

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Qualification structure

Qualification Type: Principal Qualification	Discipline: F	Sector: C00	Level: 5	No in series: 01	Year of approval: 12
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Credits value: 91 Credit hours	Certification requirement: 23 units: 3 Core; 6 Specialist; 14 Additional
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Qualification aims

The qualification has a total of 23 units and 91 credit hours. The first 10 units are cumulative and scaffold up to a total of 32 credits. 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 diploma covers a wide range of topics that are crucial in a business environment, like: health and safety, communication, social responsibility, team work and effectiveness, meetings, documents, human resources, leadership and management, and learning and development.

Qualification units

<i>Unit code:</i>	<i>Scaffolded (S) to level 5 + unit number</i>	<i>Unit title:</i>	<i>Level:</i>	<i>Credit value:</i>
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Core

FC000502012	S-1	Design and develop organisational health and safety (OHS) participative arrangements	5	4
FC000502112	S-2	Develop, implement and promote effective workplace communication	5	3
OF450501112	S-3	Participate in social responsibility and citizenship	5	3

Specialist

FC000502312	S-4	Ensure team effectiveness	5	4
FC000502412	S-5	Manage meetings	5	3
FC000502512	S-6	Manage business document design and development	5	4
FC000502612	S-7	Plan and review management systems	5	4
FC000502712	S-8	Manage personal work priorities and professional development	5	4
FC000502812	S-9	Represent own organisation	5	3

Additional

OF950400212	S-10	Understand the principles of management and leadership	4	4
OF950400312	S-11	Provide personal leadership	4	4
OF950400412	S-12	Develop and lead teams and individuals	4	3
GC000400112	S-13	Lead and manage people	4	3
GC000400212	S-14	Manage people performance	4	4
GC000400312	S-15	Demonstrate management capabilities	4	5
OF450401012	S-16	Plan, organise and facilitate learning in the workplace	4	4
FC050501412	S-17	Manage workforce planning	5	4

FC050401312	S-18	Manage recruitment, selection and induction processes	5	4
FC050501812	S-19	Manage expatriate staff	5	3
FC050501712	S-20	Manage performance management system	5	4
FC050502212	S-21	Manage programmes that promote personal effectiveness	5	3
PF900500512	S-22	Design learning programmes	5	4
FC000502912	S-23	Apply skills and knowledge in a business environment	5	10
Prerequisites				
Entry requirements		Requirements		
<p>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 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>		<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 advantage. • Minimum level entry qualification is Certificate 4. <p>Credit transfer is available as published.</p>		
Qualification pathways				
This Qualification		Pathways		
Diploma in Business Administration		Degree in Business Administration Degree in Human Resources		
Copyright and ownership		Modification history		
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.		Release no: 1	Previous code:	
		Comment:	New code:	
National Occupational Standards		Not available		

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Qualification overview

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

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	
<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.

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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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.

Learning outcome 5: Be able to participate in evaluating the design and development of participative arrangements
<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>
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 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

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>		

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: 2
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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.

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

Unit code: FC000502112

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
Unit Information		
Unit description of content		
<p>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.</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>		

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
<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

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		
<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 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
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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: 5.1. Standard documentation templates and macros are used and monitored and the quality of documents produced is evaluated against documentation standards. 5.2. Documentation standards are reviewed against the changing needs of the organisation, and improvements are planned and implemented in accordance with organisational procedures.
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 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		

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

Unit: 10
 Unit title: Understand principles of management and leadership
 Unit code: OF950400212
 Leadership

Level: 4	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 introduce learners to the development of practical leadership skills at a non-strategic level within a changing work environment. The unit focuses on understanding how current theories of management and leadership can be applied to specific workplace situations. Learners will examine the relationship between management and leadership, why these two concepts are often used interchangeably and the different perspectives, particularly in relation to the behaviour of managers/leaders.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills, knowledge and competence embedded in the unit including applying leadership theories and models to specific situations, enable learners to compare and evaluate the usefulness of these theories and gain insight into specific leadership requirements in an organisation. In addition, learners will demonstrate an ability to develop their own management and leadership skills through assessing requirements within their current or future job roles</p> <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,</p>		

checklists, lists, statements, comparative charts, 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: 10
 Unit title: Understand principles of management and leadership
 Unit code: OF950400212
 Leadership

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand the link between management and leadership		
Performance criteria: 1.1. Functions of management are outlined. 1.2. Skills associated with leadership are described. 1.3. Relationship between management and leadership is explained.		
Learning outcome 2: Understand the skills and styles of management and leadership		
Performance criteria: 2.1. Personal and professional skills required for effective management are explained. 2.2. Skills and styles of successful leaders are compared. 2.3. Expected impact of own leadership style on work groups is assessed. 2.4. How management and leadership styles impact on the achievement of organisational objectives is analysed.		
Learning outcome 3: Be able to apply theory in an organisational context		
Performance criteria: 3.1. Appropriate theories of management and leadership are selected to identify management and leadership requirements within an organization. 3.2. The usefulness of using theories for gaining insights into leadership requirements is reported. 3.3. Development of management and leadership skills for a given job role is planned. 3.4. Justified evaluations of management and leadership development methods are made and selected.		
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 understand the link between management and leadership and evidence with a report on functions of management, skills in leadership and the relationship between management and leadership. 2. Learners understand the skills and styles of management and leadership and evidence with a report on skills required for effective management, a comparison of skills and styles of successful leaders, the impact of management and leadership styles on organisational 		

objectives and expected impact of own leadership.

