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Qualification Specification

Highfield Level 4 Diploma in Principles of Recruitment Practice (RQF)

Qualification Number: 601/7924/7

Version 1.1 September 2019

Contents

| | |
|---|----|
| Introduction..... | 3 |
| Qualification regulation and support | 3 |
| Key facts | 3 |
| Qualification overview and objective | 3 |
| Entry requirements | 3 |
| Geographical coverage | 3 |
| Guidance on delivery..... | 4 |
| Guidance on assessment | 4 |
| Guidance on quality assurance | 4 |
| Recognition of prior learning (RPL)..... | 4 |
| Assessor requirements | 4 |
| Internal quality assurance (IQA) requirements | 4 |
| Countersigning strategy..... | 5 |
| Mapping to National Occupational Standards (NOS)..... | 5 |
| Reasonable adjustments and special considerations | 5 |
| ID requirements | 5 |
| Progression opportunities | 5 |
| Additional support/training..... | 6 |
| Appendix 1: Qualification structure | 7 |
| Appendix 2: Qualification content..... | 8 |
| Appendix 3: Sample assessment material..... | 22 |

Highfield Level 4 Diploma in Principles of Recruitment Practice (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager

Qualification regulation and support

The Highfield Level 4 Diploma in Principles of Recruitment Practice (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual and CCEA regulation. The qualification is also regulated by Qualifications Wales.

The qualification is also supported by Skills CFA, the sector skills council promoting skills and qualifications in the workplace across the UK for a whole range of business skills, including Recruitment.

Key facts

| | |
|--|-----------------------|
| Qualification number: | 601/7924/7 |
| Learning aim reference: | 60179247 |
| Credit value: | 44 |
| Assessment method: | Portfolio of Evidence |
| Guided learning hours (GLH): | 135 |
| Total qualification time (TQT): | 440 |

Qualification overview and objective

The objective of the qualification is to prepare learners for employment in recruitment.

This qualification is designed for those learners wishing to gain a nationally recognised qualification in recruitment resourcing. 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. Completion of this qualification could also lead to employment in a variety of job roles including account manager, consultant or senior lead or principal consultant.

It forms the knowledge component of the Higher Apprenticeship in Recruitment.

Entry requirements

To register on to this qualification, learners are required to meet the following entry requirements:

- 18 years of age or above; and
- it is advised that learners have a minimum of Level 3 literacy and numeracy.

Geographical coverage

This qualification is suitable for delivery in England, Wales and Northern Ireland.

Guidance on delivery

The total qualification time for this qualification is 440 hours and of this 135 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on assessment

This qualification is assessed by portfolio of evidence which will be internally quality assured by the centre. All assessment criteria within the units must be met and assessed in line with the Skills CFA assessment strategy.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Guidance on quality assurance

Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Recognition of prior learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment. For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield Qualifications website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Assessor requirements

Highfield requires nominated assessors for this qualification to meet the following:

- Hold a subject area qualification relevant to the recruitment sector and/or have sufficient occupational experience within the recruitment sector relevant to the level they are assessing
 - hold or be working towards a recognised assessing qualification, which could include any of the following:
 - A1 Assessor Award or Level 3 Certificate in Assessing Vocational Achievement
 - maintain appropriate continued professional development for the subject area
-

Internal quality assurance (IQA) requirements

Highfield requires internal quality assurers for this qualification to meet the following:

- Hold a subject area qualification relevant to the recruitment sector and/or have sufficient occupational experience within the recruitment sector relevant to the level they are quality assuring
 - hold or be working towards a recognised internal quality assurance qualification, which could include any of the following:
-

- V1 Award or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - maintain appropriate continued professional development for the subject area
-

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Mapping to National Occupational Standards (NOS)

This qualification maps to the recruitment National Occupational Standards (NOS).

Reasonable adjustments and special considerations

Highfield has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

Upon successful completion of this qualification, learners may wish to continue their development via the completion of any of the following signposted qualifications/training:

- Level 4 NVQ Diploma in Recruitment
 - Level 5 Higher Apprenticeship in Leadership and Management
 - Higher education to undertake recruitment, management, business or other qualifications, including Degrees
 - Further employment opportunities within their current job role/alternative job roles
 - A range of professional qualifications.
-

Additional support/training

The National Counter Terrorism Security Office (NaCTSO) is a police unit that works alongside the Home Office to support the 'protect and prepare' areas of the government's counterterrorism strategy. You can find information, advice and guidance on recognising, acting on and reporting suspicious behaviour on the following website: www.gov.uk/government/organisations/national-counterterrorism-security-office

As an apprentice you should access the free NaCTSO Action Counters Terrorism (ACT) Awareness e-learning course. This award-winning and invaluable training tool is essential in supporting your understanding of your role in recognising and preventing terrorism and what to do in the event of a terrorist attack.

