

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Qualification structure

Qualification type: Principal Qualification	Discipline: I	Sector: C05	Level: 4	No in series: 01	Year of approval: 12
Credit value: 28 Credit hours		Certification requirement: 8 Units; 3 core, 5 specialist			
Qualification aims					
The aim of the qualification is to provide learners with a with the core understanding of health and safety, communication and social responsibility. In addition to give learners an understanding of undertaking marketing activities, developing and implementing business development strategies, promoting products and services, making presentations and addressing customers' needs					
Qualification units					
Core units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
FC000401212	1	Contribute to the implementation of emergency procedures	4	3	
FC000401312	2	Facilitate effective workplace communication	4	3	
OF450400712	3	Develop community participation through active citizenship	4	4	
Specialist units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
IC050400112	4	Undertake marketing activities	4	4	
IC050400212	5	Develop and implement business development strategies to expand client base	4	4	
IC050400312	6	Promote products and services	4	4	
FC000401912	7	Make a presentation	4	3	
LD650400212	8	Address customer needs	4	3	
Optional units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
Prerequisites					
Entry requirements			Requirements		
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			<ul style="list-style-type: none"> • IELTS level 4 is preferred. • Pre-entry requirement of Certificate 3 in level or equivalency. <p>Credit transfer is available as published.</p>		

<p>backgrounds, and diverse abilities</p> <p>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.</p> <p>There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification.</p> <p>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>			
Qualification pathway			
This unit	Pathways		
Certificate 4 in Marketing	Certificate 4 in Management Certificate 4 in Business Administration 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		Not available	

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Qualification overview

This qualification is suitable for	Learners should be working in the field of marketing, administration, or management and have background knowledge of the profession as a minimum requirement.
Target market	The target market for this qualification is marketing, administration, or management generalists, small company owners and staff with a recruitment role.
Job activities/tasks	The core component of this unit contains competencies in: marketing, administration, or management.
Work context/conditions	This unit is for any individual who is, or wishes to be involved in marketing, administration, or management.
Example employers	Government organisations. Private sector employers.
Example jobs	Related occupations
Marketing Specialist Marketing Supervisor Marketing Manager Events Coordinator Events Supervisor	Office Managers Persons with departmental responsibility
Professional association	International professional association such as Chartered Institute of Marketing

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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, 4, 5, 6, 7 and 8 and 4, 5, 6 and 8 and 2 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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Marketing
Qualification title: Certificate 4 in Marketing
Qualification code: PQIC05040112

Unit: 1
Unit title: Contribute to the implementation of emergency procedures
Unit code: FC000401212
Business Administration

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 contribute to the implementation of planning and response procedures for emergencies, identify potential emergencies, identify options for initial response, develop strategies for the ongoing management of candidates and monitor emergency response and address deficiencies.</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. 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.</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, 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. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

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Unit: 1
Unit title: Contribute to the implementation of emergency procedures
Unit code: FC000401212
Business Administration

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to identify potential emergencies		
Performance criteria: 1.1. Knowledge of hazards and causes of potential emergencies is displayed. 1.2. Potential emergencies are identified by stakeholders. 1.3. Potential emergencies and their causes are identified and contributed to a risk register.		
Learning outcome 2: Understand how to identify options for initial response		
Performance criteria: 2.1. Major types of emergencies are categorized. 2.2. Actions required are identified to contain or limit potential emergencies. 2.3. Actions required are identified to limit impact on personnel, property and the environment. 2.4. Requirements for liaising with emergency agencies are compiled and recorded. 2.5. Actions to be taken during emergencies are prioritised.		
Learning outcome 3: Be able to plan initial response procedures		
Performance criteria: 3.1. Immediate responses are identified and resources available and required are listed. 3.2. Emergency equipment is checked to ensure serviceability, accessibility, cleanliness and correct location. 3.3. Actions required for a number of major types of emergencies are identified taking into account, current industry practices, specialist advice and input by emergency agencies. 3.4. Training needs and appropriate providers are identified.		
Learning outcome 4: Understand how to act in emergency response situations		
Performance criteria: 4.1. Actions for initial response are documented and displayed. 4.2. Own role in an emergency response is understood and implemented.		
Learning outcome 5: Be able to monitor emergency response and address deficiencies		
Performance criteria: 5.1. Emergencies are monitored and responses for efficiency and timeliness are identified with stakeholders. 5.2. Monitoring results are promptly reported to managers and key personnel. 5.3. Organisational and personal improvement recommendations are identified and made for further improvement.		
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 identify potential emergencies and evidence with a report on potential hazards, emergencies and causes.
2. Learners identify options for initial response and evidence with a report on types of emergencies and actions to be taken.
3. Learners plan initial response procedures and evidence with a report on initial responses, equipment, and best practices.
4. Learners act in emergency response situations and evidence with a report on own role in emergency responses.
5. Learners monitor emergency responses and address deficiencies and evidence with a report on current procedures and recommendations.
6. Learners review own work and identify performance improvement strategies.