3. Learners apply theory in an organisational context and evidence with a report on leadership and management theories, leadership and management requirements within an organisation, the planning for development of management and leadership skills and an evaluation of management and leadership development methods.
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: 10

Unit title: Understand principles of management and leadership

Unit code: OF950400212

Leadership

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				
	1.3	X	X	X				
2	2.1	X	X	X				
	2.2	X	X	X				
	2.3	X	X	X				
	2.4	X	X	X				
3	3.1	X	X	X		X	X	
	3.2	X	X	X	X			
	3.3	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: 11

Unit title: Provide personal leadership

Unit code: OF950400312

Leadership

Level: 4

Credit value: 4

Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit describes the performance outcomes required to display high levels of personal leadership and to be a role model within the work environment. This unit applies to staff who have a leadership role. It applies to the manner in which they conduct themselves, the initiative they take in influencing, assisting and guiding others, and to the way they manage their own role and responsibilities.

Competence in this unit requires consistently high levels of self-management and behaviours that exemplify the desired standards within the organisation. This involves the candidate earning the trust and respect of the team and acting as a role model at all times.

This role is undertaken by staff with managerial responsibility (people management or operational/specialist management).

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills, knowledge and applications embedded in the unit including addressing development needs to meet organisational, individual and team objectives and goals; influencing individuals and teams in a positive manner; making informed decisions; developing high personal management performance standards and enhancing the image of an enterprise.

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 of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and 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: 11
 Unit title: Provide personal leadership
 Unit code: OF950400312
 Leadership

Level: 4	Credit value: 4	Notional learning hours: 60 hours
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Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to influence individuals and teams in a positive manner

Performance criteria:
 1.1. Individual and team efforts and contributions are encouraged, valued and rewarded.
 1.2. Work undertaken by individuals/teams is accountable and promoted by clearly communicating roles, responsibilities and expectations.
 1.3. Information and positive ideas from the team are accepted and supported.

Learning outcome 2: Be able to make informed decisions

Performance criteria:
 2.1. Information relevant to the issue/s under consideration is gathered and organized.
 2.2. Individuals/teams are involved to actively participate in the decision making process.
 2.3. Preferred course of action is determined after risks and options are examined and assessed.
 2.4. Decisions made for individuals/teams are communicated clearly and in a timely manner.
 2.5. Plans to implement decisions are prepared after agreement by relevant individuals/teams.
 2.6. The implementation and impact of decisions are monitored using reliable feedback processes.

Learning outcome 3: Be able to enhance the image of the enterprise

Performance criteria:
 3.1. Business is conducted in a way that is consistent with enterprise standards and values.
 3.2. Inappropriate values and standards exhibited within the organisation are discussed promptly and noted with appropriate persons using established communication channels.
 3.3. Very high standards of personal presentation are consistently displayed in line with organisational expectations and policies.

Learning outcome 4: Be able to demonstrate high standards of personal and management performance

Performance criteria:
 4.1. Organisation's reputation of integrity and credibility is developed through personal performance and behavior contributions.
 4.2. Standards of personal and management performance are consistent with enterprise requirements.
 4.3. A positive role model is provided for others through personal and managerial performance.
 4.4. Plans are developed and implemented in accordance with enterprise goals and objectives.
 4.5. Key performance indicators and targets are developed, set and monitored within the team/enterprise business plans.

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 influence individuals and teams in a positive manner and evidence with a report on the encouragement, acceptance and support to individual and team efforts.
2. Learners make informed decisions and evidence with a report on information gathered for decision making, individuals and team involved, decisions made, plans and communication to implement the decisions, and monitoring of the impact.
3. Learners enhance the image of the enterprise and evidence with a report on the evaluation of behaviour and practices against enterprise standards and values, and actions taken to address appropriate and inappropriate behaviour and practices.
4. Learners demonstrate high standards of personal and management performance and evidence with a report on own behaviour and performance against enterprise standards, and requirements and expectations to others.
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: 11

Unit title: Provide personal leadership

Unit code: OF950400312

Leadership

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			
	1.3	X	X	X	X			X
2	2.1	X	X	X				
	2.2	X	X	X	X			
	2.3	X	X	X		X		
	2.4	X	X	X	X			
	2.5	X	X	X	X	X	X	
	2.6	X	X	X	X		X	
3	3.1	X	X	X	X			
	3.2	X	X	X	X	X	X	X
	3.3	X	X	X			X	
4	4.1	X	X	X	X			X
	4.2	X	X	X				
	4.3	X	X	X	X			
	4.4	X	X	X			X	
	4.5	X	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: 12
 Unit title: Develop and lead teams and individuals
 Unit code: OF950400412
 Leadership

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to promote leadership within the workplace. It involves leading teams, developing team plans to meet expected outcomes and proactively working with the management of the organisation. Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills, knowledge and competencies embedded in the unit including to develop understanding and ability in developing and leading teams, as required by a practising or potential middle manager.</p> <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
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: 12
 Unit title: Develop and lead teams and individuals
 Unit code: OF950400412
 Leadership

Level: 4	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 develop individual and team development needs

Performance criteria:
 1.1. Workplace learning opportunities, coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies.
 1.2. Development opportunities which incorporate a range of activities and support materials appropriate to the achievement of identified competencies are created.

Learning outcome 2: Be able to develop team cohesion

Performance criteria:
 2.1. Opportunities are provided for input of team members into planning, decision making and operational aspects of work.
 2.2. Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions.
 2.3. Individuals are encouraged to self-evaluate performance and identify areas of improvement.
 2.4. Issues, concerns and problems are recognised, addressed and identified by team members or referred to relevant persons as required.

Learning outcome 3: Be able to participate in and facilitate work teams

Performance criteria:
 3.1. Team members are actively encouraged to participate in and take responsibility for team activities and communication processes.
 3.2. Support for the team is identified and given to resolve problems which impede performance.
 3.3. Contribution to own work is presented as a role model to work teams and for others to enhance the organisation's image within the work team and with clients/customers.

