# CC-01 Additional Information Requested:

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| **Feedback:** Can you provide a bit more detail on the work you have done with employers.  |

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| Employer Engagement Case Study 1 | Outcome |
| Apprenticeship Standard Design and EPA Support - Recruitment Consultant L3 Apprenticeship Standard ST0320 and the Recruitment Resourcer L2 Apprenticeship Standard ST0321The British Institute of Recruiters was asked to engage in supporting the trailblazer employer group by providing key direction on professional membership levels and professional recognition that could be attained by learners completing the Recruitment Consultant L3 Apprenticeship Standard ST0320 and the Recruitment Resourcer L2 Apprenticeship Standard ST0321.  | The British Institute of Recruiters developed membership levels to accommodate applicants form the ST0320 and ST0321 Apprenticeship Standards and provided guidance to the trailblazer employer group throughout the process. As a result, The British Institute of Recruiters is named in the ‘Professional Recognition and Progression’ section of these two Standards (the Standards need to be updated to reflect the change of name of the Institute from ‘Institute of Recruiters’ to ‘The British Institute of Recruiters’. |

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| Employer Engagement Case Study 2 | Outcome |
| HR Support L3 Standard ST0239 Apprenticeship Standard EPA SupportThe British Institute of Recruiters is also a recognised HR body and it recently provided clarity to the Trailblazer Employer Group for the HR Support L3 Standard ST0239 to ensure the EPA wording was clear for employers. | As a result, the wording in the ‘Link to Professional Registration and Progression’ section has recently been updated and is now much clearer for employers to understand. |

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| Employer Engagement Case Study 3 | Outcome |
| Royal Charter - Chartered StatusIn consultations with Institute members in became clear there was a desire for the recruitment sector (which represents over £31 Billion a year to the UK economy) to become a Chartered Profession.  | The British Institute of Recruiters has created an employer trailblazer group and begun initial engagement with the Privy Council. Chartered Status for the profession is a long road and could take 3 years. The Institute is preparing its Royal Charter petition and supporting documents.  |

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| Employer Engagement Case Study 4 | Outcome |
| Supporting Ethics in Business ActivityIn consultations with Institute members in became clear there was a need for a way for businesses to better showcase the ethics of their staff in their business practise. The Institute was tasked with finding a solution for its employer group members. | The British Institute of Recruiters created a new ‘Ethics Champion’ CPD program for employers by partnering with the Institute of Business Ethics and developing the concept of the new ‘Ethics Champion’ program for their directors and staff. The program involves an online CPD module that leads to official CPD points and certification. See <https://ior.org/ethics-champions> |

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| Employer Engagement Case Study 5 | Outcome |
| Career Map and GuidanceEmployer groups sought a clear pathway to develop their people and show progression opportunities in fast growing companies. This would initially focus on HR & Recruitment and will later incorporate Team Leading, Business Admin and Management.  | The British Institute of Recruiters created the new career map that is now used in businesses to identify clear routes of progression:<https://studycourse.org/assets/Recruitment-and-HR-Professional-Career-Map.pdf>  |

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| Employer Engagement Case Study 6 | Outcome |
| Industry Insights and GuidesEmployer groups sought ongoing reports that better showed industry trends and business intelligence in terms of staffing and development as well as leadership and management.  | The British Institute of Recruiters created a series of guides that businesses now use to plan their hiring and development decisions. The guides were supplemented by master classes and webinars for leaders. Topics included the labour force after Brexit, IR35, AWR and other factors that have a very real impact on businesses and their ability to grow. These guides are ongoing. The Institute regularly holds employer events to discuss these topics with expert speakers.  |

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| Employer Engagement Case Study 7 | Outcome |
| Business Hiring GuideCommissioned by 10 Downing Street the Government wanted a guide that employers could use to and easily understand how to hire their first employee.  | The British Institute of Recruiters created a Hiring Guide designed specifically for micro businesses that showed clear steps to follow for a micro business to effectively hire its first employee. |

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| Employer Engagement Case Study 8 | Outcome |
| Leadership & Management MasteryEmployer groups asked for better CPD in order to develop themselves as better leaders, managers and mentors. They are seeking short bursts of guidance that allow them to be accessed as and when required.  | The British Institute of Recruiters is creating a series of leadership master classes based around NLP and motivation of teams. The courses will lead to official CPD and give leaders a chance to develop skills that make them more effective mentors in the workplace. The series is expected to go live in early 2019. |

# CC-02 Additional Information Requested:

**Feedback:** Can you provide detail on the type of CPD the assessor will do, or any specific occupational experience they should have within each sector applied for.