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Unit: 1

Unit title: Contribute to the implementation of emergency procedures

Unit code: FC000401212

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			
	1.3	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	
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	X
	3.4	X	X	X	X	X	X	
4	4.1	X	X				X	
	4.2	X	X	X			X	
5	5.1	X	X	X	X	X	X	
	5.2	X	X	X	X	X	X	
	5.3	X	X	X	X	X	X	

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Unit: 2

Unit title: Facilitate effective workplace communication

Unit code: FC000401312

Business Administration

Level: 4	Credit value: 3	Notional learning Hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit deals with the skills and knowledge required to facilitate effective workplace communication, plan and prepare for communication, facilitate team communications and meetings and represent team views.</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. 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.</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, 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
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Unit: 2
Unit title: Facilitate effective workplace communication
Unit code: FC000401312
Business Administration

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 plan and prepare for communication		
Performance criteria: 1.1. Organised communication network and benefits are explained in accordance with organisational requirements. 1.2. Monitoring and modification are identified for improving the organised communications network. 1.3. Teams and individual roles and responsibilities within the team are identified and, as required, assist in the provision of the on-the-job training.		
Learning outcome 2: Understand how to facilitate team communications		
Performance criteria: 2.1. Forums, including briefings, meetings and committees, are scheduled as required in accordance with enterprise/site requirements. 2.2. Communications network information is provided to team members to ensure maximum efficiency in accordance with site requirements. 2.3. Communications skill deficiencies are identified and actions required are informed in accordance with enterprise policy. 2.4. Team members are encouraged to participate in accommodating views of others in the work environment in accordance with enterprise policy.		
Learning outcome 3: Be able to facilitate meetings		
Performance criteria: 3.1. Meetings are planned and organised including distribution and clarification of agenda, notification of date and venue, required attendees and administration requirements, in accordance with organisation requirements. 3.2. Format and rules of procedure are identified, and proposed to the relevant manager in accordance with site requirements. 3.3. Views of all parties are identified and presented, including agreement and dissent, to obtain a balanced position in accordance with enterprise policy requirements. 3.4. Outcomes and agreed action plans are recorded and details of next meeting confirmed before closing in accordance with site.		
Learning outcome 4: Be able to represent team views		
Performance criteria: 4.1. Team viewpoints are determined, including possible options and acceptable alternatives or compromises prior to presentation. 4.2. Team viewpoints are presented in clear, concise and logical manner accepting the need for rational and productive debate. 4.3. Decisions and outcomes are conveyed to team members to accurately portray their position.		

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 plan and prepare for communication and evidence with a report on organised communication networks, benefits, and requirements.
2. Learners facilitate team communications and evidence with a report on types of communications and communication deficiencies.
3. Learners facilitate meetings and evidence with a report on planning, preparation and procedures.
4. Learners represent team viewpoints and evidence with a report on views, acceptable alternatives, and ways to convey the views.
5. Learners review own work and identify performance improvement strategies.

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Unit: 2

Unit title: Facilitate effective workplace communication

Unit code: FC000401312

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					
	1.2	X	X	X	X	X	X	
	1.3	X	X	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	X	X	
	2.4	X	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	
4	4.1	X	X	X	X	X	X	
	4.2	X	X	X	X	X		
	4.3	X	X	X	X	X		

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Unit: 3
Unit title: Develop community participation through active citizenship
Unit code: OF450400712
Citizenship

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

Unit description of content

This unit aims to enable learners to achieve the necessary knowledge and skills in order to drive community participation from an active citizenship perspective by incorporating human rights principles.

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, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, 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: 3
Unit title: Develop community participation through active citizenship
Unit code: OF450400712
Citizenship