Learning outcome 4: Be able to liaise with management

Performance criteria:
 4.1. Open communication is maintained with line manager/management at all times.
 4.2. Information is communicated from line manager/management to the team.
 4.3. Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management to ensure follow-up action is 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 develop individual and team development needs and evidence with a report on workplace learning opportunities, development opportunities and support activities to achieve identified competencies.
2. Learners develop team cohesion and evidence with a report on input of and feedback to team members regarding planning, decision making and operational aspects of work.
3. Learners participate in and facilitate work teams and evidence with a report on encouragement team members, support to team members and presentation of contribution to own work.
4. Learners liaise with management and evidence with a report on communication and information to and from the line manager/management regarding work, concerns and problems.
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: 12

Unit title: Develop and lead teams and individuals

Unit code: OF950400412

Leadership

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			
2	2.1	X	X	X	X		X	
	2.2		X	X	X			
	2.3		X	X	X			
	2.4		X	X	X	X		
3	3.1		X	X	X			
	3.2		X	X	X	X		
	3.3		X	X	X	X		
4	4.1		X	X	X			
	4.2		X	X	X			
	4.3		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: 13
 Unit title: Lead and manage people
 Unit code: GC000400112
 Leadership

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to lead and manage teams. This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums. 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 of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrams.</p>		

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: 13

Unit title: Lead and manage people

Unit code: GC000400112

Leadership

Level: 4

Credit value: 3

Notional learning hours: 45 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to lead the team

Performance criteria:

- 1.1. The organisational culture is reflected through the leadership style.
- 1.2. Environment is created in which team members are motivated to achieve high standards of performance.
- 1.3. Personal leadership style is analysed and evaluated in terms of effects on motivation and performance of team members.

Learning outcome 2: Be able to develop and communicate team objectives.

Performance criteria:

- 2.1. Team objectives are developed and are clear, accurate, relevant and include expected performance standards.
- 2.2. Objectives are achievable within designated time limits and according to resources available.
- 2.3. Objectives are clearly explained at a level and pace appropriate to team member comprehension.
- 2.4. Objectives are regularly reviewed according to team or organisational policy changes.
- 2.5. Team members are encouraged to provide feedback on objectives and to clarify areas of uncertainty.

Learning outcome 3: Be able to develop team commitment and cooperation

Performance criteria:

- 3.1. Plans are communicated clearly and objectives set in consultation with the team.
- 3.2. Plans and objectives are consistent with organisation goals.
- 3.3. Expected roles and responsibilities of team members and leaders are communicated in a way that encourages individual and team responsibility at work.
- 3.4. Individual and team effort and contribution are identified, encouraged, valued and rewarded.
- 3.5. Communication styles are modelled, encouraged, open and supportive within the team.

Learning outcome 4: Be able to manage team performance

Performance criteria:

- 4.1. Skills of team members are assessed to provide opportunity for individual development.
- 4.2. Team performance is monitored to ensure progress towards achievement of goals.
- 4.3. Tasks and responsibilities are delegated and processes are implemented to overcome barriers.
- 4.4. Mentoring, coaching and support are provided to team members.

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 lead a team and evidence with a report on personal leadership style , the reflection of organizational culture and the effect of leadership on motivation and performance of team members.
2. Learners develop and communicate team objectives and evidence with a report on the consideration of expected performance standards, assigned time and resources, and comprehension and feedback of team members in the development of team objectives.
3. Learners develop team commitment and cooperation and evidence with a report on the method and style of communication of plans, objectives, and roles and responsibilities to team members.
4. Learners manage team performance and evidence with a report on tasks and responsibilities of team members, barriers, skills assessment, opportunities for individual development, and mentoring and coaching.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical Vocational Education and Training

Business Administration

Qualification title: Diploma in Business Administration

Qualification code: PQFC00050112

Unit: 13

Unit title: Lead and manage people

Unit code: GC000400112

Leadership

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	X	X		
2	2.1	X	X	X	X	X		
	2.2	X	X	X	X	X	X	
	2.3	X	X	X	X		X	
	2.4	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		
	3.4	X	X	X	X	X	X	
	3.5	X	X	X	X			
4	4.1	X	X	X	X	X		
	4.2	X	X	X	X	X		
	4.3	X	X	X	X			
	4.4	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: 14
 Unit title: Manage people performance
 Unit code: GC000400212
 Management

Level: 4	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 manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit. 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. Assessment can include role play, scenario setting, use of 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: 14
 Unit title: Manage people performance
 Unit code: GC000400212
 Management

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to lead by example		
Performance criteria: 1.1. High standards of personal performance are demonstrated. 1.2. Willingness to confront difficult situations and problems is demonstrated. 1.3. Communication to facilitate open honest, consultation with team members is used. 1.4. Difficult situations are dealt with fairly, openly and promptly according to organisational policy and procedures.		
Learning outcome 2: Be able to establish, develop and improve teams.		
Performance criteria: 2.1. Plans are developed and accessed based on relevant information, accurate assessment of current competencies and career aspirations according to current and future requirements. 2.2. Team building and development plans are designed to contain clear and realistic objectives. 2.3. Constructive relationships are established by taking a collaborative approach with team members, colleagues and management. 2.4. Team members' suggestions are recognised and explanation is provided if proposals are rejected. 2.5. Outstanding achievement is recognized. 2.6. Support for team members is given in areas that may affect work performance and morale.		
Learning outcome 3: Be able to assess performance		
Performance criteria: 3.1. Performance management and review processes are designed to ensure consistency within organisational objectives and policies. 3.2. Participants are trained in the performance management and review process. 3.3. Performance management is conducted in accordance with organisational protocols and time lines. 3.4. Performance is monitored and evaluated on a continuous basis.		
Learning outcome 4: Be able to provide feedback		
Performance criteria: 4.1. Informal feedback is provided to staff on a regular basis. 4.2. People with poor performance are given relevant advice and necessary actions taken. 4.3. On-the-job coaching is provided to improve performance and confirm excellence in performance. 4.4. Feedback sessions are structured and formally conducted as necessary in accordance with organisational policy. 4.5. Performance is documented in accordance with the organisational performance management system.		