To access the course:

- follow the link: <http://ct.highfieldlearning.com/org/TheHighfieldGroup>
- answer the questions
- click start

Appendix 1: Qualification structure

To complete the Highfield **Level 4 Diploma in Principles of Recruitment Practice**, learners must achieve a minimum of **44 credits** overall:

- **all units** in the mandatory group totaling **34 credits**
- **a minimum of 10 credits from Optional Group A**

Mandatory group

Learners must achieve **all units** in this group

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|---|-------|-----|--------|
| J/504/6982 | Principles of recruitment sales | 4 | 15 | 5 |
| L/504/6983 | Principles of legal and ethical requirements in recruitment | 4 | 25 | 8 |
| Y/504/6985 | Principles of relationship management in recruitment | 4 | 15 | 5 |
| H/504/6990 | Principles of recruitment resource strategies | 4 | 20 | 7 |
| F/504/6995 | Understanding recruitment contracts | 4 | 15 | 5 |
| J/504/6996 | Understanding the principles of assessing people | 3 | 15 | 4 |

Optional Group A

Learners must achieve **a minimum of 10 credits** in this group

| Unit reference | Unit title | Level | GLH | Credit |
|----------------|--|-------|-----|--------|
| H/504/6987 | Principles of business management for recruitment | 4 | 15 | 5 |
| M/504/6989 | Principles of business development and account management in recruitment | 4 | 15 | 5 |
| K/504/6991 | Understanding finance in recruitment | 4 | 15 | 5 |
| M/504/6992 | Understanding people management in recruitment | 4 | 15 | 5 |
| T/504/6993 | Principles of marketing in recruitment | 4 | 15 | 5 |

Appendix 2: Qualification content

Unit 1: Principles of recruitment sales

Unit number: J/504/6982

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the behaviours of effective sales people in recruitment | 1.1. Analyse the characteristics, behaviours and activities of effective recruitment sales people 1.2. Assess techniques to enhance personal credibility 1.3. Analyse the components and misconceptions relating to emotional intelligence 1.4. Assess the importance of managing personal feelings in recruitment sales situations |
| 2. Understand selling in the recruitment industry | 2.1. Explain the characteristics of effective questioning, listening and structured research 2.2. Analyse the nature and application of “push” and “pull” sales styles 2.3. Explain how to adapt personal behaviour and sales activities to different recruitment buyer profiles 2.4. Assess the impact of words, tone and body language 2.5. Analyse the principles of and differences between consultative and transactional selling in recruitment 2.6. Explain the calculation of recruitment charging rates |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>3. Understand tendering in recruitment</p> | <p>3.1. Analyse the benefits and risks of tendering for recruitment business</p> <p>3.2. Explain the processes for invitations to tender, pre-qualification and requests for quotes</p> <p>3.3. Explain how to set out a tender and the information needed</p> <p>3.4. Explain the importance of addressing the tender objectives</p> <p>3.5. Assess the value of feedback from the tendering process</p> |

Unit 2: Principles of legal and ethical requirements in recruitment

Unit number: L/504/6983

Credit: 8

GLH: 25

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the legal system as it affects the recruitment industry | 1.1. Analyse the hierarchy, role and powers of the legal system 1.2. Distinguish between civil and criminal law 1.3. Distinguish between common law and statute law 1.4. Distinguish between law and regulation 1.5. Analyse the employment appeals process |
| 2. Understand the scope and provisions of employer and employee statutory rights and related requirements | 2.1. Analyse the way in which employment law and other legislation affects employment rights and responsibilities 2.2. Explain the way in which the duties, rights and responsibilities of employers and employees affect business activities 2.3. Explain the organisational procedures and documentation relating to contractual issues 2.4. Determine relevant sources of information and advice for a range of employment issues 2.5. Explain the importance and purpose of working within organisational principles and codes of practice |
| 3. Understand legal and ethical considerations affecting the conduct of business in the recruitment industry | 3.1. Analyse the purpose and application of the recruitment compliance cycle 3.2. Analyse the implications of recruitment-related legislation to candidates, employers, employees and recruiters 3.3. Explain the purpose, ethical requirements and importance of compliance with professional codes of conduct and practice 3.4. Identify the risks and potential consequences of non-compliance with professional and legal requirements |