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understanding of what embodies human rights		
Performance criteria: 1.1. The meaning of human rights is defined. 1.2. How human rights are protected is explained. 1.3. The relationship between human rights and community participation is explained.		
Learning outcome 2: Understanding of what citizenship within a society means		
Performance criteria: 2.1. Rights of citizens and residents are identified in the UAE. 2.2. The responsibilities of citizenship and residency are described. 2.3. Individual rights and responsibilities that may lead to conflict are described.		
Learning outcome 3: Understand how citizens can influence decisions		
Performance criteria: 3.3 Individuals group and organisational influence decisions affecting communities and the environment are described. 3.4 The role of the media in communities and society is explained. 3.5 How the media shapes opinion is explained.		
Learning outcome 4: Understand how to plan and promote own active citizenship and community participation		
Performance criteria: 4.1 Ways to encourage active citizenship and community participation are described. 4.2 Plans for own active citizenship are developed. 4.3 Feedback to improve plans is sought and discussed. 4.4 Plans are implemented and activities recorded.		
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 understand about human rights and evidence with a report on the meaning and the relationship with community participation.
2. Learners understand the concept of citizenship within a society and evidence with a report on the meaning and benefits of good citizenship.
3. Learners understand how citizens can influence decisions and evidence with a report on the influence of individuals, groups, organizations and media.
4. Learners plan and promote own active citizenship and community participation and evidence with a report on plans and activities to promote active citizenship and community participation.
5. Learners review own work and identify performance improvement strategies.

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Unit: 3

Unit title: Develop community participation through active citizenship

Unit code: OF450400712

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
	1.2	X	X	X				X
	1.3	X	X	X				X
2	2.1	X	X	X				X
	2.2	X	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
4	4.1	X	X	X	X			X
	4.2	X	X	X	X			X
	4.3	X	X	X	X	X	X	X
	4.4	X	X	X	X	X	X	X

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 4

Unit title: Undertake marketing activities

Unit code: IC050400112

Marketing

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, implement and manage basic marketing and promotional activities. It is a foundation unit that covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.

The unit applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

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 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

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 4

Unit title: Undertake marketing activities

Unit code: IC050400112

Marketing

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 research marketing information

Performance criteria:

- 1.1. The marketing concept is researched for application in the organisation.
- 1.2. Organisation's marketing plan is identified and analysed.
- 1.3. Needs for marketing activities from the established marketing plan are identified.
- 1.4. Previous marketing activities are investigated for relevant information.
- 1.5. The profile of the market segment positioning and market mix for each target segment is identified.
- 1.6. Outcomes expected from marketing activities are identified.

Learning outcome 2: Be able to plan marketing activities

Performance criteria:

- 2.1. Analysis of collected basic marketing information is undertaken.
- 2.2. Work activity plans for marketing activities are developed and documented.
- 2.3. Approval of plan is obtained from relevant enterprise personnel.

Learning outcome 3: Be able to implement marketing activities

Performance criteria:

- 3.1. Resources required for work activities are determined and accessed.
- 3.2. Marketing activities within job role are undertaken.
- 3.3. Responsibilities and functions for relevant personnel, performing specific marketing functions, are assigned.
- 3.4. Marketing activities plan is monitored, reviewed and amended as required.

Learning outcome 4: Be able to review marketing activities

Performance criteria:

- 4.1. Outcomes of marketing activities are measured and recorded.
- 4.2. Marketing activities are reviewed and recorded against expected outcomes to identify improvement.
- 4.3. Marketing activities report is prepared and communicated to relevant personnel.

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 research marketing information and evidence with a report on marketing concepts, marketing plan and activities, marketing outcomes and positioning.
2. Learners plan marketing activities and evidence with a report on information analysis and work activity plans.
3. Learners implement marketing activities and evidence with a report on marketing activities, resources and personnel required, and amendments made based on review and monitoring.
4. Learners review marketing activities and evidence with an report on outcomes against objectives and suggestions for improvement.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 4

Unit title: Undertake marketing activities

Unit code: IC050400112

Marketing

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				
	1.3	X	X	X				
	1.4	X	X	X				
	1.5	X	X	X				
	1.6	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	X				
	3.2	X	X	X				
	3.3	X	X	X	X			
	3.4	X	X	X			X	
4	4.1	X	X	X				
	4.2	X	X	X	X	X		
	4.3	X	X	X	X			

Abu Dhabi Centre for Technical and Vocational Education and Training
Marketing
Qualification title: Certificate 4 in Marketing
Qualification code: PQIC05040112

Unit: 5
Unit title: - Develop and implement strategies to expand the client base
Unit code: IC050400212
Marketing

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 develop and implement prospecting strategies to expand the client base of organisations or enterprises seeking to employ individuals. This unit applies to individuals working as consultants or managers within either a public or private organisations that market their services to expand the organisation's client base and market share.</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.</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>Maintain learning logs and evidence of professional development.</p> <p>Maintain learner portfolios of work as evidence of achieving learning outcomes</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
Marketing
Qualification title: Certificate 4 in Marketing
Qualification code: PQIC05040112

Unit: 5
Unit title: - Develop and implement strategies to expand the client base
Unit code: IC050400212
Marketing