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 lead by example and evidence with a report on standards of own performance and communication with team members.
2. Learners establish, develop and improve teams and evidence with a report on team building and team development plans, the collaborative approach taken, and responses to team members' performance and suggestions.
3. Learners assess performance and evidence with a report on the design and implementation of performance management and review processes within the organisation.
4. Learners provide feedback and evidence with a report on formal and informal feedback provided to staff, follow up and support actions, and documentation of performance in the performance management system.
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: 14

Unit title: Manage people performance

Unit code: GC000400212

Management

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	X			
	1.4	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			
	2.5	X	X	X	X			
	2.6	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			
4	4.1	X	X	X	X			
	4.2	X	X	X	X			
	4.3	X	X	X	X	X		
	4.4	X	X	X	X	X		
	4.5	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: 15
 Unit title: Demonstrate management capabilities
 Unit code: GC000400312
 Management

Level: 4	Credit value: 5	Notional learning hours: 75 hours
Unit Information		
Unit description of content		
This unit describes management capabilities including, standards of management performance and behaviour, consulting with a team, making informed decisions, and delegating responsibility and authority.		
Information for learning and achievement		
The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit. This unit is a knowledge, skill and application unit. 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 of this unit is to be conducted in a classroom and workplace environment.</p> <p>Assessment can include: reports, reflective reports, checklists, lists, statements, comparative charts, role play, written material, posters, scenario setting, tabular presentations, drama performance, presentations, portfolios 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: 15
 Unit title: Demonstrate management capabilities
 Unit code: GC000400312
 Management

Level: 4	Credit value: 5	Notional learning hours: 75 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to model high standards of management performance and behaviour		
Performance criteria: 1.1. Management performance and behaviour are planned to meet the organisation's requirements. 1.2. Management performance and behaviour serves as a positive role model for others. 1.3. Performance plans are developed and implemented in accordance with organisation's goals and objectives. 1.4. Key performance indicators are established and used to meet organisation's goals and objectives.		
Learning outcome 2: Be able to consult with team		
Performance criteria: 2.1. Policy plans are communicated clearly and concisely, with problems and solutions to team issues solved according to policy. 2.2. Active and clear communication is demonstrated to team on organisational policy and operational issues. 2.3. Positive contributions are encouraged from all members of group. 2.4. Leadership style is appropriate for purpose and membership of group. 2.5. Decisions are recorded accurately and are acted upon.		
Learning outcome 3: Be able to make informed decisions		
Performance criteria: 3.1. Information relevant to the issue/s under consideration is gathered and organized. 3.2. Individuals and teams active participation in decision making processes is facilitated. 3.3. Options are examined and assessed to determine associated risks to preferred courses of action. 3.4. Decisions are made timely and communicated clearly to individuals and teams. 3.5. Plans are prepared to implement decisions and ensure they are agreed by relevant individuals and teams. 3.6. Feedback processes are used effectively to monitor the implementation and impact of decisions.		
Learning outcome 4: Be able to delegate responsibility and authority		
Performance criteria: 4.1. Team and individual limits of responsibilities are clearly defined according to organisational policy. 4.2. Delegation is unambiguous, explicit and is carried out within a designated timeframe. 4.3. Resources and support available are accessible and sufficient for the needs of the operation 4.4. Delegation is reviewed regularly and revised as required.		

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 model high standards of management performance and behaviour and evidence with a report on the planning and presentation of management performance and the development and implementation of performance plans and key performance indicators.
2. Learners consult with team and evidence with a report on leadership style, communication with team members on policies, operations and issues, and recording of and follow up on decision.
3. Learners make informed decision and evidence with a report on information gathered, participation facilitated, options examined, decisions made, action taken, and impact made.
4. Learners delegate responsibility and authority and evidence with a report on responsibilities of team and individuals, limits to responsibilities, and delegation carried out.
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: 15

Unit title: Demonstrate management capabilities

Unit code: GC000400312

Management

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				
	1.3	X	X	X				
	1.4	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			
	2.5	X	X	X		X		
3	3.1	X	X	X				
	3.2	X	X	X	X			
	3.3	X	X	X				
	3.4	X	X	X				
	3.5	X	X	X	X			
	3.6	X	X	X	X	X		
4	4.1	X	X	X	X			
	4.2	X	X	X				
	4.3	X	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: 16
 Unit title: Manage workforce planning
 Unit code: FC050501412
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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Unit Information

Unit description of content

This unit includes aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes.

Information for learning and achievement

This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement. 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, 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.

