

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Qualification structure

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|--|------------------|----------------|-------------|---------------------|-------------------------|
| Qualification Type: Principal Qualification | Discipline: F | Sector: C00 | Level: 5 | No in series: 01 | Year of approval: 12 |
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| Credits value: 32 Credit hours | Certification requirement: 9 Units: 3 Core; 6 Specialist |
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Qualification aims

The aim of the Diploma in Business Administration is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The qualification has three core units on health and safety, communication and social responsibility and citizenship, and six specialist units. The specialist units look at ensuring team effectiveness, managing meetings, managing documents, planning and reviewing meetings, managing personal work priorities and representing the organisation.

Qualification units

Core units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|-------------|----------|--|--------|---------------|
| FC000502012 | 1 | Design and develop organisational health and safety (OHS) participative arrangements | 5 | 4 |
| FC000502112 | 2 | Develop, implement and promote effective workplace communication | 5 | 3 |
| OF450501112 | 3 | Participate in social responsibility and citizenship | 5 | 3 |

Specialist units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|-------------|----------|--|--------|---------------|
| FC000502312 | 4 | Ensure team effectiveness | 5 | 4 |
| FC000502412 | 5 | Manage meetings | 5 | 3 |
| FC000502512 | 6 | Manage business document design and development | 5 | 4 |
| FC000502612 | 7 | Plan and review management systems | 5 | 4 |
| FC000502712 | 8 | Manage personal work priorities and professional development | 5 | 4 |
| FC000502812 | 9 | Represent own organisation | 5 | 3 |

Optional units

| Unit code: | Unit no: | Unit title: | Level: | Credits: |
|------------|----------|-------------|--------|----------|
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Prerequisites

| Entry requirements | Requirements |
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| Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data | <ul style="list-style-type: none"> • IELTS level 4.5 is preferred. • Level of knowledge, skill and performance of human resources on entry is minimum requirement. • Functional IT skills would be an |

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| <p>collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner’s requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p> | <p>advantage.</p> <ul style="list-style-type: none"> • Minimum level entry qualification is Certificate 4. <p>Credit transfer is available as published.</p> | |
| <p>Qualification pathways</p> | | |
| <p>This Qualification</p> | <p>Pathways</p> | |
| <p>Diploma in Business Administration</p> | <p>Degree in Business Administration</p> | |
| <p>Copyright and ownership</p> | <p>Modification history</p> | |
| <p>Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.</p> | <p>Release no: 1</p> | <p>Previous code:</p> |
| | <p>Comment:</p> | <p>New code:</p> |
| <p>National Occupational Standards</p> | <p>Not available</p> | |

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Qualification overview

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| This qualification is suitable for | Minimum age requirement is seventeen. Learners should be working in the field of and have background knowledge of the profession as a minimum requirement. | |
| Target market | The target market for this qualification is office administrators and business administrators, managers, generalists, small company owners and staff with an administration role. | |
| Job activities/tasks | The core component of this unit contains competencies in: ensuring team effectiveness, managing meetings, managing documents, planning and reviewing meetings, managing personal work priorities and representing the organisation. | |
| Work context/conditions | This unit is for any individual who is, or wishes to be involved office work, administration, management or business. | |
| Example employers | Government organisations. Private sector employers. | |
| Example jobs | Related occupations | |
| Business Administrator Office Manager Office Administrator Office Coordinator | Person with departmental responsibility in this field. | |
| Professional association | International professional association such as Chartered Institute of Management. | |

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Delivery and Assessment

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| Mode of delivery | |
| <p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p> | |
| Arrangements for learners with special assessment requirements | |
| <p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. | |
| Trainer qualifications | |
| <p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p> | |
| Training methods | |
| <p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p> | |
| Assessment | |
| <p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p> | <p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices. |

| Assessment methods | |
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| <p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates. | |
| Assessor decisions will make assessments that will be coded according to the following schedule: | Code to be inserted on record sheet |
| <p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product</p> <p>Examination of the witness/expert testimony</p> <p>Examination of a case history</p> <p>Examination of a personal statement</p> <p>Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate</p> <p>Questioning of the witness</p> <p>Professional Discussion</p> <p>Realistic working environment</p> <p>Simulation</p> | <p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EWQ</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p> |
| Verifier | Vocational verifiers must have |
| <p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p> | <ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes. |

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| Verification method | |
| Assessment and verification process will conform to the following: | |
| <ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner’s achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner’s achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner’s achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. | <ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner’s achievement is evidenced by best practice. • Verification of learner’s achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook. |
| Assessing and grading | |
| <p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p> | |
| Learner evidence | |
| Learners must demonstrate knowledge and skill achievement in a presented portfolio. | |
| Integrated assessment | |
| Opportunities for integrated assessment are possible between units 2 and all, 3 and 9, 4 and 5, and 6 and 7. | |