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 develop strategies to identify and target potential clients		
Performance criteria: 1.1. Research to identify potential clients is undertaken. 1.2. Marketing and promotional plans are developed to target potential clients. 1.3. Prospecting methods to target potential clients are used.		
Learning outcome 2: Be able to initiate relationship with potential clients		
Performance criteria: 2.1. Communication strategies are developed to effectively liaise with potential clients. 2.2. Client business requirements are identified and analysed. 2.3. Client business requirements are discussed and negotiated. 2.4. A tender and proposal are prepared to meet negotiated client business requirements. 2.5. Organisation's proposal is presented to client.		
Learning outcome 3: Be able to manage client relationship		
Performance criteria: 3.1. Follow-up contact is made with the client. 3.2. Business requirements are negotiated to ensure client satisfaction with the service to be provided. 3.3. Proposal to client is adapted as required. 3.4. Contract with client is developed.		
Learning outcome 4: Be able to utilise networks to expand client base		
Performance criteria: 4.1. Established networks are reviewed and assessed for effectiveness in identifying potential clients. 4.2. Communication strategies are used to utilise networks to identify and build relationships with potential clients. 4.3. Benefits in network and other relationships are identified in expanding the client base.		
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 develop strategies to identify and target potential clients and evidence with a report on market research and plans and methods to target potential clients.
2. Learners initiate relationships with potential clients and evidence with a report on a communication strategies, client business requirements, and tenders and proposals to meet the needs of the client.
3. Learners manage client relations and evidence with a report on customer interactions, negotiations, adaptations and contract.
4. Learners utilise networks to expand the client base and evidence with a report on network analysis, the benefits and effectiveness of the network, and actions to better utilise networks to expand the client base.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 5

Unit title: - Develop and implement strategies to expand the client base

Unit code: IC050400212

Marketing

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	
2	2.1	X	X	X	X			
	2.2	X	X	X				
	2.3	X	X	X				
	2.4	X	X	X	X	X	X	
	2.5	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	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

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 6

Unit title: Promote products and services

Unit code: IC050400312

Marketing

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 coordinate and review the promotion activities of an organisation's products and services. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. This unit applies to individuals with a broad knowledge of the promotion of products and services specific to an organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others

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 of this unit is to be conducted in a classroom and workplace environment.

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.

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

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 6

Unit title: Promote products and services

Unit code: IC050400312

Marketing

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 plan promotional activities

Performance criteria:

- 1.1. Promotional activities are identified and assessed to ensure compatibility with organisational requirements.
- 1.2. Promotional activities are planned and scheduled according to the marketing needs of the organisation.
- 1.3. Overall promotional objectives are determined in consultation with designated individuals and groups.
- 1.4. Time lines and costs for promotion of activities are realistic and consistent with budget resources.
- 1.5. Action plans are developed to provide details of products and services promoted.

Learning outcome 2: Be able to coordinate promotional activities

Performance criteria:

- 2.1. Personnel and resources to support promotional activities are identified and prepared to facilitate the achievement of promotional goals.
- 2.2. Roles and responsibilities for delivery of promotional services and allocation to relevant personnel are identified and agreed.
- 2.3. Relationships are established with the targeted groups and conducted in a manner which enhances the positive image of the organisation.
- 2.4. Networks are utilized to assist in the implementation of promotional activities.

Learning outcome 3: Be able to review and report on promotional activities

Performance criteria:

- 3.1. Audience feedback and data to determine the impact of the promotional activity on the delivery of products and services are analysed.
- 3.2. The effectiveness of planning processes to identify possible improvements in future activities is assessed.
- 3.3. Feedback is collected and provided to personnel and agencies involved in promotional activity.
- 3.4. Costs and time lines are analysed to evaluate the benefits accruing from the promotional activities.
- 3.5. Constructive advice on future directions of promotional activities based on verifiable evidence is provided and conclusions and recommendations prepared.

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 plan promotional activities and evidence with a report on promotional objectives and activities, time lines and costs, and action plans to describe products and services promoted.
2. Learners coordinate promotional activities and evidence with a report on personnel and resources required, communication and interaction with target groups and networks utilised.
3. Learners review and report on promotional activities and evidence with a report on feedback of the audience, the effectiveness of the planning process, feedback to personnel and agencies involved, costs and timelines, and recommendations for improvement.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 6

Unit title: Promote products and services

Unit code: IC050400312

Marketing

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		
	1.4	x	x	x				
	1.5	x	x	x			x	
2	2.1	x	x	x				
	2.2	x	x	x				
	2.3	x	x	x				
	2.4	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	
	3.5	x	x	x	x	x	x	

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 7

Unit title: Make a presentation

Unit code: FC000401912

Business Administration

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
This unit deals with performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.		
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, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.		
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

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 7

Unit title: Make a presentation

Unit code: FC000401912

Business Administration

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 prepare a presentation

Performance criteria:

- 1.1. Presentation approaches and intended outcomes are planned and documented.
- 1.2. Presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed are chosen.
- 1.3. Presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas are selected.
- 1.4. Persons involved in the presentation are briefed on their roles/responsibilities within the presentation.
- 1.5. Techniques are selected to evaluate presentation effectiveness.