Recording and storing of learner achievement
Keep evidence of learner's work in the centre for up to one year. Maintain learning logs and evidence of professional development. Maintain learner 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: 16
 Unit title: Manage workforce planning
 Unit code: FC050501412
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to assess supply and demand of staffing requirements		
Performance criteria:		
<ol style="list-style-type: none"> 1.1. Business plans are reviewed to determine predicted areas of organisational growth and downsizing and associated labour requirements. 1.2. Existing workforce is analysed to determine areas where there are excesses or shortages. 1.3. Current workforce capacity is analysed to meet current and predicted demands for business goods and services. 1.4. Current and predicted external labour supply data, and demographic and economic data, is researched and reviewed to forecast human resources supply. 		
Learning outcome 2: Be able to develop workforce objectives and strategies		
Performance criteria:		
<ol style="list-style-type: none"> 2.1. Objectives are established for the modification to or retention of the workforce. 2.2. Objectives are defined to address areas with unacceptably high staff turnover. 2.3. Objectives are defined to retain required skilled labour. 2.4. Strategies are defined to source skilled labour. 2.5. Objectives and rationale are communicated to relevant stakeholders. 2.6. Agreement and endorsement for objectives are obtained and targets are established. 2.7. Contingency plans are developed to cope with extreme situations. 		
Learning outcome 3: Be able to implement initiatives to support workforce planning objectives		
Performance criteria:		
<ol style="list-style-type: none"> 3.1. Action is implemented to support agreed objectives for recruitment, training, redeployment and redundancy. 3.2. Strategies are developed and implemented to assist workforce to deal with organisational change. 3.3. Succession planning system is implemented to ensure desirable workers are developed and retained. 3.4. Programmes are implemented to ensure workplace is an employer of choice. 		
Learning outcome 4: Understand how to monitor and evaluate workforce trends		
Performance criteria:		
<ol style="list-style-type: none"> 4.1. Workforce plan is reviewed against patterns in exiting employee and workforce changes. 4.2. Labour supply trends for areas of over- or under-supply are monitored against the external environment. 4.3. Effects of labour trends on demand for labour are monitored. 4.4. Organisational climate is surveyed to gauge worker satisfaction. 4.5. Effectiveness of change processes is evaluated against agreed 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 assess supply and demand of staffing requirements and evidence with a report on current workforce capacity, future staffing requirements, and human resources supply. 2. Learners develop workforce objectives and evidence with a report on staff requirements, shortage and oversupply of staff, staff turnover, and retention and recruitment strategies for skilled labour. 3. Learners implement initiatives to support workforce planning objectives and evidence with a report on actions and strategies related to recruitment, training, redeployment, redundancy, organizational change, and employer of choice. 4. Learners monitor and evaluate workforce trends and evidence with a report on labour supply and demand trends, organizational climate and workforce satisfaction, and effectiveness of change processes. 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: 16

Unit title: Manage workforce planning

Unit code: FC050501412

Human Resources

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	
	1.3	X	X	X			X	
	1.4	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				
	2.5	X	X	X	X			
	2.6	X	X	X	X	X		
	2.7	X	X	X	X	X	X	
3	3.1	X	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	X	
4	4.1	X	X	X				
	4.2	X	X	X			X	
	4.3	X	X	X			X	
	4.4	X	X	X	X			
	4.5	X	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: 17

Unit title: Manage recruitment, selection and induction processes

Unit code: FC050401312

Human Resources

Level: 5

Credit value: 4

Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit deals with providing advice on recruitment strategy, determining job specifications, managing recruitment process, assessing and selecting candidates and referring candidates and completing placement processes.

Information for learning and achievement

This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement. 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 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.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year. Maintain learning logs and evidence of professional development.

Maintain learner 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: 17
 Unit title: Manage recruitment, selection and induction processes
 Unit code: FC050401312
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand how to provide advice on recruitment strategy

Performance criteria:

- 1.1. Recruitment information to managers is provided.
- 1.2. Staff recruitment requirements are agreed upon.
- 1.3. Recommendations for necessary assessments and profiling are discussed and agreed with managers.
- 1.4. Performance gaps are identified as part of workforce planning.

Learning outcome 2: Be able to determine job specifications

Performance criteria:

- 2.1. Job analysis is undertaken with managers to determine needs and requirements for recruitment.
- 2.2. Specification notes are written to accurately reflect the job role.
- 2.3. Specification notes are confirmed with personnel prior to recruitment.

Learning outcome 3: Be able to conduct an evaluation of market salary rates

Performance criteria:

- 3.1. Market salary rates are sought from various companies for similar positions.
- 3.2. Salaries are compared and benchmarked to salary ranges for companies in the UAE.
- 3.3. Results are interpreted and stated whether salaries are above or below the market rate.
- 3.4. Recommendations to management are made about market salary rates.

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 provide advice on recruitment strategy and evidence with a report on staff recruitment requirements, recruitment information, performance gaps, and recommendations for assessment and profiling.
2. Learners determine job specifications and evidence with a report on job analysis, job specification notes and recruitment needs and requirements.
3. Learners conduct an evaluation of market salary rates and evidence with a report on market research and benchmark with market salary ranges in the UAE and recommendations to management.
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: 17
 Unit title: Manage recruitment, selection and induction processes
 Unit code: FC050401312
 Human Resources

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			
	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		X	
	2.3	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	
	3.4	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:18
 Unit title: Manage performance management system
 Unit code: FC050501712
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems. It includes developing and managing ongoing performance feedback strategies and conducting formal performance feedback meetings. The unit also includes specific intervention associated with under-performance or misconduct

Information for learning and achievement

This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement. 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 of this unit is achievable in the work environment. Assessment can include 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.

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

Unit: 18
 Unit title: Manage performance management system
 Unit code: FC050501712
 Human Resources

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 develop performance management systems

Performance criteria:

- 1.1. Key performance indicators are developed for staff in subordinate positions.
- 1.2. Organisational timeframes and processes are developed for formal performance management sessions.
- 1.3. Performance management systems are developed to cover the range of employment situations in the organisation.
- 1.4. Key stakeholders are consulted about the system and its features.
- 1.5. Performance management system are supported prior to implementation.

Learning outcome 2: Be able to implement performance management systems

Performance criteria:

- 2.1. Performance gaps and talent are managed to monitor performance.
- 2.2. Performance management is monitored regularly and intervention occurs to address poor performance and acknowledge excellent performance.
- 2.3. Poor performance is addressed and solutions are offered according to organisational policies and legal requirements.
- 2.4. Managers are supported to counsel and discipline employees who perform below standard
- 2.5. Managers are supported in terminating employees who fail to respond to interventions, according to organisational protocols and legislative requirements.
- 2.6. Performance management recorded outcomes of sessions are accessible and stored according to organisational policy.

