

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
 Qualification title: Level 4 Composite Award in facilitating leadership
 Qualification code: CAOF95040112

Qualification structure

Qualification type: Composite Award	Discipline: O	Sector: F95	Level: 4	No in series: 01	Year of approval:12	
Credit value: 11 Credit hours		Certification requirement: 3 units: 3 core				
Qualification aims						
The aim of the qualification is to provide learners with an understanding of the principals of management and learning, provide personal leadership, develop and lead teams, and lead and manage people.						
Qualification units						
Core units						
Unit code:	Unit no:	Unit title:			Level:	Credit value:
OF950400212	1	Understand the principles of management and leadership			4	4
OF950400312	2	Provide personal leadership			4	4
OF950400412	3	Develop and lead teams and individuals			4	3
Specialist units						
Unit code:	Unit no:	Unit title:			Level:	Credit value:
Optional units						
Unit code:	Unit no:	Unit title:			Level:	Credit value:
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</p>			<ul style="list-style-type: none"> • IELTS level 4 is preferred. • Functional IT skills would be an advantage. • No specific pre-entry qualification in human resources is required. • Pre-entry requirement of Certificate 3 level equivalency. <p>Credit transfer is available as published.</p>			

capabilities before entering learners as candidates for this qualification.		
Qualification pathways		
This qualification	Qualification pathways: Further units	
Level 4 Composite Award in Facilitating leadership	Certificate 4 in Leadership Certificate 4 in Management Certificate 4 in Human Resources Certificate 4 in Business Administration Diploma in Human Resources Diploma in Business Administration	
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	UK, Australia	

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Qualification overview

These qualifications are suitable for:	Learners should be working in the field of administration, management, learning and development, training or human resources and have background knowledge of the profession as a minimum requirement. The minimum age requirement is seventeen.
Target market	The target market for this qualification are administration, management, learning and development, training or human resources generalists, small company owners and staff with a recruitment role.
Job activities/tasks	The core component of this unit contains competencies in: administration, management, learning and development, training or human resources
Work context/conditions	This unit is for any individual who is, or wishes to be involved in administration, management, learning and development, training or human resources.
Example employers	Government organisations Private sector employers
Example jobs	Related occupations
Executive Administrator Junior Manager Supervisor Learning and development specialist	Trainer Office Manager Persons with departmental responsibility
Professional association:	International professional association such as Institute of Leadership and 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. 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 • have 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 and 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 1, 2 and 3.	

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.

Abu Dhabi Centre for Technical and Vocational Education and Training
 Leadership
 Qualification title: Level 4 Composite Award in facilitating leadership
 Qualification code: CAOF95040112

Unit: 1
 Unit title: Understand principles of management and leadership
 Unit code: OF950400212
 Leadership

Level: 4	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 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.

Information for learning and achievement

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

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.

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
 Leadership
 Qualification title: Level 4 Composite Award in facilitating leadership
 Qualification code: CAOF95040112

Unit: 1
 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

Leadership

Qualification title: Level 4 Composite Award in facilitating leadership

Qualification code: CAO95040112

Unit: 1

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
 Leadership
 Qualification title: Level 4 Composite Award in facilitating leadership
 Qualification code: CAOF95040112

Unit: 2
 Unit title: Provide personal leadership
 Unit code: OF950400312
 Leadership

Level: 4	Credit value: 4	Notional learning hours: 60 hours
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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.

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Unit: 2
 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.

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Unit: 2
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 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
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Unit: 3
 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.

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 Leadership
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Unit: 3
 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.

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Unit: 3

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		