S5 S7 S8 S9 S10 S11 S12 S14 S15 S16 S17 S18 S20 S21 S22 B1 B2 B3 B4 B5 |
| Duty 9 – Support the onboarding and administration process of new starts. | K1 K3 K4 K7 K12 K17 K18 K25 S1 S10 S12 S13 S14 S15 S16 S18 S22 B1 B2 B3 B4 B5 |
| Duty 10 – Manage stakeholder engagement to ensure a pipeline of future work. | K1 K2 K3 K4 K5 K6 K7 K8 K11 K12 K13 K14 K15 K16 K17 K19 K20 K23 S1 S2 S3 S4 S5 S6 S7 S9 S10 S12 S13 S15 S17 S20 S21 S22 B1 B2 B3 B4 B5 |
| Duty 11 – Manage recruitment systems and data to ensure compliance with regulations and legislation. | K1 K3 K4 K6 K7 K11 K12 K13 K19 K23 K24 S2 S4 S12 S13 S15 S17 S18 S19 B1 B2 B3 B4 B5 |
| Duty 12 – Contribute to the resource strategy through managing the implementation of agreed metrics and delivering the organisation requirements. | K1 K2 K3 K4 K5 K6 K7 K8 K10 K11 K12 K13 K14 K15 K17 K19 K20 K21 K22 K23 K24 S1 S2 S3 S4 S5 S7 S8 S9 S10 S11 S12 S14 S15 S16 S17 S18 S20 S21 B1 B2 B3 B4 B5 |

The Gateway Stage

To be eligible for the End-point Assessment Stage of the End-point Assessment, the Apprentice must meet the following gateway requirements:

- A full time apprentice will typically spend 18 months on-programme. All apprentices must spend a minimum of 12 months on-programme
- Complete the on-programme stage of the Level 2 Recruiter Apprenticeship Standard and consistently work at or above the level of the occupational standard
- Submit a portfolio of evidence which will underpin the professional discussion
- Achieve English and maths qualifications in line with the apprenticeship funding rules

In addition to this, the Apprentice's employer must formally sign off that they are satisfied that the Apprentice is consistently working at or above the level set out in the Recruiter Occupational Standard, and that the Apprentice is deemed to have achieved occupational competence, before the gateway process can be implemented. The Apprentice must also confirm that they feel ready to move on to their End-point Assessment. Both the employer and training provider have a shared responsibility to decide whether the Apprentice has demonstrated the Knowledge, Skills and Behaviours required to be competent in their job role.

When making this decision, the employer may take advice from the Apprentice's training provider(s); however, the decision must ultimately be made solely by the Apprentice's employer. It is important to refer back to the assessment plan when approaching gateway in order to check that the Apprentice is able to demonstrate all of the required Knowledge, Skills and Behaviours and can do so in a live End-point Assessment.

A copy of the standard can be located through the following link: <https://www.instituteforapprenticeships.org/Apprenticeship-standards>

Assessment Method 1: Presentation with questions

There are no specific requirements at the gateway stage to upload evidence for this assessment method.

Assessment Method 2: Professional discussion underpinned by a portfolio of evidence

For the professional discussion, the Apprentice will be required to submit a portfolio of evidence, which should be compiled during the on-programme period of the Apprenticeship. Evidence must be mapped against the KSBs set out in the professional discussion assessment method.

- The portfolio of evidence will typically contain 15 discrete pieces of evidence
- One piece of evidence can be mapped against more than one Knowledge, Skill or Behavioural requirement
- The portfolio of evidence can be in any format, as long as it is legible and can be uploaded electronically to epaPRO
- A 'Declaration of Authenticity form' must be signed by the Apprentice, the training provider and the employer. This form should be uploaded alongside the portfolio of evidence
- The portfolio of evidence must be submitted to VTCT Skills at the gateway stage
- A completed 'Portfolio of Evidence Mapping Document' is required to be uploaded alongside the portfolio of evidence

Scheduling

Registering an Apprentice for End-point Assessment

Providers/employers can register the Apprentice(s) for End-point Assessment via epaPRO. Apprentices can be registered at any time during their Apprenticeship at no additional upfront cost. Providers/employers will require the Apprentice's:

- Unique Learner Number (ULN)
- Name
- Date of birth

Further information on registering the Apprentices will be supplied once VTCT Skills has received the signed End-point Assessment Organisation (EPAO) agreement.