Learning outcome 3: Be able to coordinate formal feedback processes

Performance criteria:

- 3.1. Performance feedback plans are developed by relevant managers or team leaders and plans are lodged with human resources staff.
- 3.2. Performance improvement plans are agreed on and signed for individual learning and development.
- 3.3. Problem or grievance processes are established to deal with performance feedback.
- 3.4. Participants are advised by career development specialist.

Learning outcome 4: Be able to coordinate individual or group learning development plans

Performance criteria:

- 4.1. Providers of performance development are contracted as identified by the plans, according to organisational policy.
- 4.2. Learning and development plans are designed to contribute to the development of a learning organisation.
- 4.3. Learning and development plans are delivered according to agreed timeframes and ensure they deliver specified outcomes.

<p>4.4. Learning and development activities are monitored to ensure compliance with quality assurance standards.</p> <p>4.5. Remedial action is negotiated with providers where necessary.</p> <p>4.6. Reports are generated to advise appropriate managers on progress and success rates of activities.</p> <p>4.7. Performance management system is regularly evaluated and improved in keeping with organisational objectives and policies.</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 develop performance management systems and evidence with a report on performance management systems, the range of employment situations in the organisation, key performance indicators for staff in subordinate positions, timeframes and processes for performance management sessions and input by key stakeholders. 2. Learners implement performance management systems and evidence with a report on the monitoring of performance, interventions to be undertaken, and the recording and storage of the outcomes of performance management sessions. 3. Learners coordinate formal feedback processes and evidence with a report on performance feedback plans, performance improvement plans, grievance procedures and referral to career advice. 4. Learners coordinate individual or group learning and evidence with a report on learning and development plans, providers and contracts of performance development, delivery and monitoring of learning and development activities, and progress and effectiveness of the development activities. 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: 18

Unit title: Manage performance management system

Unit code: FC050501712

Human Resources

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	X			
	1.4	X	X	X	X			
	1.5	X	X					
2	2.1	X	X	X	X	X		
	2.2	X	X	X	X	X		
	2.3	X	X	X	X	X		
	2.4	X	X	X	X	X		
	2.5	X	X	X	X	X		
	2.6	X	X	X	X		X	
3	3.1	X	X	X	X			
	3.2	X	X	X	X			
	3.3	X	X	X	X	X	X	
	3.4	X	X	X	X			
4	4.1	X	X	X	X			
	4.2	X	X	X	X		X	
	4.3	X	X	X	X		X	
	4.4	X	X	X	X		X	
	4.5	X	X	X	X	X		
	4.6	X	X	X	X		X	
	4.7	X	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: 19
 Unit title: Manage expatriate staff
 Unit code: FC050501812
 Human Resources

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 manage all aspects of expatriate employment, supporting expatriate staff to achieve their goals and to arrange repatriation to home country.</p>		
Information for learning and achievement		
<p>This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement. 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 of this unit is achievable in the work environment. Assessment can include 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>		

Recording and storing of learner achievement
Keep evidence of learner's work in the centre for up to one year. Maintain learning logs and evidence of professional development. Maintain learner 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: 19
 Unit title: Manage expatriate staff
 Unit code: FC050501812
 Human Resources

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 plan for expatriate employment		
Performance criteria: 1.1. Type of work to be conducted is reviewed and roles, tasks and responsibilities of team members are recorded. 1.2. Cultural, linguistic and regulatory differences of work site practice are researched. 1.3. Options for employment contracts are reviewed against compensation and benefits arrangements. 1.4. Selection procedures are developed to ensure employee adaptability. 1.5. Work permits, visas and immunisations are obtained and travel and accommodation arrangements are made. 1.6. Required technology and equipment for staff to do their job are planned.		
Learning outcome 2: Be able to support expatriate staff to achieve goals		
Performance criteria: 2.1. Cultural awareness training and orientation are arranged to new work site and living situation. 2.2. Organisational information is provided and performance expectations are clarified. 2.3. Clear procedures are established for open and honest communication. 2.4. Team dynamics and support team performance are managed. 2.5. Disputes and grievances are addressed through conflict management. 2.6. Contributions of team members are recognised and rewarded.		
Learning outcome 3: Be able to arrange and evaluate repatriation		
Performance criteria: 3.1. Staff in the process of repatriation are supported. 3.2. Due clearance process is arranged. 3.3. Flights and exit are arranged from the country.		
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 for expatriate employment and evidence with a report on types of work, diversity in work practices, contract requirements and contractual arrangements, and selection procedures.
2. Learners support expatriate staff to achieve goals and evidence with a report on organisational information, performance expectations, cultural awareness training, team dynamics and conflict management.
3. Learners arrange and evaluate repatriation and evidence with a report on the process of repatriation and support to staff in the process of repatriation.
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: 19

Unit title: Manage expatriate staff

Unit code: FC050501812

Human Resources

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				
	1.3	X	X	X			X	
	1.4	X	X	X			X	
	1.5	X	X	X	X			
	1.6	X	X	X	X			
2	2.1	X	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		
	2.5	X	X	X	X	X		
	2.6	X	X	X	X		X	
3	3.1	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: 20
 Unit title: Manage programmes that promote personal effectiveness
 Unit code: FC050502212
 Human Resources

Level:5	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to manage programmes within a health and wellbeing focus. The unit addresses the management of the range of programmes that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, employee health and wellbeing programmes.</p>		
Information for learning and achievement		
<p>This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements apply to this unit at the time of endorsement. 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 of this unit is achievable in the work environment. Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, review of portfolios of evidence, or review of testimony.</p>		

Recording and storing of learner achievement
Keep evidence of learner's work in the centre for up to one year. Maintain learning logs and evidence of professional development. Maintain learner 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: 20

Unit title: Manage programmes that promote personal effectiveness

Unit code: FC050502212

Human Resources

Level:5

Credit value: 3

Notional learning hours: 45 hours

Assessment criteria: Knowledge, skill and application

Learning outcomes

Learning outcome 1: Be able to research and analyse employee health issues

Performance criteria:

- 1.1. Information on employee health issues are identified and collected from HR department.
- 1.2. Findings and their implications are reviewed for the organisation.
- 1.3. Options for addressing identified health issues are developed.
- 1.4. Support from senior managers is obtained for preferred options.