Learning outcome 2: Be able to deliver a presentation

Performance criteria:

- 2.1. Desired outcomes of the presentation are explained and discussed with the target audience
- 2.2. Presentation aids, materials and examples are used to support target audience understanding of key concepts and central ideas.
- 2.3. Non-verbal and verbal communication of participants are monitored to promote attainment of presentation outcomes.
- 2.4. Persuasive communication techniques are used to secure audience interest.
- 2.5. Opportunities are provided for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences.
- 2.6. Key concepts and ideas are summarised at strategic points to facilitate participant understanding.

Learning outcome 3: Be able to review the presentation

Performance criteria:

- 3.1. Techniques are implemented to review the effectiveness of the presentation.
- 3.2. Reactions to the presentation and discussed from participants or from key personnel involved in the presentation are sought.
- 3.3. Feedback from the audience or from key personnel involved in the presentation is utilised to make changes to central ideas presented.

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 prepare a presentation and evidence with a report on intended outcomes, presentation delivery methods, equipment and presentation aids required, persons involved, and evaluation techniques.
2. Learners deliver a presentation and evidence with a report on presentation structure, key concepts and ideas to be communicated, presentation aids and equipment used, interaction and communication with the audience.
3. Learners review the presentation and evidence with a report on evaluation techniques, feedback from the audience and staff involved, and recommendations for improvement.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 7

Unit title: Make a presentation

Unit code: FC000401912

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	X	
	1.3	X	X	X		X	X	
	1.4	X	X	X	X			
	1.5	X	X	X		X		
2	2.1	X	X	X				
	2.2	X	X	X	X	X	X	
	2.3		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	X	
	3.3		X	X	X	X	X	

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 8

Unit title: Address customer needs

Unit code: LD650400212

Customer Service

Level: 4

Credit value: 3

Notional learning hours: 45 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, including assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

This unit is appropriate to workers who are expected to have detailed product knowledge in order to recommend customised solutions. They would be expected to apply organisational procedures and be aware of, and apply as appropriate, broader factors involving ethics, industry practice and relevant government policies and regulations.

Information for learning and achievement

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.

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

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 8

Unit title: Address customer needs

Unit code: LD650400212

Customer Service

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 assist customer to articulate needs		
Performance criteria: 1.1. Customer needs are fully explored, understood and agreed. 1.2. Available services and products are explained and matched to customer needs. 1.3. Rights and responsibilities of customers are identified and communicated to the customer as appropriate.		
Learning outcome 2: Be able to satisfy complex customer needs		
Performance criteria: 2.1. Possibilities for meeting customer needs are explained. 2.2. Customers are assisted to evaluate service and/or product options to satisfy their needs. 2.3. Preferred actions are determined and prioritised. 2.4. Potential areas of difficulty in customer service delivery are identified and appropriate actions are taken in a positive manner.		
Learning outcome 3: Be able to manage networks to ensure customer needs are addressed		
Performance criteria: 3.1. Effective regular communication with customers is established. 3.2. Relevant networks are established, maintained and expanded to ensure appropriate information is referred to customers about products and services available internally and externally to the organisation. 3.3. Procedures ensure that decisions about targeting of customer services are based on up-to-date information. 3.4. Procedures ensure that referrals are based on matching the customer needs to the availability of products and services. 3.5. Records of customer interaction are kept 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

1. Learners assist customers to articulate their needs and evidence with a report on customer needs, information, products and services that match the needs, and customer rights and responsibilities.
2. Learners satisfy complex customer needs and evidence with a report on complex customer needs, areas of difficulty, and responses provided or actions taken.
3. Learners manage networks to ensure customer needs are addressed and evidence with a report on regular communication and interaction, relevant networks, and procedures for targeting customers and matching customer needs.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Marketing

Qualification title: Certificate 4 in Marketing

Qualification code: PQIC05040112

Unit: 8

Unit title: Address customer needs

Unit code: LD650400212

Customer Service

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	X		
	1.3	X	X		X			
2	2.1		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	
3	3.1		X		X			
	3.2	X	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	