Unit 3: Principles of relationship management in recruitment

Unit number: Y/504/6985

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand how to build and develop professional business networks in the recruitment industry | 1.1. Assess the considerations to be taken into account in creating a recruitment networking strategy 1.2. Analyse the advantages and disadvantages of different recruitment networking methods 1.3. Analyse recruitment networking skills 1.4. Assess the attributes of different recruitment networking roles (expert, coach and connector) |
| 2. Understand how to build sustainable relationships with clients in the recruitment industry | 2.1. Analyse the stages of the buying process 2.2. Classify organisational buying cultures, buyer types and buyer profiles 2.3. Analyse the considerations to be taken into account in building sustainable relationships 2.4. Explain how to adapt relationship building approaches and behaviours to suit different buyer types, expectations and motivations 2.5. Explain different methods of monitoring relationships with clients |
| 3. Understand how to build sustainable relationships with candidates | 3.1. Assess the importance of developing sustainable relationships with candidates 3.2. Explain techniques for communicating with candidates 3.3. Explain how to adapt relationship building approaches and behaviours to suit different candidates needs, expectations and aspirations 3.4. Assess the ethical considerations of approaching candidates and developing relationships 3.5. Explain opportunities and techniques for coaching candidates |

Unit 4: Principles of recruitment resource strategies

Unit number: H/504/6990

Credit: 7

GLH: 20

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|---|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>1. Understand how organisations identify their recruitment resourcing needs</p> | <p>1.1. Analyse the process that public and private sector organisations use when recruiting and selecting staff</p> <p>1.2. Assess the role of recruitment and selection within human resource processes</p> <p>1.3. Assess the purpose and methods of job analysis</p> <p>1.4. Analyse the purpose and techniques to develop effective job descriptions and person specifications</p> <p>1.5. Assess the role of the recruiter within human resource planning</p> |
| <p>2. Understand the development of recruitment resourcing strategies</p> | <p>2.1. Analyse the components of a resourcing strategy</p> <p>2.2. Explain how to ensure the recruitment resourcing strategy is achievable within budget and timescale to the quality required</p> <p>2.3. Explain how to identify the need for back up plans</p> <p>2.4. Explain the rationale for the provision of back up arrangements</p> <p>2.5. Explain how to identify successes and areas for improvement</p> <p>2.6. Explain the need to agree follow up actions with clients that are appropriate to the outcomes of the strategy implementation</p> |

Unit 5: Understanding recruitment contracts
 Unit number: F/504/6995
 Credit: 5
 GLH: 15
 Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the range of candidate contracts in the recruitment industry | 1.1. Explain the characteristics of a range of candidate contracts 1.2. Explain the essential content of a range of candidate contracts 1.3. Analyse the implications for employers and employees of a range of candidate contracts 1.4. Explain the significance to a candidate of an umbrella organisation |
| 2. Understand the range of client contracts in the recruitment industry | 2.1. Explain the characteristics of a range of client contracts 2.2. Explain the essential content of a range of client contracts 2.3. Analyse the implications for employers and employees of a range of client contracts 2.4. Explain the meaning and significance of master vendors, vendor neutrals, umbrella organisations and on demand 2.5. Analyse the management information and documentation needed to carry out work through different forms of contract |
| 3. Understand the legal requirements of candidate contracts | 3.1. Explain the difference and methods of distinguishing between a contract of service and a contract for service 3.2. Analyse the scope of legislation relating to agency workers, non-employees, immigrants, gangmasters and ex-offenders 3.3. Explain when criminal records need to be checked and how to do so 3.4. Explain the legal requirements of clarifying candidates' work status 3.5. Explain how to ensure all recruitment contracts meet legal and ethical requirements |

Unit 6: Understanding the principles of assessing people

Unit number: J/504/6996

Credit: 4

GLH: 15

Level: 3

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the planning of candidate assessments | 1.1. Explain the features, uses, requirements, advantages and disadvantages of a range of assessment methods 1.2. Explain the importance of setting objectives for the assessment process 1.3. Explain how to confirm the validity and reliability of the assessment process to meet the assessment objectives |
| 2. Understand the principles and techniques of candidate assessment | 2.1. Explain the characteristics of good biographical interviewing techniques 2.2. Explain the structure and use of competence assessment interviewing 2.3. Explain the features of effective questioning and interviewing skills 2.4. Explain the “halo and horns” effect 2.5. Explain techniques to gain rapport with candidates 2.6. Explain the importance and role of candidate feedback in the assessment process 2.7. Explain when and why to carry out references and checks on candidates 2.8. Explain the use of reasonable adjustments in candidate assessment 2.9. Explain the considerations following candidate assessment |

