

# Highfield Level 2 End-Point Assessment for Recruitment Resourcer

EPA-Kit

## Assessing the Professional Discussion

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## The Professional Discussion - Guidance

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The professional discussion takes place after the resourcing project assignment has been submitted and will take place no later than 8 weeks after the apprentice has progressed through gateway.

The professional discussion will need to take place in a suitable environment and should last 1 hour. The discussion will be against the set criteria that is outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence.

The professional discussion will be a structured discussion between the apprentice and the end-point assessor. It requires the apprentice to be a confident, assertive and persuasive communicator, demonstrating the knowledge and understanding of their role as detailed in the standard.

The apprentice will be awarded a mark out of 100 for the discussion. They will need to achieve a minimum score against each area of the standard covered by the discussion, to be considered for a pass.

Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. This must be their own work and will only be used to support their discussion.

### **Before the assessment:**

Employers/training providers should:

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

It is suggested that a mock assessment is carried out by the apprentice in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement. Marking guidance is provided within this EPA-kit.

## Professional Discussion – Mock Assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommend that they experience a mock professional discussion in preparation for the real thing. The most appropriate form of mock assessment will depend on the apprentice's setting and the resources available at the time. In designing a mock assessment, the employer/training provider should consider the following elements in their planning:

- a 1-hour time slot should be available for the complete professional discussion, if it is intended to be a complete mock assessment covering all relevant standards, however this time may be split up to allow for progressive learning
- consider an audio recording of the mock, and to allow the mock to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice, to complete the learning experience. The mock assessment document sheets later in this guide may be used for this purpose
- ensure the questions asked are designed to cover the assessment criteria in the next section
- structured 'open' questions should be used as part of the professional discussion which do not lead the candidate but allows them to express their knowledge in a calm and comfortable manner

### Examples of open questions:

- Explain your approach to the candidate selection process (potentially addresses Candidate Management criteria)
- How would you identify new client opportunities? (potentially addresses Business Development criteria)
- Tell me an example of when you have had to prioritise your workload, what was the situation and what did you do? (potentially addresses criteria on prioritising behaviours)
- What pre-employment and compliance checks do you undertake on candidates? Why are these important? (potentially addresses Compliance criteria)

## Professional discussion criteria

The following pages include the criteria that are covered by the professional discussion and mark allocation; the total mark available is 100. A minimum mark must be scored from each section for the apprentice to be considered for a pass.

<b>Business development</b>	
<b>Professional discussion</b>	
<b>Knowledge</b>	
Recruitment sales techniques and processes and how to support them	
<b>Assessment criteria</b>	<b>Maximum marks available</b>
	12 marks (min 3 marks = pass)
BD1 Differentiates between various models and is flexible in approach	2
BD2 Decisions are well reasoned and thought out	2
BD3 Understands scope of responsibilities and needs limited supervision	2
BD7 Understands the most effective method for different situations	2
BD8 Decisions are timely, show good judgement and are fully evidenced	2
BD9 Understands corporate priorities and independently seeks advice when needed	2
<b>Skills</b>	
Identify and progress leads as required. Proactively and consistently strive to identify new candidate and client opportunities	
<b>Assessment criteria</b>	<b>Maximum marks available</b>
	12 marks (min 3 marks = pass)
BD4 Demonstrates a sound understanding of commercial priorities	2
BD5 Independently seeks and secures new relationships	2
BD6 Demonstrates they can communicate clearly	2
BD10 Maximises opportunities to identify potential new business	2
BD11 Proactively contributes to sales activity outside of their own specialism	2
BD12 Communication is consistently clear, accurate and effective	2

## Candidate management

### Professional discussion

#### Knowledge

How to initiate, build and maintain relationships with candidates. The principles and importance of using research for resourcing, including: quantitative and qualitative research methods, research validity and reliability and sources of research information.

Assessment criteria	Maximum marks available 12 marks (min 3 marks = pass)
CM1 Demonstrates successful relationship management and results achieved	2
CM2 Clear communication of accurate information	2
CM3 Makes suggestions for small improvements and supports their implementation	2
CM9 Takes ownership of effective relationships, and seeks feedback for further learning	2
CM10 Clear, concise and accurate communication of independent thoughts and ideas	2
CM11 Able to identify inefficiencies in a process, suggests improvements and assists implementations	2

#### Skills

Qualify, shortlist and present suitable candidates against defined job vacancies. Assist in the recruitment and selection processes by effectively liaising with the candidates and internal teams. Initiate, manage and develop candidate relationships. Seek and provide feedback in a professional manner at all times to candidates