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

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 Business Administration
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Unit: 1
 Unit title: Design and develop organisational health and safety participative arrangements
 Unit code: FC000502012
 Business Administration

| | | |
|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit outlines the performance outcomes, skills, knowledge and competencies required by learners in designing and developing effective participative arrangements as an integral part of systematic approaches to managing occupational health and safety. The unit applies to individual and managerial responsibility for identifying, designing, developing and reviewing formal and informal processes to enable people to participate in organisational health and safety decision-making, and addresses influencing others from an organisational health and safety perspective and takes account of the responsibilities for managing organisational health and safety.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit with learning outcomes that will result in learners having real opportunities to participate in organisational health and safety processes. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview techniques, direct questioning, combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, oral or</p> | | |

written questioning, review of authenticated documents from the workplace or training environment, review of testimony from team members, colleagues, supervisors, managers, clients or candidates.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year.
Encourage learners to maintain learning logs and evidence of professional development.
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

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Unit: 1

Unit title: Design and develop organisational health and safety participative arrangements

Unit code: FC000502012

Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Assessment criteria: Knowledge, skills and application (KSA) | | |
| Learnings outcomes | | |
| Learning outcome 1: Be able to identify the need for organisational health and safety participative arrangements | | |
| Performance criteria: 1.1. Organisational health and safety legislation is reviewed to identify legal requirements for participative arrangements. 1.2. Factors that may impact on the design of participative arrangements are identified. 1.3. Organisational policies, procedures and opportunities for organisational health and safety consultation are identified. 1.4. Existing workplace arrangements are reviewed for effectiveness with stakeholders for organisational health and safety consultation and communication. | | |
| Learning outcome 2: Be able to assist in the design of participative arrangements | | |
| Performance criteria: 2.1. Organisational health and safety information and data are provided in consultation with stakeholders. 2.2. Individuals and groups are consulted regarding organisational health and safety decision-making, in consultation with stakeholders. 2.3. Effective participation is identified and documented to identify training needs. 2.4. Legislative requirements are reviewed to ensure participative arrangements are met and are realistic, practical and acceptable in the workplace. | | |
| Learning outcome 3: Be able to assist in the participative arrangements | | |
| Performance criteria: 3.1. Policies and procedures are developed for participation. 3.2. Key personnel are identified in the introduction and maintenance of participative arrangements. 3.3. Strategies for the delivery of training are developed. 3.4. Resources necessary to introduce and maintain participative arrangements are identified and documented. | | |
| Learning outcome 4: Be able to participate in supporting the implementation of participative arrangements | | |
| Performance criteria: 4.1. Priorities for action in consultation with stakeholders are determined. 4.2. Action plans with allocated responsibilities and time lines are developed. 4.3. Advice and support to key personnel are provided. 4.4. Implementation in consultation with stakeholders to ensure that participatory arrangements are effective in providing information and data to all groups is monitored to provide opportunity for participation in organisational health and safety decision-making. 4.5. Recommendations for adjustments to the implementation as required are made. | | |

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| <p>Learning outcome 5: Be able to participate in evaluating the design and development of participative arrangements</p> |
| <p>Performance criteria:</p> <p>5.1. Evaluation protocols are designed in consultation with stakeholders.</p> <p>5.2. A plan for collecting information and data is developed.</p> <p>5.3. Information and data are analysed and evaluated.</p> <p>5.4. Recommendations for improvement in the participatory arrangements as a result of the evaluation findings are made.</p> <p>5.5. A report to stakeholders and key personnel on the outcomes of the evaluation and recommendations for further development and improvement is provided.</p> <p>5.6. Feedback from stakeholders to develop an action plan for ongoing improvement is sought.</p> |
| <p>Evidence guideline</p> <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. |
| <p>Evidence requirements</p> <ol style="list-style-type: none"> 1. Learners identify the need for organisational health and safety participative arrangements and evidence with a report on organisational health and safety legislation, health and safety communication and consultation, and the design of participative arrangements. 2. Learners assist in the design of participative arrangements and evidence with a report on information and data collection on health and safety, participation and consultation of stakeholders, and training needs. 3. Learners assist in participative arrangements and evidence with a report on policies and procedures regarding participation, key personnel, strategies for training delivery, and resources required to introduce and maintain participative arrangements. 4. Learners participate in supporting in the implementation of participative arrangements and evidence with a report on implementation planning and delivery, and recommendations for adjustments. 5. Learners participate in the evaluation of the design and development of participative arrangements and evidence with a report on evaluation protocols, data collection and analysis, and recommendations for the improvement of participatory arrangements. 6. Learners review own work and identify performance improvement strategies. |

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Unit: 1

Unit title: Design and develop organisational health and safety participative arrangements