Scheduling an Apprentice for End-point Assessment

Providers must confirm that the Apprentice has completed all of the mandated components of the standard via the 'Apprentice checklist' on the booking platform:

- End-point Assessment bookings must be made a minimum of 20 working days in advance of the desired assessment date(s) or within the standard requirement
- Providers/employers will need to indicate preferred dates of assessment on epaPRO
- The End-point Assessment team will seek to match an Independent Assessor to the request
- The End-point Assessment team will formally confirm the booking by email and via epaPRO

Reasonable Adjustments

It is the responsibility of the provider/employers to apply for reasonable adjustments/access arrangements on behalf of the Apprentice prior to the End-point Assessment taking place. For more information on reasonable adjustments, please refer to the 'VTCT Skills Reasonable Adjustments and Special Considerations Policy'. This policy can be accessed on the epaPRO system.

Remote End-point Assessments

Remote End-point Assessments can be conducted via a video conferencing platform. The Apprentice will receive an automated email containing a link to their video conferencing platform within 72 hours of the assessment being booked. The Apprentice will need this link to enter the video conferencing platform and complete their assessment.

Planning End-point Assessment Dates

Prior to the End-point Assessment taking place, providers/employers will receive automated emails with:

- Confirmed start time and expected duration of the assessments
- Access to all relevant systems and resources

ID Requirements

VTCT Skills will verify the identity of the Apprentice before they undertake the assessment. All employers are therefore required to ensure that each apprentice has photographic identification with them on the day of assessment.

VTCT Skills will accept the following as proof of identity:

- A valid passport
- A signed UK photo card driving licence
- Employee ID card or travel card

The Independent Assessor will certify that they have seen valid identification before proceeding with an End-point Assessment and confirm the correct spelling of the Apprentice's name in readiness for certification.

Appeals

Any appeals in relation to the outcome of the End-point Assessment will be managed by VTCT Skills whose decision is final.

Cancellation

Under some circumstances, it may be necessary to cancel an End-point Assessment. Should this happen, providers/employers must contact the End-point Assessment team immediately. Please note that if a cancellation occurs within 10 working days of the assessment taking place, there will be a cancellation charge applied in line with VTCT Skills 'Cancellation Policy'.

If the customer cancels the End-point Assessment:

- Prior to the date of the End-point Assessment, the customer must inform VTCT Skills by email (epa@vtctskills.org.uk)
- On the day of the End-point Assessment, the customer must inform VTCT Skills by telephone (0121 270 5100)

Cancellation of an End-point Assessment within 10 working days prior to the assessment taking place will incur the **full cost** of the End-point Assessment. For further details, the cancellation policy is available on the booking platform or on VTCT Skills website.

Should the Apprentice wish to re-sit later, a new booking form should be made on epaPRO.

Overview of the End-point Assessment Period

Once the Apprentice has submitted their evidence at the End-point Assessment gateway stage, they will then enter the End-point Assessment period.

Please note:

A maximum of one apprentice can be assessed at any one time by the Independent Assessor during assessment method 1 & 2.

The Recruiter End-point Assessment consists of two assessment methods:

| Assessment Method | Assessed by | Overall Grading |
|---|----------------------|------------------------|
| Assessment Method 1: Presentation with questions | Independent Assessor | Fail/Pass/Distinction |
| Assessment Method 2: Professional discussion underpinned by a portfolio of evidence | Independent Assessor | Fail/Pass/Distinction |

Length of End-point Assessment Period

The End-point Assessment will be completed within a period lasting typically three months, beginning when VTCT Skills has confirmed that all the gateway requirements have been met by the Apprentice.

If an End-point Assessment method is not achieved, the failed assessment method should be re-sat or re-taken within the End-point Assessment period, and in accordance with the requirements outlined in the 'Recruiter Assessment Plan'.

Order of Assessment Methods

The assessment methods for the End-point Assessment can be completed in any order.

The result of one assessment method does not need to be known before starting the next.

How the End-point Assessment is Graded

The overall grade for the End-point Assessment will be based on the grades achieved in the two assessment methods.

All End-point Assessment methods must be passed for the End-point Assessment to be achieved overall.

**Assessment Method 1:
Presentation with questions**

The presentation with questions will be graded a Fail/Pass/Distinction against the grading criteria.

**Assessment Method 2:
Professional discussion underpinned
by a portfolio of evidence**

The professional discussion underpinned by a portfolio of evidence will be graded a Fail/Pass/Distinction against the grading criteria.

The grades from each individual assessment method are combined to determine the overall grade. If the Apprentice fails one or more assessment methods, they will be awarded an overall **End-point Assessment Fail**.