Learning outcome 2: Be able to plan health and wellbeing programmes

Performance criteria:

- 2.1. Health and wellbeing programme scope and objectives are developed in consultation with appropriate managers.
- 2.2. Administrative structure and resources are planned and created for the programme.
- 2.3. Health and wellbeing programme responsibilities are established and clearly communicate to all stakeholders.
- 2.4. Communications and marketing strategies are planned in conjunction with stakeholders.
- 2.5. Evaluation methods are established to develop an overall health and wellbeing programme management plan, which in turn is communicated to stakeholders.

Learning outcome 3: Be able to implement, administer and monitor health and wellbeing programme

Performance criteria:

- 3.1. Policy documents are prepared and implemented to monitor health and wellbeing strategies in conjunction with programme team members.
- 3.2. Appropriate support, assistance and mentoring are provided to relevant personnel.
- 3.3. Tracking systems are implemented and monitored according to health and wellbeing programme guidelines.
- 3.4. Programme milestones are reached and regular progress reports provided to stakeholders within agreed time lines.

Learning outcome 4: Be able to evaluate health and wellbeing programmes

Performance criteria:

- 4.1. Agreed evaluation methods are used to assess the effectiveness of the programme at specific stages.
- 4.2. Information from programme evaluation process is communicated to stakeholders.
- 4.3. Evaluation process and outcomes are incorporated into continuous improvement strategies, and future corporate plans.

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 research and analyse employee health issues and evidence with a report on information collected, findings and their implications, possible responses to issues identified and support from managers. 2. Learners plan and implement health and wellbeing programmes and evidence with a report on programme scope and objectives, organisational requirements and responsibilities, a communication and marketing strategy, and evaluation methods. 3. Learners implement, administer and monitor health and wellbeing programmes and evidence with a report on program goals and milestones, policy documents, support and assistance provided, a tracking system and progress. 4. Learners evaluate health and wellbeing programmes and evidence with a report on evaluation methods, outcomes, communication to stakeholders and improvement strategies. 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: 20

Unit title: Manage programmes that promote personal effectiveness

Unit code: FC050502212

Human Resources

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	X		
	1.3	X	X	X		X		
	1.4	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		
	2.4	X	X	X			X	
	2.5	X	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	X	
	3.4	X	X	X	X	X	X	
4	4.1	X	X	X	X	X		
	4.2	X	X	X	X	X		
	4.3	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: 21

Unit title: Design learning programmes

Unit code: PF900500512

Education, Training and Development

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 design and develop learning programmes to meet scoping, parameters, analyzing and designing learning programmes. The unit requires learners/candidates to demonstrate and achieve key required skills and knowledge embedded in the unit including; identifying learning needs as expressed within a given brief; selection of learning outcomes are significant, meaningful and coherent outcome statements that include assessment criteria that allow for judgments of measureable competence in line with the respective NQA Unit Standard and competency descriptions; demonstrates ability to design learning that includes learning of tasks and conceptual learning; learning programmes align with a significant learning experiences; ability to design a programme that incorporates a variety of learning approaches; the design makes provision for summative assessment. Licensing, legislative, regulatory requirements apply to this unit at the time of endorsement.

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: 21
 Unit title: Design learning programmes
 Unit code: PF900500512
 Education, Training and Development

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 analyse scoping document		
Performance criteria: 1.1. Scoping document is analysed for the learning programme considering: type of learning required, background, context of the programme, learners numbers, assessment accreditation and certification arrangements. 1.2. Scoping document analysis is used to guide the content, timing, duration and scheduling of the learning programme design.		
Learning outcome 2: Be able to define parameters of the learning programme		
Performance criteria: 2.1. Purpose and type of learning programme are clarified with stakeholders and given scoping document. 2.2. Characteristics of the target learner group are considered and identified. 2.3. The required baseline starting point for learning is identified through the training needs analysis. 2.4. Qualification standards on which to base the learning programme are accessed and confirmed. 2.5. Consistent interpretation of the outcomes and criteria by users is ensured through the scope, range and context for the learning programme.		
Learning outcome 3: Be able to conduct an analysis of the learning programme		
Performance criteria: 3.1. Learning outcomes and performance criteria are analysed to identify the knowledge, skill and application that learners need to know and do in order to prove competence. 3.2. Knowledge, skill and application components are sequenced in learning order to scaffold learning and allow for integrated learning. 3.3. Learning programme is developed by scheduling and sequencing learning across the programme allowing for integrated learning.		
Learning outcome 4: Be able to design structure of the learning programme		
Performance criteria: 4.1. Learning content is broken into manageable segments and the timeframe for each segment documented. 4.2. Learners' needs with respect to structure, pace and special needs of learners are taken into account in the design. 4.3. Sufficient opportunities for learners to achieve outcomes are built into the programme design. 4.4. Delivery strategies and required assessment methods are determined and confirmed. 4.5. Completed learning programme is documented in line with organisational requirements.		