Unit 7: Principles of business management for recruitment

Unit number: H/504/6987

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand recruitment business planning | 1.1. Analyse the role of market research and analysis tools in defining client needs and business planning 1.2. Define the strategic direction, vision, mission, objectives and success criteria of a recruitment business 1.3. Explain the requirements of a recruitment business model and the factors influencing it 1.4. Explain the considerations to be taken into account in the development and implementation of a recruitment business plan 1.5. Define realistic and justified key performance indicators |
| 2. Understand the management and performance measurement of a recruitment business | 2.1. Assess the effectiveness of a range of recruitment performance measures 2.2. Identify business strengths, weaknesses and shortfalls 2.3. Identify the drivers to change within a recruitment business 2.4. Explain the use of processes, tools and techniques to review and redesign recruitment business processes 2.5. Analyse the concept and principles of the management of change within a recruitment business |
| 3. Understand commercial issues in recruitment | 3.1. Analyse how a recruitment business works 3.2. Analyse the characteristics and business acumen of effective recruiters 3.3. Identify internal and external issues and trends of concern to a recruitment organisation and their impact on profitability 3.4. Explain how to develop contingencies that address identified threats |

Unit 8: Principles of business development and account management in recruitment
 Unit number: M/504/6989
 Credit: 5
 GLH: 15
 Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand business development within the recruitment industry | 1.1. Analyse the characteristics, uses and limitations of primary, secondary, quantitative and qualitative research 1.2. Assess the validity, uses and limitations of sources of recruitment information (clients, candidates and competitors) 1.3. Identify changes in the recruitment industry and their implications 1.4. Explain the use of analytical tools to identify competitor threats |
| 2. Understand value added services in the recruitment industry | 2.1. Define “value added” recruitment services, their benefits and risks 2.2. Analyse the business imperatives for developing and offering value added services in the recruitment industry 2.3. Assess the factors that influence a recruiter’s ability to offer value added services 2.4. Assess the scope and considerations to be taken into account in developing and selling value added recruitment proposals 2.5. Analyse the use of added value within the account management process |
| 3. Understand account management in the recruitment industry | 3.1. Analyse the value of account management in recruitment 3.2. Assess the significance of recruitment client relationship management and client perceptions 3.3. Explain methods of account management 3.4. Assess techniques to enhance recruitment client penetration, exceed client expectations and add value |

Unit 9: Understanding finance in recruitment

Unit number: K/504/6991

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the use of management accounts in the recruitment industry | 1.1. Analyse the financial and tax implications of different kinds of trading entity 1.2. Explain the information needed to compile effective recruitment management accounts 1.3. Explain the statutory requirements for financial reports 1.4. Explain the compilation of a balance sheet, profit and loss account and the calculation of gross profit for a recruitment business 1.5. Explain the influences on gross profit |
| 2. Understand cost control and management in the recruitment industry | 2.1. Calculate breakeven point for a recruitment business 2.2. Explain the difference between and treatment of fixed costs and marginal costs 2.3. Explain the principles and treatment of cost allocation and cost analysis 2.4. Assess the considerations relating to cost control in a recruitment business 2.5. Create a realistic cash flow forecast for a recruitment business 2.6. Analyse the importance and methods of the management of cash flow 2.7. Explain how to carry out credit checks and monitor credit levels 2.8. Explain how to deal with credit control, debtors and creditors |
| 3. Understand how to price recruitment products and services | 3.1. Explain the considerations in pricing recruitment products and services and determining charging rates 3.2. Assess the use of financial ratios in the recruitment industry 3.3. Explain the calculation of recruitment charging rates |

| Learning Outcomes | Assessment Criteria |
|---|---|
| <i>The learner will</i> | <i>The learner can</i> |
| 4. Understand forecasting and funding in the recruitment industry | 5. Define realistic and justified financial projections 6. Analyse sources of finance for a recruitment business |

