

Abu Dhabi Centre for Technical and Vocational Education and Training
Management

Qualification title: Level 4 Composite Award in contributing to people management

Qualification code: CAGC00040112

Qualification structure

Qualification Type: Composite Award	Discipline: G	Sector: C00	Level: 4	No in series: 01	Year of approval: 12
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Credit value: 12 Credit hours	Certification requirement: 3 units: 3 core
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Qualification aims

The aim of the qualification is enhance learners' career and employability in the areas of business and administration by developing a critical awareness and appreciation of contemporary business issues. The qualification provides learners with an understanding of leading and managing people, performance and management capabilities.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
GC000400112	1	Lead and manage people	4	3
GC000400212	2	Manage people performance	4	4
GC000400312	3	Demonstrate management capabilities	4	5

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.</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. 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</p>	<ul style="list-style-type: none"> • IELTS level 4 or equivalent is required. • Functional IT skills would be an advantage. • Minimum level entry qualification is at Level 3. <p>Credit transfer is available as published.</p>

entering learners as candidates for this qualification.		
Qualification pathways		
This qualification	Pathways	
Level 4 Composite Award in Contributing to people management	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

These qualifications are suitable for	People intending to work as first line supervisory of management of staff or human resources staff across a wide range of industries and types of organisations in the UAE. This qualification is aimed at candidates who work in office administration or human resources and is for people that wish to move toward a management position on the workplace.	
Target market	The target market for this qualification is for persons with no experience of management, office or clerical work as first line employees with no previous qualifications.	
Job activities/tasks	The core component of this qualification contains competencies in: leading and managing people, managing people performance and management capabilities	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in the administration, supervisory or management function in any organisation or office in any sector, or field.	
Example employers	Government organisations Private sector employers	
Example jobs	Related occupations	
Office Manager Office Supervisor Office worker Administration assistant		Retail worker Customer service staff
Professional association	International professional association such as Chartered Institute of Management.	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Management Qualification title: Level 4 Composite Award in contributing to people management Qualification code: CAGC00040112</p> <p>Delivery and Assessment</p>	
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
Observation of the candidate by the assessor (Role play scenarios included) <i>Examination of the evidence by the assessor:</i> Examination of a product Examination of the witness/expert testimony Examination of a case history Examination of a personal statement Examination of written answers to questions <i>Questioning of the candidate or witness by the assessor:</i> Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation			O EP EWT ECH EPS EWQ QC QW PD RWE S
Integrated assessment		Integrated assessment unit opportunities	
Integrated assessment opportunities are available		1, 3 and 6	2 and 5
Verifier		Vocational verifiers must have	
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.		<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 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
Management

Qualification title: Level 4 Composite Award in contributing to people management
Qualification code: CAGC00040112

Unit: 1

Unit title: Lead and manage people

Unit code: GC000400112

Leadership

Level: 4	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to lead and manage teams. This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrams.</p>		

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

Abu Dhabi Centre for Technical and Vocational Education and Training Management Qualification title: Level 4 Composite Award in contributing to people management Qualification code: CAGC00040112 Unit: 1 Unit title: Lead and manage people Unit code: GC000400112 Leadership		
Level: 4	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to lead the team		
Performance criteria: 1.1. The organisational culture is reflected through the leadership style. 1.2. Environment is created in which team members are motivated to achieve high standards of performance. 1.3. Personal leadership style is analysed and evaluated in terms of effects on motivation and performance of team members.		
Learning outcome 2: Be able to develop and communicate team objectives.		
Performance criteria: 2.1. Team objectives are developed and are clear, accurate, relevant and include expected performance standards. 2.2. Objectives are achievable within designated time limits and according to resources available. 2.3. Objectives are clearly explained at a level and pace appropriate to team member comprehension. 2.4. Objectives are regularly reviewed according to team or organisational policy changes. 2.5. Team members are encouraged to provide feedback on objectives and to clarify areas of uncertainty.		
Learning outcome 3: Be able to develop team commitment and cooperation		
Performance criteria: 3.1. Plans are communicated clearly and objectives set in consultation with the team. 3.2. Plans and objectives are consistent with organisation goals. 3.3. Expected roles and responsibilities of team members and leaders are communicated in a way that encourages individual and team responsibility at work. 3.4. Individual and team effort and contribution are identified, encouraged, valued and rewarded. 3.5. Communication styles are modelled, encouraged, open and supportive within the team.		
Learning outcome 4: Be able to manage team performance		
Performance criteria: 4.1. Skills of team members are assessed to provide opportunity for individual development. 4.2. Team performance is monitored to ensure progress towards achievement of goals. 4.3. Tasks and responsibilities are delegated and processes are implemented to overcome barriers. 4.4. Mentoring, coaching and support are provided to team members.		
Evidence guideline		
<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 lead a team and evidence with a report on personal leadership style, the reflection of organizational culture and the effect of leadership on motivation and performance of team members.
2. Learners develop and communicate team objectives and evidence with a report on the consideration of expected performance standards, assigned time and resources, and comprehension and feedback of team members in the development of team objectives.
3. Learners develop team commitment and cooperation and evidence with a report on the method and style of communication of plans, objectives, and roles and responsibilities to team members.
4. Learners manage team performance and evidence with a report on tasks and responsibilities of team members, barriers, skills assessment, opportunities for individual development, and mentoring and coaching.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical Vocational Education and Training
Management
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Unit: 1
Unit title: Lead and manage people
Unit code: GC000400112
Leadership