Learning outcome 5: Be able to evaluate learning design
<p>Performance criteria:</p> <p>5.1. Completed programme is reviewed against the scoping document with key stakeholders.</p> <p>5.2. Adjustment and amendment to the training programme are achieved through review feedback.</p> <p>5.3. Final learning programme is agreed by stakeholders to stakeholders satisfaction.</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 analyse the scoping document and evidence with a report on the scope of and implications for the learning programme. 2. Learners define parameters of the learning programme and evidence with a report on training needs analysis, the purpose and type of learning programme, and qualification standards on which to base the learning programme. 3. Learners conduct an analysis of the learning programme and evidence with a report on knowledge, skills and application that learners need to know and do in order to prove competence and the sequencing in learning required to allow for integrated learning. 4. Learners design the structure of a learning programme and evidence with a report on a learner needs, a learning programme plan, delivery strategy and assessment methods. 5. Learners evaluate design of learning and evidence with a report on review of the learning programme plan against the scoping document, adjustments made in the programme based on the review, and agreement on final learning programme. 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: 21
 Unit title: Design learning programmes
 Unit code: PF900500512
 Education, Training and Development

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		
2	2.1	X	X	X	X			
	2.2	X	X	X	X		X	
	2.3	X	X	X				
	2.4	X	X	X	X			
	2.5		X	X	X	X		
3	3.1	X	X	X	X	X		
	3.2	X				X		
	3.3	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				
	4.5	X	X	X			X	
5	5.1	X	X	X	X	X	X	
	5.2	X	X	X		X		
	5.3	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: 22

Unit title: Plan, organise and facilitate learning in the workplace

Unit code: OF450401012

Learning and Development

Level: 4	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 plan, organise and facilitate learning for individuals in a workplace.		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit. Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. Evidence must be at the level required of the unit standard.</p> <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 of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.</p>		

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: 22

Unit title: Plan, organise and facilitate learning in the workplace

Unit code: OF450401012

Learning and Development

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to establish effective work environment for learning		
Performance criteria: 1.1. Objectives and scope of work-based learning are established and agreed upon. 1.2. Work practices and routines are analysed to determine effectiveness in meeting and establishing learning objectives. 1.3. Organisational health and safety implications of using work as the basis for learning are identified and addressed.		
Learning outcome 2: Understand how to develop a work-based learning pathway		
Performance criteria: 2.1. Contractual requirements and responsibilities for learning at work are addressed. 2.2. Integration and monitoring of external learning activities are arranged with the work-based learning pathway. 2.3. Agreement from relevant personnel is obtained to implement the work-based learning pathway.		
Learning outcome 3: Be able to establish the learning-facilitation relationship		
Performance criteria: 3.1. Context for learning and individual's learning style are identified. 3.2. Techniques or processes to facilitate learning are selected and explained to learner. 3.3. Individualised learning plans are developed, documented and discussed with learner. 3.4. Learner's levels of knowledge, skill and experience is monitored by supervisors to provide support and encouragement.		
Learning outcome 4: Be able to implement work-based learning pathway		
Performance criteria: 4.1. Workplace tasks, activities and processes are introduced sequentially to reflect the agreed work-based learning pathway. 4.2. Work-based learning objectives and processes involved are explained to the learner. 4.3. Responsibility for learning and self-reflection is taken. 4.4. Techniques that facilitate learner's transfer of skills and knowledge are developed.		
Learning outcome 5: Be able to maintain and develop the learning/facilitation relationship		
Performance criteria: 5.1. Learning activities are structured to support and reinforce new learning, build on strengths, and identify areas for further development. 5.2. Ethical behaviour is practiced at all times. 5.3. Effectiveness of the learning/facilitation relationship through regular meetings between the parties is monitored.		

<p>Learning outcome 6: Be able to monitor, review and close the effectiveness of the work-based learning pathway</p>
<p>Performance criteria:</p> <p>6.1. Work performance and learning achievements are documented and records kept according to organisational requirements.</p> <p>6.2. Work-based pathways are evaluated for effectiveness against the objectives, processes and techniques used.</p> <p>6.3. Feedback from learner is sought on the outcomes achieved and value of the relationship.</p> <p>6.4. Work-based practice improvements are recommended in light of the review process.</p> <p>6.5. Closure is carried out smoothly using interpersonal and communication skills.</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 an effective work environment for learning and evidence with a report on objectives, scope and health and safety implications for work based learning and an analysis of work practices and routines. 2. Learners develop a work based learning pathway and evidence with a report on contractual and personnel arrangements, requirements and responsibilities related to work based learning. 3. Learners establish the learning-facilitation relationship and evidence with a report on individualised learning plans, learner styles, skills, knowledge and experience, and facilitation methods 4. Learners implement a work based learning pathway and evidence with a learning plan and reflection on delivery. 5. Learners maintain and develop the learning-facilitation relationship and evidence with a report on progress and effectiveness and suggestions for further action. 6. Learners monitor, review and close the work based learning pathway and evidence with an evaluation report and suggestions for further action. 7. 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: 22

Unit title: Plan, organise and facilitate learning in the workplace

Unit code: OF450401012

Learning and Development

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	X	X	X	X
2	2.1	X	X	X				
	2.2	X	X	X				
	2.3	X	X	X	X			
3	3.1	X	X	X	X			
	3.2	X	X	X	X			
	3.3	X	X	X	X		X	
	3.4	X	X	X	X		X	X
4	4.1	X	X	X	X			
	4.2	X	X	X	X			
	4.3	X	X	X	X			
	4.4	X	X	X	X	X	X	
5	5.1	X	X	X			X	
	5.2	X	X	X	X		X	X
	5.3	X	X	X	X			
6	6.1	X	X	X	X			
	6.2	X	X	X	X			
	6.3	X	X	X	X			X
	6.4	X	X	X	X			
	6.5	X	X	X	X			