Unit code: FC000502012

Business Administration

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | | | | X |
| | 1.2 | X | X | X | | X | X | |
| | 1.3 | X | X | X | | | | |
| | 1.4 | X | X | X | X | X | | |
| 2 | 2.1 | X | X | X | X | | X | |
| | 2.2 | X | X | X | X | | X | |
| | 2.3 | X | X | X | X | X | X | |
| | 2.4 | X | X | X | X | X | X | X |
| 3 | 3.1 | X | X | X | X | | | |
| | 3.2 | X | X | X | X | | | |
| | 3.3 | X | X | X | X | | | |
| | 3.4 | X | X | X | X | | X | |
| 4 | 4.1 | | X | X | X | X | | |
| | 4.2 | X | X | X | | X | X | |
| | 4.3 | | X | X | X | X | | |
| | 4.4 | X | X | X | X | X | | |
| | 4.5 | X | X | X | X | X | | |
| 5 | 5.1 | X | X | X | X | | X | |
| | 5.2 | X | X | X | X | | X | |
| | 5.3 | X | X | X | X | | X | |
| | 5.4 | X | X | X | X | X | X | |
| | 5.5 | X | X | | X | X | | |
| | 5.6 | X | X | X | X | X | X | |

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Unit: 2
 Unit title: Develop, implement and promote effective workplace communication
 Unit code: FC000502112
 Business Administration

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|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional Learning hours: 45 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit aims to enable learners to achieve the necessary knowledge, skills and ability to be able to contribute to development of effective communication strategies, represent the organisation to a range of groups, facilitate group discussion, assist in resolving conflict, conduct interviews and produce quality written materials.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview techniques, direct questioning, combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, oral or written questioning, review of authenticated documents from the workplace or training environment, review of testimony from team members, colleagues, supervisors, managers, clients or candidates.</p> | | |

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| Recording and storing of learner achievement |
| Keep evidence of learner's work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes. |

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| Level: 5 | Credit value: 3 | Notional Learning hours: 45 hours |
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Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to contribute to the development of effective communication strategies

Performance criteria:

- 1.1. Strategies are reviewed for internal and external dissemination of information, to maximise individual and organisation effectiveness.
- 1.2. Strategies and special communication needs are addressed to avoid discrimination in the workplace.
- 1.3. Channels of communication are reviewed regularly to ensure staffs are informed of relevant information in a timely way.
- 1.4. Coaching is provided for effective communication.
- 1.5. Negotiation and conflict resolution strategies are used to promote effective operation of the organisation.
- 1.6. Achievement of organizational objectives is promoted through communication with clients and colleagues.

Learning outcome 2: Be able to represent the organisation to a range of groups

Performance criteria:

- 2.1. Material researched in internal and external forums is adjusted to meet audience needs.
- 2.2. Presentations are clear, sequential, delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs.
- 2.3. Questions from the audience are responded to in a manner consistent with organisation standards.

Learning outcome 3: Be able to facilitate group discussions

Performance criteria:

- 3.1. Mechanisms that enhance effective group interactions are defined and implemented.
- 3.2. Group communication strategies are evaluated to promote ongoing participation of all parties.
- 3.3. Specific communication needs of individuals are identified and addressed.

Learning outcome 4: Be able to use specific communication techniques to assist in resolving conflict

Performance criteria:

- 4.1. Strategies to facilitate conflict resolution are used.
- 4.2. Communication skills and processes are used to identify and address barriers to communication and explore issues and conflict.
- 4.3. Skills are effectively used to listen, reframe, provide feedback and negotiation to support exploration and clarify issues.
- 4.4. Conflict is resolved by seeking agreement on processes to be followed.

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| Learning outcome 5: Be able to produce quality written materials |
| <p>Performance criteria:</p> <p>5.1. Writing is succinct and clear and presented in a logical and sequential way to match audience needs and the purpose of the document.</p> <p>5.2. Organisation guidelines and current accepted standards of writing are addressed through written documentation.</p> <p>5.3. Remedial action is taken where individual skill levels do not match workplace requirements.</p> |
| Learning outcome 6: Be able to conduct interviews |
| <p>Performance criteria:</p> <p>6.1. Interviews and formal discussions are conducted to ensure that structures, timeframes and protocols are mutually agreed and adhered to.</p> <p>6.2. Questioning, speaking, listening and non-verbal communication techniques are effectively used during discussions and interviews, to ensure the required information is accessed or communicated.</p> <p>6.3. Feedback and advice are given in a way which reflects current identified good practice.</p> <p>6.4. Interviews and formal discussions are conducted with due regard to individual differences, needs and rights.</p> |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. |
| Evidence requirements |
| <ol style="list-style-type: none"> 1. Learners contribute to the development of effective communication strategies and evidence with a report on strategies for internal and external dissemination of information, channels and strategies of communication and strategies on negotiation and conflict resolution. 2. Learners represent the organization to a range of groups and evidence with a report on materials researched, adjustments made, presentations delivered, and questions responded to. 3. Learners facilitate group discussions and evidence with a report on requirements to effective group interactions and group communication strategies. 4. Learners use specific communication techniques to assist in resolving conflict and evidence with a report on strategies on conflict resolution, communication skills and processes to identify barriers in communication, and conflict resolution by agreement on processes. 5. Learners produce quality written materials and evidence with a report on requirements to documents and documents written. 6. Learners conduct interviews and discussions and evidence with a report on interviews and discussions conducted and communication skills used. 7. Learners review own work and identify performance improvement strategies. |