Assessment criteria	Maximum marks available 12 marks (min 3 marks = pass)
CM4 Consistently selects relevant candidates for current vacancies	1
CM5 Accurate assessment of candidate relevancy	1
CM6 Decisions are thought through, using a range of information or techniques	1
CM7 Shows flexibility and uses appropriate communication channels	1
CM8 Regular clear written and verbal communication with candidates	2
CM12 Builds candidate pools and networks for current and future vacancies	1
CM13 Accurate and rapid assessment of candidate skills, knowledge and motivations	1
CM14 Decisions are fully evidence and justified	1
CM15 Adapts decision making to each situation	1
CM16 Independently choose the most effective and appropriate communication channel	1
CM17 Communication positively influences candidate decision making	1

## Compliance

### Professional discussion

#### Knowledge

The recruitment industry and the principles of the recruitment models.

Assessment criteria	Maximum marks available
	12 marks (min 3 marks = pass)
CO1 Understands and complies with best practice	2
CO2 Demonstrates a knowledge of relevant policies, procedures and legislation and consistently follows them	2
CO3 Understands the importance of meeting compliance standards	2
CO4 Champions best practice	2
CO5 Shows a thorough knowledge of relevant policies, procedures and legislations and promotes them internally and externally	2
CO6 Understands the wider implications of failure to comply with legislative requirements	2

#### Skills

Contribute to the development of a recruitment resourcing plan. Provide first line support for all enquiries. Accurately record candidate and client information on the recruitment database.

Assessment criteria	Maximum marks available
	12 marks (min 3 marks = pass)
CO7 Consistently adheres to policies and procedures	2
CO8 Work is largely accurate and meets expectations	2
CO9 Highlights issues when they arise and seeks advice	2
CO10 Understand and follows policies and procedures to a consistently high level and is able to identify inefficiency and suggest improvements	2
CO11 Takes ownership for own work, promotes best practice and proactively offers to coach others	2
CO12 Proactively identifies potential issues and takes appropriate action to prevent them from happening	2

## Behaviours

### Professional discussion

Self-motivation	
Assessment criteria	Maximum marks available
B1.1 Independently takes action to meet expectations <b>-and-</b>	1
B1.3 Consistently strives to exceed expectations	1
B1.2 Applies initiative in developing their own skills and knowledge	1
B1.4 Proactively seeks opportunities to develop themselves and share learning with others	1
Tenacity and resilience	
Assessment criteria	Maximum marks available
B2.1 Continues to work towards targets when managing rejection	1
B2.2 Consistently completes tasks <b>-and-</b>	1
B2.4 Consistently completes tasks and seeks opportunity for improvement	1
B2.3 Strives to be better next time when receiving negative feedback	1
Ambition, drive and determination	
Assessment criteria	Maximum marks available
B3.1 Demonstrates a view of their future professional development	1
B3.2 Agrees realistic targets and makes good plans to meet them <b>-and-</b>	1
B3.4 Independently creates stretch targets for personal and business opportunities	1
B3.3 Demonstrates planning and targets to achieve their view of their future professional development	1

## Behaviours

### Professional discussion

#### Ability to prioritise and escalate where necessary

Assessment criteria	Maximum marks available
	3 marks (min 1 mark=pass)
B4.1 Decisions are thought through and address the issue at hand <b>-and-</b>	1
B4.3 Decisions are timely, show judgement and are fully evidenced, positively affecting outcomes	
B4.2 Considers team objectives when planning actions	1
B4.4 Balance corporate objectives with personal and team targets when planning	1

#### Innovative

Assessment criteria	Maximum marks available
	3 marks (min 1 mark =pass)
B5.1 Forms ideas and supports implementation	1
B5.2 Forms new ideas and drives implementation	2

#### Attention to detail

Assessment criteria	Maximum marks available
	3 marks (min 1 mark=pass)
B6.2 Identifies their role in the team and how their work contributes	1
B6.4 Understands the structure of the organisation	1
B6.5 Discuss how teams interact	1

## Behaviours

### Professional discussion

#### Ethical customer focused approach

Assessment criteria	Maximum marks available
	3 marks (min 1 mark=pass)
B7.3 Conducts reviews with clients	1
B7.4 Leads client review and suggests improvements	2

#### Are very organised

Assessment criteria	Maximum marks available
	3 marks (min 1 mark =pass)
B8.3 Manages future pipeline of work	1
B8.4 Identifies future pipeline of work and proactively assigns resources	2

#### Good questioning and listening

Assessment criteria	Maximum marks available
	4 marks (min 1 mark=pass)
B9.1 Understands and answers questions	1
B9.2 Focuses on the matter in hand	1
B9.3 Asks supplementary questions to investigate potential scenarios and ensures positive outcome	1
B9.4 Is able to analyse an issue quickly and form solutions	1