Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212

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 Composite Award in Managing professional development within a business environment is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The qualification gives and understanding of ensuring team effectiveness, managing personal work priorities and professional development and how to represent your organisation.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
FC000502312	1	Ensure team effectiveness	5	4
FC000502712	2	Manage personal work priorities and professional development	5	4
FC000502812	3	Represent own organisation	5	3

Specialist units

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

Optional units

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

Prerequisites	
Entry requirements	Requirements
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	• 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. Credit transfer is available as published.

and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.	
Qualification pathways	
This Qualification	Pathways
Level 5 Component Award in facilitating 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 Facilitating professional development within a business environment Qualification code: SAFC00050212 Qualification overview	
This qualification is suitable for	Minimum age requirement is seventeen. Learners should be working in the field of and have background knowledge of the profession as a minimum requirement.
Target market	The target market for this qualification is office administrators and business administrators, managers, generalists, small company owners and staff with an administration role.
Job activities/tasks	The core component of this unit contains competencies in: ensuring team effectiveness, managing personal work priorities and professional development and how to represent your organisation.
Work context/conditions	This unit is for any individual who is, or wishes to be involved office work, administration, management or business.
Example employers	Government organisations. Private sector employers.

Example jobs	Related occupations
Business Administrator Office Administrator Office Coordinator Office Manager	Persons with departmental responsibility in this field.
Professional association	International professional association such as Chartered Institute of Management.

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

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Delivery and Assessment

Mode of delivery

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.

Arrangements for learners with special assessment requirements

Arrangements for learners with special assessment requirements may need to be adapted to meet;

- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

Trainer qualifications

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.

Training methods

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.

Assessment

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.	Assessors must have: • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods
All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification: • 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)	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness/expert testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the candidate or witness by the assessor:	
Questioning of the candidate	QC
Questioning of the witness	QW
Professional Discussion	PD
Realistic working environment	RWE
Simulation	S

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.	• 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:	
• 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.	• 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

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.

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.

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.

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 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 Facilitating professional development within a business environment Qualification code: SAFC00050212 Unit: 1 Unit title: Ensure team effectiveness Unit code: FC000502312 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content
This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organisation.

Information for learning and achievement
This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy
Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome. This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted. This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier. Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212

Unit: 1
Unit title: Ensure team effectiveness
Unit code: FC000502312
Business Administration

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

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to establish a team performance plan

Performance criteria:

1.1. Team members are consulted to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives.

1.2. Performance plans are developed to establish expected outcomes, outputs, key performance indicators and goals for work team.

1.3. Team members are supported in meeting expected performance outcomes.

Learning outcome 2: Be able to develop and facilitate team cohesion

Performance criteria:

2.1. Strategies are developed to ensure team members have input into planning, decision making and operational aspects of work team.

2.2. Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions.

2.3. Processes are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed.

Learning outcome 3: Be able to facilitate teamwork

Performance criteria:

3.1. Team members and individuals are encouraged to participate in and to take responsibility for team activities, including communication processes.

3.2. Team is supported in identifying and resolving work performance problems.

3.3. Contribution to team work is presented as a role model for others and enhances the organisation's image for all stakeholders.

Learning outcome 4: Be able to liaise with stakeholders

Performance criteria:

4.1. Establish and maintain open communication processes with all stakeholders.

4.2. Communicate information from line manager/management to the team.

4.3. Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders.

4.4. Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

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 establish a team performance plan and evidence with a report on team consultation, the development of a team performance plan and support to team members.
2. Learners develop and facilitate team cohesion and evidence with a report on strategies to ensure team members' participation and input, feedback provided to team and team members, and processes developed to ensure that concerns of team and team members are recognized and addressed.
3. Learners facilitate teamwork and evidence with a report on team encouragement, support to team in identifying and resolving work performance problems, and contribution to team work.
4. Learners liaise with stakeholders and evidence with a report on communication processes with stakeholders and evaluation and action regarding concerns raised by stakeholders.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212
Unit: 1
Unit title: Ensure team effectiveness
Unit code: FC000502312
Business Administration

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

Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Facilitating professional development within a business environment Qualification code: SAFC00050212 Unit: 2 Unit title: Manage personal work priorities and professional development Unit code: FC000502712 Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours

Unit Information
Unit description of content
This unit describes the competencies, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.
Information for learning and achievement
This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.
Assessment strategy
Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome. This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted. This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier. Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.
Recording and storing of learner achievement
Keep evidence of learner's work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212
Unit: 2
Unit title: Manage personal work priorities and professional development
Unit code: FC000502712
Business Administration

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

Assessment criteria: Knowledge, skills and application(KSA)

Learning outcomes

Learning outcome 1: Be able to establish personal work goals

Performance criteria:

1.1. Positive role modelling is displayed in the workplace through personal work planning and organisation.

1.2. The organisation's plans and own responsibilities and accountabilities are reflected on through personal work goals, plans and activities.