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Unit: 2

Unit title: Develop, implement and promote effective workplace communication

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Business Administration

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | X | X | X | |
| | 1.2 | X | X | X | X | | | X |
| | 1.3 | X | X | X | X | X | | |
| | 1.4 | | X | X | X | | | |
| | 1.5 | | X | X | X | X | X | |
| | 1.6 | | X | X | X | X | | |
| 2 | 2.1 | X | X | X | X | | | |
| | 2.2 | X | X | X | X | | X | |
| | 2.3 | | X | X | X | | | |
| | 2.4 | | X | X | X | | | |
| 3 | 3.1 | | X | X | X | | | |
| | 3.2 | | X | X | X | | | |
| | 3.3 | | X | X | X | X | | |
| 4 | 4.1 | | X | X | X | X | | |
| | 4.2 | | X | X | X | X | | |
| | 4.3 | | X | X | | X | | |
| | 4.4 | | X | X | X | X | | |
| 5 | 5.1 | | X | X | | X | X | |
| | 5.2 | X | X | X | | X | X | |
| | 5.3 | | X | X | X | X | | |
| 6 | 6.1 | | X | X | X | | | |
| | 6.2 | | X | X | X | X | | |
| | 6.3 | | X | X | X | X | | |
| | 6.4 | | X | X | X | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 3
 Unit title: Participate in social responsibility and citizenship
 Unit code: OF450501112
 Citizenship

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
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| Unit Information |
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| Unit description of content |
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This unit aims to enable learners to achieve the necessary knowledge, skills and ability in order to understand the roles and responsibilities of citizens; be able as citizens to make a positive contribution to society; to know and be able to explore democracy, other political systems and the law; to develop the ability to consider a range of information sources in order to make informed choices as part of the decision-making process for future participation in citizenship.

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| Information for learning and achievement |
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This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

| |
|---------------------|
| Assessment strategy |
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Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview techniques, direct questioning, combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate, oral or written questioning, review of authenticated documents from the workplace or training environment, review of testimony from team members, colleagues, supervisors, managers, clients or candidates.

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| Recording and storing of learner achievement |
| Keep evidence of learner's work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 3
 Unit title: Participate in social responsibility and citizenship
 Unit code: OF450501112
 Citizenship

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
| Assessment criteria: Knowledge, skills and application (KSA) | | |
| Learning outcomes | | |
| Learning outcome 1: Understand the rights and responsibilities of an active citizen | | |
| Performance criteria: 1.1. Rights and responsibilities of citizens are recognised within the economy and welfare system. 1.2. Rights and responsibilities are comprehended as a global citizen. 1.3. Lifestyles of citizens in other countries are described. 1.4. Lifestyles of citizens in other countries are compared with citizens in the UAE. | | |
| Learning outcome 2: Be able to identify democracy and justice – understand our role as citizens | | |
| Performance criteria: 2.1. Roles of citizenship, identity and community is understood in the UAE. 2.2. Differences between fairness and justice in decision making and the law are analysed. 2.3. The pros and cons of a democracy and voting are examined. 2.4. The UAE’s relationship within the Middle East and North Africa and its relationship within the United Nation (UN) are defined. | | |
| Learning outcome 3: Understand citizenship and the State | | |
| Performance criteria: 3.1. Characteristics of citizenship are classified in a Modern State. 3.2. The relationship between a citizen and the law is explored in general. 3.3. The UAE Legal System is disseminated. 3.4. The welfare of citizens within a Modern State is discussed. 3.5. The UN’s Citizen’s Charter is evaluated. | | |
| Learning outcome 4: Understand the Citizen and the political process | | |
| Performance criteria: 4.1. The role of elected representatives is understood. 4.2. The functions and levels of Government are outlined within the UAE. 4.3. The meaning of political participation is understood. 4.4. The forms of political participation are defined. 4.5. Aspects that influence political decision-making are identified. | | |
| Learning outcome 5: Understand the Citizen, Society and the Community | | |
| Performance criteria: 5.1. Socialisation is defined. 5.2. The impact of socialisation is identified. 5.3. Life-changes based on class, ethnicity and gender are distinguished. 5.4. The concept of poverty and inequality is summarized. 5.5. Positive community-based forms of action within the Gulf Cooperation Council regions is evaluated. 5.6. Group dynamics and conflict resolution are demonstrated. | | |

| Evidence guideline |
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| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. |
| Evidence requirements |
| <ol style="list-style-type: none"> 1. Learners understand the rights and responsibilities of an active citizen and evidence with a report on citizen rights and responsibilities and lifestyles of citizens in the UAE and other countries. 2. Learners identify democracy, justice and one's role as a citizen and evidence with a report on UAE citizenship, community, identity, democracy, and participation in other communities like UN or MENA region. 3. Learners understand citizenship and the State and evidence with a report on citizenship and welfare in modern states, the UAE legal system and the UN's Citizen Charter. 4. Learners understand citizenship and the political process and evidence with a report on the functions and levels of government in the UAE, the meaning and forms of political participation, the role of elected officials, and aspects that influence political decision making. 5. Learners understand the concepts of citizen, society and community and evidence with a report on socialization, class, poverty, ethnicity, gender, positive community interaction in the GCC regions, and conflict resolution. 6. Learners review own work and identify performance improvement strategies. |