**Appendix 1** – Recruitment of Assessors

**Appendix 2** – Sample Induction Plan for new Assessors

**Appendix 3** – Individual Skills Audit for Assessors

**Appendix 4** – Assessors Declaration to manage conflicts of interest, past or current relationship with the apprentices etc.

**ST0239 HR Support L3**

**Assessor Occupational Experience, Knowledge, Skills & Qualifications**

The assessors we employ will:

* Have 5 years of working within the HR sector
* Be familiar with the Apprentice role
* Participate in active CPD and technical sector knowledge
* Have an assessor qualification
* Be able to show a CPD Log
* Demonstrate Technical and Management expertise to ensure they can assess all areas of the Standard.

**CPD Plan (Assessment & Occupational Knowledge and Skills)**

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| **CPD 1** Policy induction:  |
| 1. Introduction to standards-based apprenticeships
2. Understanding standards and assessment plans and an explanation of assessment principles and intentions at a theory level as well as covering the training detail associated with the end-point assessment
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| **CPD 2** Assessment instruments:  |
| 1. Assessing evidence in portfolios
2. Conducting professional discussions
3. Conducting interviews
4. Observation-based assessment
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| **CPD 3** Assessment practice:  |
| 1. Grading
2. Assessing behaviours
3. The importance of sufficiency, context and consistency
4. Fair assessment and bias
5. Feeding back assessment decisions
6. Relevant and up to date safeguarding and Prevent considerations
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| **CPD 4** Occupational Knowledge & Skills:  |
| 1. Approaches to Organisational Culture
2. Methods of Training and Development
3. Equality and Diversity
4. Mental Health and the Workplace
5. Future Development of HRM
6. Role of the Human Resource Manager
7. Development of Human Resource Management
8. Importance of HR within an Organisation
9. Functions of Human Resource Management
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**ST0070 Business Administrator**

**Assessor Occupational Experience, Knowledge, Skills & Qualifications**

The independent assessor will have experience within administration and hold appropriate higher qualifications. Assessor knowledge and experience:

* Health and Safety requirements in the workplace
* Knowledge of organisational structure and processes
* Experience working in or managing administrative functions Qualifications
* Functional Skills at Level 2
* IQA Assessor Award
* TAQA Level 3 Assessors Award or equivalent

**CPD Plan (Assessment & Occupational Knowledge and Skills)**

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| **CPD 1** Policy induction:  |
| * 1. Introduction to standards-based apprenticeships
	2. Understanding standards and assessment plans and an explanation of assessment principles and intentions at a theory level as well as covering the training detail associated with the end-point assessment
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| **CPD 2** Assessment instruments:  |
| * 1. Assessing evidence in portfolios
	2. Conducting professional discussions
	3. Conducting interviews
	4. Observation-based assessment
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| **CPD 3** Assessment practice:  |
| * 1. Grading
	2. Assessing behaviours
	3. The importance of sufficiency, context and consistency
	4. Fair assessment and bias
	5. Feeding back assessment decisions
	6. Relevant and up to date safeguarding and Prevent considerations
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| **CPD 4** Occupational Knowledge & Skills:  |
| * 1. Planning & Strategy
	2. Shaping the future of business
	3. Digital Media in Business
	4. Compliance
	5. Company Finance Structure
	6. Data Management & GDPR
	7. Time Management
	8. Stakeholders & Governance
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**ST0384 Team Leader / Supervisor**

**Assessor Occupational Experience, Knowledge, Skills & Qualifications**

We will have independent assessors with the occupational and professional qualifications within leadership and management at level 5 and hold membership of a professional organisation. They will come with experience of leadership and management within a range of types and sizes of organisation, have significant occupational experience. Ideally the assessor will be a registered Chartered Manager or working towards this.

**CPD Plan (Assessment & Occupational Knowledge and Skills)**

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| **CPD 1** Policy induction:  |
| 1. Introduction to standards-based apprenticeships
2. Understanding standards and assessment plans and an explanation of assessment principles and intentions at a theory level as well as covering the training detail associated with the end-point assessment
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| **CPD 2** Assessment instruments:  |
| 1. Assessing evidence in portfolios
2. Conducting professional discussions
3. Conducting interviews
4. Observation-based assessment
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| **CPD 3** Assessment practice:  |
| 1. Grading
2. Assessing behaviours
3. The importance of sufficiency, context and consistency
4. Fair assessment and bias
5. Feeding back assessment decisions
6. Relevant and up to date safeguarding and Prevent considerations
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| **CPD 4** Occupational Knowledge & Skills:  |
| 1. Practical Methods of Leadership
2. Understanding when to lead and when to manage
3. Being a part of a learning organisation
4. Leadership style
5. Functions of a team leader
6. Maslow’s Hierarchy of needs
7. What motivates staff
8. Action centred leadership
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**Appendix 1**