To achieve an overall **End-point Assessment Pass**, the Apprentice should achieve at least a Pass in both the assessment methods.

To achieve an overall **End-point Assessment Distinction**, the Apprentice must achieve a Distinction in both assessment methods.

Overall Grading

Performance in the End-point Assessment determines the overall apprenticeship grade of:

- Fail
- Pass
- Distinction

Grades from the individual assessment methods will be combined in the following way to determine the overall grade of the End-point Assessment:

| Presentation with Questions | Professional Discussion Underpinned by a Portfolio of Evidence | Overall Grading |
|-----------------------------|--|-----------------|
| Fail | Fail | Fail |
| Fail | Pass | Fail |
| Pass | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Pass |
| Distinction | Pass | Pass |
| Distinction | Distinction | Distinction |

Assessment Method 1

Presentation with Questions

The Apprentice will prepare and deliver a presentation to the Independent Assessor based on a set topic. The purpose of the presentation is to allow the Apprentice to demonstrate their competence against the grading descriptors.

The presentation must cover a summary of their role as a Recruiter, and what they do and how this is relevant to their role and the organisation. It should focus on how they tackle current topics and will cover all Knowledge, Skills and Behaviours (KSBs) assigned to this assessment method.

The Independent Assessor will ask questions following the presentation to assess KSBs not evidenced through the presentation and/or depth of understanding to assess performance against the Pass and Distinction criteria.

Delivery

Following a discussion with the employer, the Apprentice will be given their presentation subject post gateway by VTCT Skills.

The presentation will be based on one of the following topics:

- Effectively managing stakeholder relationships during a challenging recruitment campaign
- Utilising technology and software tools to support a 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, VTCT Skills 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.

VTCT Skills will take 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 should also cover the following themes:

- Recruitment processes
- Stakeholder engagement and management
- Organisational strategy
- Technology and software

The Apprentice will have up to six weeks to complete their presentation and any supporting materials and they must submit any presentation materials to VTCT Skills by the end of week seven of the End-point Assessment period. The Apprentice must notify VTCT Skills, at that point, of any technical requirements for the presentation.

The Independent Assessor must have at least two weeks to review any presentation materials, before the presentation is delivered by the Apprentice, to allow them to prepare questions. VTCT Skills will give the Apprentice at least two weeks' notice of the presentation assessment.

The presentation and questions must last **50 minutes**. This will typically include a presentation of 20 minutes and questioning lasting 30 minutes. The Independent Assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the Apprentice to complete their last point or respond to a question if necessary.

During the presentation, the Apprentice must have access to (if required):

- Audio-visual presentation equipment
- Flip chart and writing and drawing materials
- A computer

Following the presentation, the Independent Assessor will ask a minimum of **five questions**. Follow up questions are allowed where clarification is required.

The Apprentice may choose to end the assessment method early. The Apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Independent Assessor or VTCT Skills must ensure the Apprentice is fully aware of all assessment requirements. The Independent Assessor or VTCT Skills cannot suggest or choose to end any assessment methods early (unless in an emergency).

VTCT Skills is responsible for ensuring the Apprentice understands the implications of ending an assessment early if they choose to do so. The Independent Assessor may suggest the assessment continues. The Independent Assessor must document the Apprentice's request to end any assessment early.

Venue

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

Knowledge, Skills and Behaviours

The End-point Assessment presentation with questions will cover the following Knowledge, Skills and Behaviours:

Knowledge

| Reference | Knowledge Criteria |
|------------|--|
| K1 | Types of stakeholders, including candidates, clients, internal teams and colleagues. |
| K4 | Recruitment processes, techniques, and stages of the recruitment lifecycle. |
| K10 | Candidate sourcing techniques, including how to research, identify and attract candidates using methods to satisfy job requirements. |
| K12 | How to create and manage recruitment campaigns to meet stakeholder requirements. |
| 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. |
| K14 | How to develop, maintain and improve relationships with stakeholders. |
| K18 | Managing and supporting candidates through the recruitment lifecycle, including onboarding, providing advice and aftercare. |
| K19 | Technology and software tools used to support recruitment management activities, for example, Artificial Intelligence (AI). |
| 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. |