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 3

Unit title: Participate in social responsibility and citizenship

Unit code: OF450501112

Citizenship

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | | X | X | X |
| | 1.2 | X | X | X | | X | X | X |
| | 1.3 | X | X | X | | X | X | X |
| | 1.4 | X | X | X | | X | X | X |
| 2 | 2.1 | X | X | | | | X | X |
| | 2.2 | X | X | | | | X | X |
| | 2.3 | X | X | | | | X | X |
| | 2.4 | X | X | | | | X | X |
| 3 | 3.1 | X | X | | | | X | X |
| | 3.2 | X | X | X | X | | | X |
| | 3.3 | X | X | X | | | X | |
| | 3.4 | X | X | | | | | X |
| | 3.5 | X | X | X | X | X | | X |
| 4 | 4.1 | X | X | | | | X | |
| | 4.2 | X | X | | | | X | |
| | 4.3 | X | X | | | | X | |
| | 4.4 | X | X | | | | X | X |
| | 4.5 | X | X | | | X | X | X |
| 5 | 5.1 | X | X | | | | | |
| | 5.2 | X | X | X | X | X | X | X |
| | 5.3 | X | X | X | X | X | X | X |
| | 5.4 | X | X | | | | | X |
| | 5.5 | X | X | | | | X | X |
| | 5.6 | X | X | X | | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 4
 Unit title: Ensure team effectiveness
 Unit code: FC000502312
 Business Administration

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|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 4
 Unit title: Ensure team effectiveness
 Unit code: FC000502312
 Business Administration

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
|----------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to establish a team performance plan

Performance criteria:

- 1.1. Team members are consulted to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives.
- 1.2. Performance plans are developed to establish expected outcomes, outputs, key performance indicators and goals for work team.
- 1.3. Team members are supported in meeting expected performance outcomes.

Learning outcome 2: Be able to develop and facilitate team cohesion

Performance criteria:

- 2.1. Strategies are developed to ensure team members have input into planning, decision making and operational aspects of work team.
- 2.2. Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions.
- 2.3. Processes are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed.

Learning outcome 3: Be able to facilitate teamwork

Performance criteria:

- 3.1. Team members and individuals are encouraged to participate in and to take responsibility for team activities, including communication processes.
- 3.2. Team is supported in identifying and resolving work performance problems.
- 3.3. Contribution to team work is presented as a role model for others and enhances the organisation's image for all stakeholders.

Learning outcome 4: Be able to liaise with stakeholders

Performance criteria:

- 4.1. Open communication processes with all stakeholders are established and maintained.
- 4.2. Information from line manager/management to the team is communicated.
- 4.3. Unresolved issues, concerns and problems raised by team members are communicated and followed-up with line manager/management and other relevant stakeholders.
- 4.4. Necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders is evaluate and taken.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only

permissible with the written approval of the Internal Verifier.

- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners establish a team performance plan and evidence with a report on team consultation, the development of a team performance plan and support to team members.
2. Learners develop and facilitate team cohesion and evidence with a report on strategies to ensure team members' participation and input, feedback provided to team and team members, and processes developed to ensure that concerns of team and team members are recognized and addressed.
3. Learners facilitate teamwork and evidence with a report on team encouragement, support to team in identifying and resolving work performance problems, and contribution to team work.
4. Learners liaise with stakeholders and evidence with a report on communication processes with stakeholders and evaluation and action regarding concerns raised by stakeholders.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 4

Unit title: Ensure team effectiveness

Unit code: FC000502312

Business Administration

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | | X | X | X | | | |
| | 1.2 | X | X | X | X | | | |
| | 1.3 | | X | X | X | | | |
| 2 | 2.1 | X | X | X | | | | |
| | 2.2 | X | X | X | X | | | |
| | 2.3 | X | X | X | X | | | |
| 3 | 3.1 | | X | X | | | | |
| | 3.2 | | X | X | X | | | |
| | 3.3 | | X | X | X | | | |
| 4 | 4.1 | | X | X | | | | |
| | 4.2 | | X | X | | | | |
| | 4.3 | | X | X | | | | |
| | 4.4 | | X | X | X | | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 5
 Unit title: Manage meetings
 Unit code: FC000502412
 Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the competencies, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 5
 Unit title: Manage meetings
 Unit code: FC000502412
 Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
| Assessment criteria: Knowledge, skills and application (KSA) | | |
| Learning outcomes | | |
| Learning outcome 1: Be able to prepare for meetings | | |
| Performance criteria: 1.1. Agenda is developed in line with stated meeting purpose. 1.2. Style and structure of meetings are appropriate to their purpose. 1.3. Meeting participants are identified and notified in accordance with organisational procedures. 1.4. Meeting arrangements are confirmed in accordance with requirements of meeting. 1.5. Meeting papers are dispatched to participants within designated time lines. | | |
| Learning outcome 2: Be able to conduct meetings | | |
| Performance criteria: 2.1. Meetings are chaired in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements. 2.2. Meetings are conducted to ensure they are focused, time efficient and achieve outcomes. 2.3. Participation, discussion, problem-solving and resolution of issues are enabled through meeting facilities. 2.4. Minute taker is briefed on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting. | | |
| Learning outcome 3: Be able to follow up meetings | | |
| Performance criteria: 3.1. Transcribed meeting notes are checked to ensure they reflect a true and accurate record of the meeting, and are formatted in accordance with organisational procedures and meeting conventions. 3.2. Minutes and other follow-up documentation are distributed and stored within designated time lines according to organisational requirements. 3.3. Outcome of meetings is reported within designated time lines. | | |
| Evidence guideline | | |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. | | |