Unit 10: Understanding people management in recruitment

Unit number: M/504/6992

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand leadership in the recruitment industry | 1.1. Analyse the qualities, behaviours and techniques of effective managers 1.2. Assess the application of leadership and management theories in the recruitment industry 1.3. Assess the application of motivation theories in a recruitment context 1.4. Analyse the application of coaching techniques in a recruitment context 1.5. Explain the legal and ethical issues of people management in the recruitment industry |
| 2. Understand teams in the recruitment industry | 2.1. Define the characteristics of an effective team 2.2. Assess the influence of organisational culture on teams 2.3. Assess the application of teamworking theories and models in the recruitment industry 2.4. Analyse conflict resolution techniques 2.5. Examine the use of delegation as a developmental vehicle 2.6. Define the requirements of an effective recruitment team succession plan |
| 3. Understand performance management in the recruitment industry | 3.1. Define the characteristics of different kinds of performance management systems 3.2. Analyse the purpose and benefits of an appraisal system 3.3. Explain processes and techniques for setting objectives and carrying out an appraisal 3.4. Explain the importance of giving constructive, evidence-based feedback on performance in a sensitive way 3.5. Explain the considerations relating to recognising and rewarding achievement |

| Learning Outcomes | Assessment Criteria |
|---|--|
| <i>The learner will</i> | <i>The learner can</i> |
| <p>4. Understand discipline and grievance in the recruitment industry</p> | <p>4.1. Explain how to recognise discipline and grievance situations</p> <p>4.2. Explain the disciplinary and grievance process</p> <p>4.3. Explain the legal, ethical and organisational requirements for managing and documenting discipline and grievance cases</p> <p>4.4. Explain sources of advice and support for managing discipline and grievance cases</p> |
| <p>5. Understand time management in the recruitment industry</p> | <p>5.1. Define managerial tasks and those that can be delegated</p> <p>5.2. Distinguish between urgent and important, active and reactive tasks</p> <p>5.3. Identify the issues relating to work-life balance</p> <p>5.4. Examine techniques to achieve an appropriate work-life balance</p> <p>5.5. Assess the impact of stress and ways of managing it</p> |

Unit 11: Principles of marketing in recruitment

Unit number: T/504/6993

Credit: 5

GLH: 15

Level: 4

| Learning Outcomes | Assessment Criteria |
|--|--|
| <i>The learner will</i> | <i>The learner can</i> |
| 1. Understand the development of a marketing plan in the recruitment industry | 1.1. Assess the components of a recruitment marketing plan 1.2. Analyse the internal and external influences on a recruitment marketing plan 1.3. Explain the application of the marketing mix to determine a recruitment marketing plan 1.4. Explain how to segment the recruitment market |
| 2. Understand the implementation of a marketing plan in the recruitment industry | 2.1. Develop SMART objectives, budget, timescale, resource allocations, marketing methods and success criteria 2.2. Explain the importance of alignment between recruitment marketing strategies and plans 2.3. Explain the role of back up planning 2.4. Explain the importance of keeping stakeholders up to date with progress, developments and issues 2.5. Analyse recording and reporting requirements of the implementation of a recruitment marketing plan |
| 3. Understand the evaluation of a marketing plan in the recruitment industry | 3.1. Explain how to identify valid and meaningful evaluation criteria 3.2. Explain how to identify valid evaluation methods 3.3. Explain the importance of measuring the effectiveness of the recruitment marketing plan in terms of financial and non-financial results 3.4. Analyse the return on investment and process efficiency of the recruitment marketing plan 3.5. Explain how to evaluate the extent of compliance with legal and ethical requirements |

Appendix 3: Sample assessment material

Highfield provides centres with a learner assessment pack that contains tracking documents that can be used to support learners in gathering evidence within their portfolio. This is available to download from the Highfield website.

Evidence Tracking Sheet – Example

| Learner Name | | | | |
|---|---------------------|---------------|--------------------|------|
| Centre Name | | | | |
| Unit 1: Example Unit in a Qualification (A/123/4567) | | | | |
| Knowledge Assessment Criteria | | | | |
| Learning Outcome | Assessment Criteria | Evidence Type | Evidence Reference | Date |
| 1. | 1.1 | Obs | 1 | |
| 2. | 2.1 | D, Wt | 2 | |
| | 2.2 | Sim | 3, 5 | |
| 4. | 4.1 | Q, D | 8 | |

| | | | |
|-------------------------------|-----------------------|----|-------------------|
| Assessment method key: | | | |
| Obs | Observation | Wt | Witness testimony |
| Pe | Product evidence | R | RPL |
| Q | Questioning | O | Other |
| Sim | Simulation/assignment | D | Discussion |

| | |
|-----------------------------------|--------------|
| Learner Signature | Date: |
| Assessor Signature | Date: |
| IQA Signature (if sampled) | Date: |
| (if sampled) | Date: |

Fill in the portfolio reference for each assessment criteria

Fill in each assessment method used using the key

Insert the date that the assessment criteria was fully met

Once all assessment criteria and range have been met, the learner and assessor must sign and date this tracking sheet

If sampled, the IQA/EQS must also sign and date this tracking sheet