Skills

| Reference | Skills Criteria |
|------------|--|
| S2 | Source vacancies in line with stakeholder requirements and organisational policies and procedures. |
| S3 | Manage and maintain stakeholder relationships and their role within the recruitment process. |
| 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. |
| S10 | Manage the recruitment and selection process for candidates, including those who require reasonable adjustments. |
| 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. |
| S15 | Use technology and software tools to manage information, ensuring compliance with organisation and legislation requirements. |
| 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. |
| S21 | Manage resources within budget requirements. |

Behaviours

| Reference | Behaviours Criteria |
|-----------|---|
| B3 | Takes accountability and ownership of their tasks and workload. |
| B4 | Seeks learning opportunities and continuous professional development. |

Presentation with Questions

Pass Criteria

The Apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements set out for the presentation with questions and all the criteria below:

| Theme – Recruitment processes | | |
|---|------|------|
| Grading Criteria | Fail | Pass |
| 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) | | |
| 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) | | |
| 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) | | |

| Theme – Stakeholder engagement and management | | |
|---|------|------|
| Grading Criteria | Fail | Pass |
| 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) | | |

Theme – Organisational strategy

| Grading Criteria | Fail | Pass |
|---|------|------|
| 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) | | |
| 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) | | |

Theme – Technology and software

| Grading Criteria | Fail | Pass |
|---|------|------|
| Explains how they ensure compliance with organisation and legislation requirements when using technology and software tools to manage information and recruitment activities. (K19 S15) | | |

Presentation with Questions

Distinction Criteria

The Apprentice will achieve a Distinction grade in the presentation with questions if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

| Theme – Recruitment processes | |
|---|-------------|
| Grading Criteria | Distinction |
| 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) | |
| Evaluates the effectiveness of candidate sourcing techniques and tools used by their organisation in attracting candidates when sourcing vacancies. (K10 K13 S2 S6) | |

| Theme – Stakeholder engagement and management | |
|---|-------------|
| Grading Criteria | Distinction |
| 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) | |

| Theme – Organisational strategy | |
|--|-------------|
| Grading Criteria | Distinction |
| Evaluates the extent to which their planning and prioritising of activities and management of resources has increased talent and client pipelines. (K21 K22 S21) | |

Assessment Method **2**

Professional Discussion Underpinned by a Portfolio of Evidence

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

Delivery

The professional discussion will be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An Independent Assessor will conduct and assess the professional discussion. The purpose is to assess the Apprentice's competence against the following themes:

- Stakeholder engagement and management
- Recruitment market and models
- Organisational strategy
- Policy, regulations, and legislation
- Recruitment processes

VTCT Skills will give an apprentice two weeks' notice of the date of the professional discussion. The Independent Assessor will require at least two weeks to review the supporting documentation.

The Apprentice must have access to their portfolio of evidence during the professional discussion. The Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion will 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 will ask **at least six questions**. Follow-up questions are allowed where clarification is required.

The Apprentice may choose to end the assessment method early. The Apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The Independent Assessor or VTCT Skills must ensure the Apprentice is fully aware of all assessment requirements. The Independent Assessor or VTCT Skills cannot suggest or choose to end any assessment methods early (unless in an emergency). VTCT Skills is responsible for ensuring the Apprentice understands the implications of ending an assessment early if they choose to do so. The Independent Assessor may suggest the assessment continues. The Independent Assessor must document the Apprentice's request to end any assessment early.

Venue

The End-point Assessment professional discussion underpinned by a portfolio of evidence must take place in a suitable venue selected by VTCT Skills for example, the employer's premises. The professional discussion can also be conducted by video conferencing. The professional discussion must take place in a quiet room, free from distractions and influence.

Knowledge, Skills and Behaviours

The End-point Assessment professional discussion underpinned by a portfolio of evidence will cover the following Knowledge, Skills and Behaviours:

Knowledge

| Reference | Knowledge Criteria |
|------------|--|
| K2 | Different types of recruitment organisation, including their own organisation's brand and service offering. |
| K3 | Stakeholder requirements, for example consultation, salary benchmarking, market trends analysis, competitor analysis, sourcing candidates and or job roles. |
| K5 | Recruitment models, including permanent, temporary, fixed term, Managed Service Provider (MSP) contracts, and Recruitment Process Outsourcing (RPO) contracts. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| K20 | The organisation's resource strategy and goals, and how this impacts their role. |
| K24 | Principles and policies of equity, diversity and inclusion in the workplace, and their impact on the organisation and recruitment activities. |
| K25 | The complaint handling process for their organisation. |