1.3. Personal performance is measured and maintained in varying work conditions, work contexts and contingencies.

Learning outcome 2: Be able to set and meet own work priorities

Performance criteria:

2.1. The initiative to prioritise and facilitate competing demands is taken to achieve personal, team and organisational goals and objectives.

2.2. Technology is used efficiently and effectively to manage work priorities and commitments.

2.3. Work-life balance is maintained to ensure stress is effectively managed and health is optimised.

Learning outcome 3: Be able to develop and maintain professional competence

Performance criteria:

3.1. Personal knowledge and skills are assessed against competency standards to determine development needs, priorities and plans.

3.2. Feedback from employees, clients and colleagues is sought and used to identify and develop ways to improve competence.

3.3. Development opportunities suitable to personal learning style/s are identified, evaluated, selected and used to develop competence.

3.4. Participation in networks is undertaken to enhance personal knowledge, skills and work relationships.

3.5. New skills are identified and developed to achieve and maintain a competitive edge.

Evidence guideline

· Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.

· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.

· Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.

· Learners should demonstrate no less than 80% of the requirements for the summative assessment.

· Re submissions are permissible.

Evidence requirements
1. Learners establish personal work goals and evidence with a report on personal performance and own positive role modelling in the workplace.
2. Learners set and meet own work priorities and evidence with a report on competing demands, priorities identified, technology used in managing work priorities and commitments, and maintenance of work-life balance.
3. Learners develop and maintain professional competence and evidence with a report on competency standards, personal knowledge and skills, feedback to personal performance, and development opportunities and networks to enhance personal knowledge, skills and work relationships.
4. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training Business Administration Qualification title: Level 5 Component Award in Facilitating professional development within a business environment Qualification code: SAFC00050212 Unit: 2 Unit title: Manage personal work priorities and professional development Unit code: FC000502712 Business Administration

Mapping of CoreLife Skills							
Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1		x	x				
1	1.2	x	x	x		x		
1	1.3	x	x	x		x		
2	2.1	x	x	x	x	x		
2	2.2		x	x		x	x	
2	2.3		x	x		x		x
3	3.1	x	x	x				
3	3.2		x	x	x	x		
3	3.3		x	x	x	x		
3	3.4		x	x	x	x		
3	3.5			x				

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212
Unit: 3
Unit title: Represent own organisation
Unit code: FC000502812
Business Administration

Level: 5	Credit value: 3	Notional learning hours: 45 hours

Unit Information

Unit description of content

This unit describes the competencies, skills and knowledge required for board or senior members to represent their organisation in a range of situations, including those in the community, government and private sector and through establishing relevant networks. This unit applies to individuals who contribute their skills and knowledge to monitoring and guiding the activities of the organisation and who are responsible for representing their organisation in a range of forums

Information for learning and achievement

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year.

Encourage learners to maintain learning logs and evidence of professional development.

Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training
Business Administration
Qualification title: Level 5 Component Award in Facilitating professional development within a business environment
Qualification code: SAFC00050212
Unit: 3
Unit title: Represent own organisation
Unit code: FC000502812
Business Administration

Level: 5	Credit value: 3	Notional learning hours: 45 hours

Assessment criteria: Knowledge, skills and application(KSA)

Learning outcomes

Learning outcome 1: Be able to obtain authorisation and act ethically

Performance criteria:

1.1. Permission is obtained to represent the organisation.

1.2. Activities are undertaken within the limits of the Board role.

1.3. A code of conduct is followed.

Learning outcome 2: Be able to develop and participate in network

Performance criteria:

2.1. Links with individuals, groups and organisations relevant to the work of the organisation are identified and established.

2.2. Networks relevant to the organisation are participated in.

Learning outcome 3: Be able to promote the work of the organisation

Performance criteria:

3.1. The community, other organisations, government and businesses are informed about the work and achievements of the organisation.

3.2. Support for the organisation's work is sought from appropriate people and organisations.

3.3. Information is presented in a manner that enhances the organisation achieving its objectives.

Evidence guideline

- 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 obtain authorisation and act ethically and evidence with a report on activities to represent the company, code of conduct followed, and limits defined.

2. Learners develop and participate in networks and evidence with a report on work related contacts and networks and the connection and communication with these contacts and participation in the networks.

3. Learners promote the work of the organisation and evidence with a report on information and communication regarding the work and achievements of the organisation and support sought for the organisation.

4. Learners review own work and identify performance improvement strategies.

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