

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration

Qualification title: Level 5 Component Award in Developing office systems and processes

Qualification code: SAFCOO050112

Qualification structure

Qualification Type: Component Award	Discipline: F	Sector: C00	Level: 5	No in series: 01	Year of approval: 12
--	------------------	----------------	-------------	---------------------	-------------------------

Credit value: 11 Credit Hours	Certification requirement: 3 Core Units
----------------------------------	--

Qualification aims

The aim of the Level 5 Component Award in Developing office systems and processes is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The qualification gives and understanding of managing meetings, managing business documents design and development and planning and reviewing management systems.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
FCOO0502412	1	Manage meetings	5	3
FCOO0502512	2	Manage business document design and development	5	4
FCOO0502612	3	Plan and review management systems	5	4

Specialist units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Prerequisites

Entry requirements	Requirements
<p>Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial</p>	<ul style="list-style-type: none"> • IELTS level 4.5 is preferred. • Level of knowledge, skill and performance of human resources on entry is minimum requirement. • Functional IT skills would be an advantage. • Minimum level entry qualification is Certificate 4 or equivalent. <p>Credit transfer is available as published.</p>

assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.		
Qualification pathways		
This Qualification	Pathways	
Level 5 Component Award in Developing office systems and processes	Level 5 Composite Award in Managing professional development within a business environment: Diploma in Business Administration Degree 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	

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration

Qualification title: Level 5 Component Award in Developing office systems and processes
Qualification code: SAFCOO050112

Qualification overview

This qualification is suitable for	Minimum age requirement is eighteen. Learners should be working in the field of and have background knowledge of the profession as a minimum requirement.	
Target market	The target market for this qualification is office administrators and business administrators, managers, generalists, small company owners and staff with an administration role.	
Job activities/tasks	The core component of this unit contains competencies in: health and safety, communication and social responsibility and citizenship and two units of <u>managing meetings</u> and <u>managing business document and design</u> .	
Work context/conditions	This unit is for any individual who is, or wishes to be involved office work, administration, management or business.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related occupations	
Business Administrator Office Administrator Office Coordinator Office Manager		Persons with departmental responsibility in this field.
Professional association	International professional association such as Chartered Institute of Management.	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112</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
<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 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 Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112 Unit: 1 Unit title: Manage meetings Unit code: FC000502412 Business Administration		
Level: 5	Credit value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
<p>This unit describes the competencies, skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Level 5 Component Award in Developing office systems and processes
 Qualification code: SAFCOO050112

Unit: 1
 Unit title: Manage meetings
 Unit code: FC000502412
 Business Administration

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

Evidence requirements

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

Abu Dhabi Centre for Technical and Vocational Education and Training
 Business Administration
 Qualification title: Level 5 Component Award in Developing office systems and processes
 Qualification code: SAFCOO050112

Unit: 1
 Unit title: Manage meetings
 Unit code: FC000502412
 Business Administration

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112 Unit: 2 Unit title: Manage business document design and development Unit code: FC000502512 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112		
Unit: 2 Unit title: Manage business document design and development Unit code: FC000502512 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to establish documentation standards		
Performance criteria: 1.1. Organisational requirements for information entry, storage, output, and quality of document design and production are identified. 1.2. Organisation's present and future information technology capabilities are evaluated in terms of their effect on document design and production. 1.3. Types of documents used and required by the organisation are identified. 1.4. Documentation standards and design tasks for organisational documents in accordance with information, budget and technology requirements are established.		
Learning outcome 2: Be able to manage template design and development		
Performance criteria: 2.1. Standard formats and templates are designed to suit the purpose, audience and information requirements of each document. 2.2. Document templates are designed to enhance readability and appearance, and meet organisational requirements for style and layout. 2.3. Organisational and user feedback on test templates are obtained and amendments made as necessary to ensure maximum efficiency and quality of presentation.		
Learning outcome 3: Be able to develop standard text for documents		
Performance criteria: 3.1. Complex technical functions of software for their usefulness in automating aspects of standard document production are evaluated. 3.2. Document requirements are matched with software functions to allow efficient production of documents. 3.3. Macros are tested to ensure they meet the requirements of each document in accordance with documentation standards.		
Learning outcome 4: Be able to develop and implement strategies to ensure the use of standard documentation		
Performance criteria: 4.1. Standard templates and macros are noted for using content, format and language style to suit existing and future users. 4.2. Training on the use of standard templates and macros is developed and implemented and adjusted to the content and level of detail to suit user needs. 4.3. Master files and printed copies of templates and macros are made in accordance with organisational requirements.		
Learning outcome 5: Be able to develop and implement strategies for maintenance and continuous improvement of standard documentation		
Performance criteria:		

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

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Level 5 Component Award in Developing office systems and processes

Qualification code: SAFCOO050112

Unit: 2

Unit title: Manage business document design and development

Unit code: FC000502512

Business Administration

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112 Unit: 3 Unit title: Plan and review management systems Unit code: FC000502612 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit describes the competencies, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Developing office systems and processes Qualification code: SAFCOO050112 Unit: 3 Unit title: Plan and review management systems Unit code: FC000502612 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to plan or review administration systems		
Performance criteria: 1.1. Modifications to administration system requirements are identified through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements. 1.2. Supplier or developer quotations are obtained in accordance with organisational policy and procedures. 1.3. A supplier or developer is selected and made in accordance with organisational policy and procedures.		
Learning outcome 2: Be able to implement new or modified administration system		
Performance criteria: 2.1. Implementation strategies are identified and developed in consultation with staff. 2.2. Staff participation is encouraged in all stages of the implementation process. 2.3. System is implemented in accordance with organisational requirements. 2.4. Procedures for using the system are defined and communicated to staff. 2.5. Training and support is provided for staff on the use of the new or modified system. 2.6. Contingencies are dealt with to ensure minimal impact on users.		
Learning outcome 3: Be able to monitor administration system		
Performance criteria: 3.1. System is monitored for usage, security and output in accordance with organisational requirements. 3.2. System is modified to meet changing needs in accordance with organisational requirements. 3.3. Further modifications are clearly identified and users are notified. 3.4. Staff training on the use of the administration system is monitored and training arranged to meet the needs of new staff.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		
Evidence requirements		
1. Learners plan or review administration systems and evidence with a report on organisational		

and budget requirements, feedback by users and other stakeholders, suppliers'/developers' quotations and selection, and alignment to organisational policies and procedures.

2. Learners implement new or modified administration system and evidence with a report on system development, staff consultation, procedures, training and support in the use of the system, and contingencies dealt with.
3. Learners monitor the administration system and evidence with a report on organisational requirements, changing needs, system monitoring and modification, and notification and training provided to users.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Business Administration

Qualification title: Level 5 Component Award in Developing office systems and processes

Qualification code: SAFCOO050112

Unit: 3

Unit title: Plan and review management systems

Unit code: FC000502612

Business Administration

Mapping of CoreLife Skills

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