Evidence requirements

1. Learners prepare for meetings and evidence with a report on the purpose of meetings, agenda for meetings, style and structure of meetings, meeting participants, meeting arrangements and meeting papers.
2. Learners conduct a meeting and evidence with a report on meeting conventions, goals and outcomes, timekeeping, participation and discussion, and instructions to minute keeper.
3. Learners follow up meetings and evidence with a report on minutes taken, transcribed, and formatted, information distributed after the meetings, and reporting of outcome of meeting.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 5
 Unit title: Manage meetings
 Unit code: FC000502412
 Business Administration

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | | | | |
| | 1.2 | X | X | X | | | X | |
| | 1.3 | X | X | X | X | | | |
| | 1.4 | X | X | X | X | | | |
| | 1.5 | X | X | X | X | | | |
| 2 | 2.1 | X | X | X | X | | X | X |
| | 2.2 | X | X | X | X | X | | |
| | 2.3 | | X | X | X | X | | |
| | 2.4 | X | X | X | X | X | X | |
| 3 | 3.1 | X | X | X | X | X | X | |
| | 3.2 | X | X | X | | | X | |
| | 3.3 | X | X | X | | | | |

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 6

Unit title: Manage business document design and development

Unit code: FC000502512

Business Administration

Level: 5

Credit value: 4

Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.

Information for learning and achievement

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year.

Encourage learners to maintain learning logs and evidence of professional development.

Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 6
 Unit title: Manage business document design and development
 Unit code: FC000502512
 Business Administration

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
|----------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to establish documentation standards

Performance criteria:

- 1.1. Organisational requirements for information entry, storage, output, and quality of document design and production are identified.
- 1.2. Organisation's present and future information technology capabilities are evaluated in terms of their effect on document design and production.
- 1.3. Types of documents used and required by the organisation are identified.
- 1.4. Documentation standards and design tasks for organisational documents in accordance with information, budget and technology requirements are established.

Learning outcome 2: Be able to manage template design and development

Performance criteria:

- 2.1. Standard formats and templates are designed to suit the purpose, audience and information requirements of each document.
- 2.2. Document templates are designed to enhance readability and appearance, and meet organisational requirements for style and layout.
- 2.3. Organisational and user feedback on test templates are obtained and amendments made as necessary to ensure maximum efficiency and quality of presentation.

Learning outcome 3: Be able to develop standard text for documents

Performance criteria:

- 3.1. Complex technical functions of software for their usefulness in automating aspects of standard document production are evaluated.
- 3.2. Document requirements are matched with software functions to allow efficient production of documents.
- 3.3. Macros are tested to ensure they meet the requirements of each document in accordance with documentation standards.

Learning outcome 4: Be able to develop and implement strategies to ensure the use of standard documentation

Performance criteria:

- 4.1. Standard templates and macros are noted for using content, format and language style to suit existing and future users.
- 4.2. Training on the use of standard templates and macros is developed and implemented and adjusted to the content and level of detail to suit user needs.
- 4.3. Master files and printed copies of templates and macros are made in accordance with organisational requirements.

Learning outcome 5: Be able to develop and implement strategies for maintenance and continuous improvement of standard documentation

Performance criteria:

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| <p>5.1. Standard documentation templates and macros are used and monitored and the quality of documents produced is evaluated against documentation standards.</p> <p>5.2. Documentation standards are reviewed against the changing needs of the organisation, and improvements are planned and implemented in accordance with organisational procedures.</p> |
| <p>Evidence guideline</p> <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. |
| <p>Evidence requirements</p> <ol style="list-style-type: none"> 1. Learners establish documentation standards and evidence with a report on types of documents required, requirements to document handling and quality, current and future information technology capabilities, and budget requirements. 2. Learners manage template design and development and evidence with a report on considerations and user feedback regarding the design of document templates. 3. Learners develop standard text for documents and evidence with a report on the evaluation of useful software functions to support effective and efficient production of documents. 4. Learners develop and implement strategies to ensure the use of standard documentation and evidence with a report on standard templates and macros, training on the use of standard templates and macros, and filing and circulation of standard templates and macros. 5. Learners develop and implement strategies for maintenance and continuous improvement of standard documentation and evidence with a report on the use, monitoring and improvements of standard templates and macros against documentation standards and organisational requirements. 6. Learners review own work and identify performance improvement strategies. |