Skills

| Reference | Skills Criteria |
|------------|--|
| S1 | Identify, progress, and convert leads into new candidates, placements, or clients. |
| S4 | Interpret and apply regulation and legislation, share best practice, and advise stakeholders on their application. |
| 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 stages of the recruitment process, including those that have been unsuccessful. |
| S11 | Communicate information through different media, for example, face-to-face or online meetings, emails, reports, and presentations. |
| S14 | Place candidates into roles that match their skills and stakeholder requirements. |
| S16 | Challenge poor practice and non-compliance with the recruitment process and escalate where appropriate. |
| S17 | Identify future changes in the sector that may impact the organisation, for example technology advances. |
| S18 | Interpret policies to support and promote the delivery of equity, diversity, and inclusion in the workplace, and monitor their impact on recruitment activities. |
| S20 | Identify and maximise opportunities to support the organisation's business strategy, for example, growing client or candidate pipelines. |
| S22 | Respond to stakeholder complaints and escalate where appropriate. |

Behaviours

| Reference | Behaviours Criteria |
|-----------|--|
| B1 | Acts professionally, ethically and with integrity. |
| B2 | Supports an inclusive culture, treating colleagues, candidates, and external stakeholders fairly and with respect. |
| B5 | Works flexibly and adapts to changing circumstances. |

Professional Discussion Underpinned by a Portfolio of Evidence

Pass Criteria

The Apprentice will achieve a Pass grade if they provide evidence to meet all the Knowledge, Skills and Behaviour requirements set out for the Professional discussion underpinned by a portfolio of evidence and all the criteria below:

| Theme – Stakeholder engagement and management | | |
|--|------|------|
| Grading Criteria | Fail | Pass |
| Outlines the negotiating and influencing techniques they use to help support stakeholder requirements, including sales and marketing activities. (K3 K15 K16) | | |
| Explains the different methods and media they use to facilitate understanding when communicating information and interacting with candidates and other stakeholders. (K17 S11) | | |
| 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) | | |

| Theme – Recruitment market and models | | |
|--|------|------|
| Grading Criteria | Fail | Pass |
| 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) | | |

| Theme – Organisational strategy | | |
|--|------|------|
| Grading Criteria | Fail | Pass |
| 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) | | |
| Explains the external influences on the recruitment market and how they identify future changes in the sector that may impact the organisation. (K7 S17) | | |

Theme – Policy, regulations and legislation

| Grading Criteria | Fail | Pass |
|--|------|------|
| 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) | | |
| 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) | | |

Theme – Recruitment processes

| Grading Criteria | Fail | Pass |
|---|------|------|
| 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) | | |
| 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) | | |

Professional Discussion Underpinned by a Portfolio of Evidence

Distinction Criteria

The Apprentice will achieve a Distinction grade in the Professional discussion underpinned by a portfolio of evidence if they provide evidence to meet all the Pass criteria and all the Distinction criteria below:

| Theme – Stakeholder engagement and management | |
|--|-------------|
| Grading Criteria | Distinction |
| Evaluates the extent to which their negotiating and influencing techniques have helped to support stakeholder requirements, including sales and marketing activities. (K3 K15 K16) | |
| Justifies the methods and media they have used to communicate and interact with stakeholders and candidates, suggesting improvements to facilitate understanding. (K17 S11) | |

| Theme – Organisational strategy | |
|--|-------------|
| Grading Criteria | Distinction |
| Evaluates the extent to which they have maximised opportunities to support the organisations business strategy. (K8 K20 S20) | |

| Theme – Policy, regulations and legislation | |
|---|-------------|
| Grading Criteria | Distinction |
| 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) | |

| Theme – Recruitment processes | |
|--|-------------|
| Grading Criteria | Distinction |
| 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) | |
| Justifies the methods they have used to process, review, and progress candidate applications when shortlisting for stakeholders. (K9 S7 S8 S9) | |

Re-sits and Re-takes

An apprentice who fails one or more assessment method(s) can take a re-sit or a re-take at their employer's discretion. The Apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

An apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and VTCT Skills will agree on the timescale for a re-sit or re-take. A re-sit is typically taken within two months of the End-point Assessment outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within three months of the End-point Assessment outcome notification.

If the Apprentice fails the presentation with questions assessment method, they will be given a new subject to present on.

Failed assessment methods must be re-sat or re-taken within a six month period from the End-point Assessment outcome notification, otherwise the entire End-point Assessment will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from a Pass to a higher grade.

An apprentice will only receive an End-point Assessment grade of a Pass for a re-sit or re-take, unless VTCT Skills determines there are exceptional circumstances.



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