# **Recruitment of Assessors**

The recruitment of Assessors will follow the following process:

* An advertisement is drafted for the Assessor role
* Applicants must submit their CV together with a covering letter indicating why they wish to be considered for the role, what professional skills and qualities you are able to contribute to the organisation plus two professional references.
* Adverts are normally placed on relevant websites
* The Managing Director will shortlist and interview candidates. Candidates will be scored against the advertised criteria.
* Those with the highest scored will be considered.
* The candidate(s) deemed suitable will undergo a:
* Check for any disqualifications that would lead to rejection on appointment
* DBS (Disclosure and Barring Service) check.
* If there are no problems with the candidate, they will be asked to complete eligibility declarations and suitability to be an Assessor (Appendix 4).
* At the next SMT meeting, leaders will be invited to elect the candidate(s) for offer.

**Appendix 2**

# **Sample Induction Plan for New Assessors**

* Talk through Assessor’s responsibilities
* Talk through key policies and processes including:
* Assessment Plans & Processes
* Conflicts of Interest
* Risk Management
* Malpractice and Maladministration
* Fair Assessment
* Appeals
* Privacy, data protection and GDPR requirements
* Overview of all related policies and processes
* Talk through regulatory requirements and arrangements as an EPAO and the responsibilities Assessors must be aware of, including all assessment plans, policies and quality management processes.
* Introduction to The British Institute of Recruiters staff
* Overview of EPA plans and strategy
* Explanation of processes by staff:
* Centre approval
* Provision of assessments
* Monitoring of assessments
* Quality assurance arrangements
* External Quality Assurance arrangements
* Process reviews
* IT arrangements

**Appendix 3**

# **Individual Assessor Skills Audit**

The following should be filled out by each Assessor to identify the skills they bring to the organisation.

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| **Name** |

 **Level of expertise: 1 = highly experienced, 2 = proficient, 3 = some experience, 4 = no experience**

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| Skills, expertise, knowledge qualifications | Level of Expertise | Comments |
|  | 1 | 2 | 3 | 4 |  |
| Occupational Competence in the Standard they will assess  |  |  |  |  |  |
| Synoptic Assessment Experience |  |  |  |  |  |
| Personal CPD logs updated regularly |  |  |  |  |  |
| Chairing Standardisation meetings |  |  |  |  |  |
| Change management |  |  |  |  |  |
| Complaint resolution |  |  |  |  |  |
| Customer care |  |  |  |  |  |
| Experience of managing an appeals process for any appeals that arise from assessment decisions |  |  |  |  |  |
| Influencing |  |  |  |  |  |
| IT/systems |  |  |  |  |  |
| Leadership |  |  |  |  |  |
| EPAO Quality Assurance Knowledge |  |  |  |  |  |
| Listening |  |  |  |  |  |
| Malpractice and maladministration |  |  |  |  |  |
| Communications |  |  |  |  |  |
| Experience of standard Assessment formats, Moderation and Standardisation of Scoring |  |  |  |  |  |
| Ability to design & develop, maintain & review Assessment Tools |  |  |  |  |  |
| Experience/Qualifications in Internal Verification & Quality Assurance Processes |  |  |  |  |  |
| Relationship management |  |  |  |  |  |
| Risk management |  |  |  |  |  |
| Safeguarding |  |  |  |  |  |
| Team development |  |  |  |  |  |
| Other (Specialist experience or qualification relevant to the Assessor role) |
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**Appendix 4**

# **Assessors Declaration of Interests for compliance with External Quality Assurance**

**Compliance with Conflicts of Interests Policy**Assessors undertake to comply with The British Institute of Recruiters Conflicts of Interests Policy.

**Suitability of Assessors**

Assessors should hold the required Qualifications, Knowledge, Skills and Behaviours laid out in assessment plans they will assess and would be considered unsuitable if they have:

(a) any criminal convictions held by him or her,

(b) any finding by a court or any professional, regulatory, or government body that he or she has breached a provision of any legislation or any regulatory obligation to which he or she is subject,

- save for minor driving offences

(c) any proceedings in bankruptcy or any individual financial arrangement to which he or she is or has been subject,

(d) any disqualification from holding the directorship of a company or from public office, or

(e) any finding of malpractice or maladministration, in relation to assessment or related activities to which he or she is or has been subject.

**Declaration**

As an Assessor I agree to comply with the requirements as set out above and will advise The British Institute of Recruiters should there be any change as to my suitability at any time:

**Name**:

(Print)

**Signed: Dated:**