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training Management Qualification title: Level 4 Composite Award in contributing to people management Qualification code: CAGC00040112 Unit: 2 Unit title: Manage people performance Unit code: GC000400212 Management		
Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management.</p>		
Information for learning and achievement		
<p>The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit. This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier. Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the Centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Management Qualification title: Level 4 Composite Award in contributing to people management Qualification code: CAGC00040112 Unit: 2 Unit title: Manage people performance Unit code: GC000400212 Management		
Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to lead by example		
Performance criteria: 1.1. High standards of personal performance are demonstrated. 1.2. Willingness to confront difficult situations and problems is demonstrated. 1.3. Communication to facilitate open honest, consultation with team members is used. 1.4. Difficult situations are dealt with fairly, openly and promptly according to organisational policy and procedures.		
Learning outcome 2: Be able to establish, develop and improve teams.		
Performance criteria: 2.1. Plans are developed and accessed based on relevant information, accurate assessment of current competencies and career aspirations according to current and future requirements. 2.2. Team building and development plans are designed to contain clear and realistic objectives. 2.3. Constructive relationships are established by taking a collaborative approach with team members, colleagues and management. 2.4. Team members' suggestions are recognised and explanation is provided if proposals are rejected. 2.5. Outstanding achievement is recognized. 2.6. Support for team members is given in areas that may affect work performance and morale.		
Learning outcome 3: Be able to assess performance		
Performance criteria: 3.1. Performance management and review processes are designed to ensure consistency within organisational objectives and policies. 3.2. Participants are trained in the performance management and review process. 3.3. Performance management is conducted in accordance with organisational protocols and time lines. 3.4. Performance is monitored and evaluated on a continuous basis.		
Learning outcome 4: Be able to provide feedback		
Performance criteria: 4.1. Informal feedback is provided to staff on a regular basis. 4.2. People with poor performance are given relevant advice and necessary actions taken. 4.3. On-the-job coaching is provided to improve performance and confirm excellence in performance. 4.4. Feedback sessions are structured and formally conducted as necessary in accordance with organisational policy. 4.5. Performance is documented in accordance with the organisational performance management system.		

Evidence guideline
<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 lead by example and evidence with a report on standards of own performance and communication with team members.2. Learners establish, develop and improve teams and evidence with a report on team building and team development plans, the collaborative approach taken, and responses to team members' performance and suggestions.3. Learners assess performance and evidence with a report on the design and implementation of performance management and review processes within the organisation.4. Learners provide feedback and evidence with a report on formal and informal feedback provided to staff, follow up and support actions, and documentation of performance in the performance management system.5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Management

Qualification title: Level 4 Composite Award in contributing to people management

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Unit: 2

Unit title: Manage people performance

Unit code: GC000400212

Management

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training Management Qualification title: Level 4 Composite Award in contributing to people management Qualification code: CAGC00040112 Unit: 3 Unit title: Demonstrate management capabilities Unit code: GC000400312 Management		
Level: 4	Credit value: 5	Notional learning hours: 75 hours
Unit Information		
Unit description of content		
<p>This unit describes management capabilities including, standards of management performance and behaviour, consulting with a team, making informed decisions, and delegating responsibility and authority.</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. Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment of this unit is to be conducted in a classroom and workplace environment.</p> <p>Assessment can include: reports, reflective reports, checklists, lists, statements, comparative charts, role play, written material, posters, scenario setting, tabular presentations, drama performance, presentations, portfolios and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the Centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

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Unit: 3
Unit title: Demonstrate management capabilities
Unit code: GC000400312
Management

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

Evidence guideline
<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 model high standards of management performance and behaviour and evidence with a report on the planning and presentation of management performance and the development and implementation of performance plans and key performance indicators. 2. Learners consult with team and evidence with a report on leadership style, communication with team members on policies, operations and issues, and recording of and follow up on decision. 3. Learners make informed decision and evidence with a report on information gathered, participation facilitated, options examined, decisions made, action taken, and impact made. 4. Learners delegate responsibility and authority and evidence with a report on responsibilities of team and individuals, limits to responsibilities, and delegation carried out. 5. Learners review own work and identify performance improvement strategies.

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Unit: 3

Unit title: Demonstrate management capabilities

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Management

Mapping of CoreLife Skills

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