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 6

Unit title: Manage business document design and development

Unit code: FC000502512

Business Administration

Mapping of CoreLife Skills

| Elements | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|----------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | | | X | |
| | 1.2 | X | X | X | | X | X | |
| | 1.3 | X | X | X | | X | | |
| | 1.4 | X | X | X | | X | X | |
| 2 | 2.1 | X | X | X | | X | X | |
| | 2.2 | X | X | X | | | X | |
| | 2.3 | X | X | X | X | X | X | |
| 3 | 3.1 | X | X | X | | | X | |
| | 3.2 | X | X | X | | X | X | |
| | 3.3 | X | X | X | | X | X | |
| 4 | 4.1 | X | X | X | X | X | X | |
| | 4.2 | X | X | X | | | X | |
| | 4.3 | X | | X | | | X | |
| 5 | 5.1 | X | X | X | | | X | |
| | 5.2 | X | X | X | | X | X | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 7
 Unit title: Plan and review management systems
 Unit code: FC000502612
 Business Administration

| | | |
|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Unit Information | | |
| Unit description of content | | |
| This unit describes the competencies, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system. | | |
| Information for learning and achievement | | |
| This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements. | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 7
 Unit title: Plan and review management systems
 Unit code: FC000502612
 Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Assessment criteria: Knowledge, skills and application (KSA) | | |
| Learning outcomes | | |
| Learning outcome1: Be able to plan or review administration systems | | |
| Performance criteria: 1.1. Modifications to administration system requirements are identified through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements. 1.2. Supplier or developer quotations are obtained in accordance with organisational policy and procedures. 1.3. A supplier or developer is selected and made in accordance with organisational policy and procedures. | | |
| Learning outcome 2: Be able to implement new or modified administration system | | |
| Performance criteria: 2.1. Implementation strategies are identified and developed in consultation with staff. 2.2. Staff participation is encouraged in all stages of the implementation process. 2.3. System is implicated in accordance with organisational requirements. 2.4. Procedures for using the system are defined and communicated to staff. 2.5. Training and support is provided for staff on the use of the new or modified system. 2.6. Contingencies are dealt with to ensure minimal impact on users. | | |
| Learning outcome 3: Be able to monitor administration system | | |
| Performance criteria: 3.1. System is monitored for usage, security and output in accordance with organisational requirements. 3.2. System is modified to meet changing needs in accordance with organisational requirements. 3.3. Further modifications are clearly identified and users are notified. 3.4. Staff training on the use of the administration system is monitored and training arranged to meet the needs of new staff. | | |
| Evidence guideline | | |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. | | |

Evidence requirements

1. Learners plan or review administration systems and evidence with a report on organisational and budget requirements, feedback by users and other stakeholders, suppliers'/developers' quotations and selection, and alignment to organisational policies and procedures.
2. Learners implement new or modified administration system and evidence with a report on system development, staff consultation, procedures, training and support in the use of the system, and contingencies dealt with.
3. Learners monitor the administration system and evidence with a report on organisational requirements, changing needs, system monitoring and modification, and notification and training provided to users.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 7

Unit title: Plan and review management systems

Unit code: FC000502612

Business Administration

Mapping of CoreLife Skills

| Elements | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|----------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | X | | X | |
| | 1.2 | X | X | X | X | | | |
| | 1.3 | X | X | X | X | | | |
| 2 | 2.1 | X | X | X | X | | X | |
| | 2.2 | X | X | X | X | | | |
| | 2.3 | X | X | X | X | | X | |
| | 2.4 | X | X | X | X | X | X | |
| | 2.5 | X | X | X | X | | X | |
| | 2.6 | X | X | X | X | X | X | |
| 3 | 3.1 | X | X | X | X | | X | |
| | 3.2 | X | X | X | X | X | X | |
| | 3.3 | X | X | X | X | X | X | |
| | 3.4 | X | X | X | X | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 8
 Unit title: Manage personal work priorities and professional development
 Unit code: FC000502712
 Business Administration

| | | |
|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the competencies, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 8
 Unit title: Manage personal work priorities and professional development
 Unit code: FC000502712
 Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Assessment criteria: Knowledge, skills and application(KSA) | | |
| Learning outcomes | | |
| Learning outcome 1: Be able to establish personal work goals | | |
| Performance criteria: 1.1. Positive role modelling is displayed in the workplace through personal work planning and organisation. 1.2. The organisation's plans and own responsibilities and accountabilities are reflected on through personal work goals, plans and activities. 1.3. Personal performance is measured and maintained in varying work conditions, work contexts and contingencies. | | |
| Learning outcome 2: Be able to set and meet own work priorities | | |
| Performance criteria: 2.1. The initiative to prioritise and facilitate competing demands is taken to achieve personal, team and organisational goals and objectives. 2.2. Technology is used efficiently and effectively to manage work priorities and commitments. 2.3. Work-life balance is maintained to ensure stress is effectively managed and health is optimised. | | |
| Learning outcome 3: Be able to develop and maintain professional competence | | |
| Performance criteria: 3.1. Personal knowledge and skills are assessed against competency standards to determine development needs, priorities and plans. 3.2. Feedback from employees, clients and colleagues is sought and used to identify and develop ways to improve competence. 3.3. Development opportunities suitable to personal learning style/s are identified, evaluated, selected and used to develop competence. 3.4. Participation in networks is undertaken to enhance personal knowledge, skills and work relationships. 3.5. New skills are identified and developed to achieve and maintain a competitive edge. | | |
| Evidence guideline | | |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. | | |

Evidence requirements

1. Learners establish personal work goals and evidence with a report on personal performance and own positive role modelling in the workplace.
2. Learners set and meet own work priorities and evidence with a report on competing demands, priorities identified, technology used in managing work priorities and commitments, and maintenance of work-life balance.
3. Learners develop and maintain professional competence and evidence with a report on competency standards, personal knowledge and skills, feedback to personal performance, and development opportunities and networks to enhance personal knowledge, skills and work relationships.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 8

Unit title: Manage personal work priorities and professional development

Unit code: FC000502712

Business Administration

Mapping of CoreLife Skills

| Elements | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|----------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | | X | X | | | | |
| | 1.2 | X | X | X | | X | | |
| | 1.3 | X | X | X | | X | | |
| 2 | 2.1 | X | X | X | X | X | | |
| | 2.2 | | X | X | | X | X | |
| | 2.3 | | X | X | | X | | X |
| 3 | 3.1 | X | X | X | | | | |
| | 3.2 | | X | X | X | X | | |
| | 3.3 | | X | X | X | X | | |
| | 3.4 | | X | X | X | X | | |
| | 3.5 | | | X | | | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 9
 Unit title: Represent own organisation
 Unit code: FC000502812
 Business Administration

| | | |
|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the competencies, skills and knowledge required for board or senior members to represent their organisation in a range of situations, including those in the community, government and private sector and through establishing relevant networks. This unit applies to individuals who contribute their skills and knowledge to monitoring and guiding the activities of the organisation and who are responsible for representing their organisation in a range of forums</p> | | |
| Information for learning and achievement | | |
| <p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p> | | |
| Assessment strategy | | |
| <p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Diploma in Business Administration
 Qualification code: PQFC00050112

Unit: 9
 Unit title: Represent own organisation
 Unit code: FC000502812
 Business Administration

| | | |
|--|-----------------|-----------------------------------|
| Level: 5 | Credit value: 3 | Notional learning hours: 45 hours |
| Assessment criteria: Knowledge, skills and application(KSA) | | |
| Learning outcomes | | |
| Learning outcome 1: Be able to obtain authorisation and act ethically | | |
| Performance criteria: 1.1. Permission is obtained to represent the organisation. 1.2. Activities are undertaken within the limits of the Board role. 1.3. A code of conduct is followed. | | |
| Learning outcome 2: Be able to develop and participate in network | | |
| Performance criteria: 2.1. Links with individuals, groups and organisations relevant to the work of the organisation are identified and established. 2.2. Networks relevant to the organisation are participated in. | | |
| Learning outcome 3: Be able to promote the work of the organisation | | |
| Performance criteria: 3.1. The community, other organisations, government and businesses are informed about the work and achievements of the organisation. 3.2. Support for the organisation's work is sought from appropriate people and organisations. 3.3. Information is presented in a manner that enhances the organisation achieving its objectives. | | |
| Evidence guideline | | |
| <ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. | | |
| Evidence requirements | | |
| <ol style="list-style-type: none"> 1. Learners obtain authorisation and act ethically and evidence with a report on activities to represent the company, code of conduct followed, and limits defined. 2. Learners develop and participate in networks and evidence with a report on work related contacts and networks and the connection and communication with these contacts and participation in the networks. 3. Learners promote the work of the organisation and evidence with a report on information and communication regarding the work and achievements of the organisation and support sought for the organisation. 4. Learners review own work and identify performance improvement strategies. | | |

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 9

Unit title: Represent own organisation

Unit code: FC000502812

Business Administration

Mapping of CoreLife Skills

| Learning outcomes | Performance Criteria | Collecting, analysing, organising and applying information in a given context | Communicating information, concepts and ideas | Initiating and organising self and activities, including motivation, exploration and creativity | Working with others in teams including leadership | Solving problems including using mathematical ideas and techniques | Applying information and communication technology | Participating in social and civic life including ethical practice |
|-------------------|----------------------|---|---|---|---|--|---|---|
| 1 | 1.1 | X | X | X | X | X | | |
| | 1.2 | X | X | X | X | | | |
| | 1.3 | X | X | X | | | | X |
| 2 | 2.1 | X | X | X | X | | X | |
| | 2.2 | X | X | X | X | | | |
| 3 | 3.1 | X | X | X | X | | | X |
| | 3.2 | X | X | X | X | | | X |
| | 3.3 | X | X | X | X | X | | |