Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112

Qualification structure					
Qualification type: Principal Qualification	Discipline: O	Sector: F95	Level: 4	No in series: 01	Year of approval: 12
Credit value: 28 Credit hours		Certification requirement: 8 units: 3 core, 5 specialist			

Qualification aims

The aim of the qualification is to provide learners with an understanding of health and safety in the workplace, social responsibility and communication. In addition to give learners an understanding of facilitating adult learning, understand the principals of management and learning, provide personal leadership, develop and lead teams, and lead and manage people.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
FC000401212	1	Contribute to the implementation of emergency procedures	4	3
FC000401312	2	Facilitate effective workplace communication	4	3
OF450400712	3	Develop community participation through active citizenship	4	4

Specialist units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
OF450400812	4	Facilitate adult learning and development	4	4
OF950400212	5	Understand the principles of management and leadership	4	4
OF950400312	6	Provide personal leadership	4	4
OF950400412	7	Develop and lead teams and individuals	4	3
GC000400112	8	Lead and manage people	4	3

Optional units

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

Prerequisites

Entry requirements	Requirements
Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race,	• IELTS level 4 is preferred. • Functional IT skills would be an advantage. • No specific pre-entry qualification in human resources is required. • Pre-entry requirement of Certificate 3 level equivalency. Credit transfer is available as published.

creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.		
Qualification pathways		
This qualification	Qualification pathways: Further units	
Certificate 4 in Leadership	Certificate 4 in Management Certificate 4 in Human Resources Certificate 4 in Business Administration Diploma in Human Resources Diploma in Business Administration	
Copyright and ownership	Modification history:	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.	Release no: 1	Previous code:
	Comment:	New code:
National Occupational Standards	UK, Australia	

Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Qualification overview		
These qualifications are suitable for:	Learners should be working in the field of administration, management, learning and development, training or human resources and have background knowledge of the profession as a minimum requirement. The minimum age requirement is seventeen.	
Target market	The target market for this qualification are administration, management, learning and development, training or human resources generalists, small company owners and staff with a recruitment role.	
Job activities/tasks	The core component of this unit contains competencies in: administration, management, learning and development, training or human resources	
Work context/conditions	This unit is for any individual who is, or wishes to be involved in administration, management, learning and development, training or human resources.	
Example employers	Government organisations Private sector employers	
Example jobs		Related occupations
Executive Administrator Junior Manager Supervisor Learning and development specialist		Office Manager Trainer
Professional association:	International professional association such as Institute of Leadership and Management	

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112
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.	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 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.	

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 and 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 between units 2, 4, 5, 6, 7 and 8.

Risk in assessment
The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases: • health and safety • stressing the learner • inauthentic evidence/collation/unjustifiable support to the learner • over-assessment • potential of unfairness to the learner • failing to meet assessment strategy of a qualification.
Appeals procedure
In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission). In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

Abu Dhabi Centre for Technical and Vocational Education and Training

Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

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

Level: 4	Credit value: 3	Notional learning hours: 45 hours

Unit information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to contribute to the implementation of planning and response procedures for emergencies, identify potential emergencies, identify options for initial response, develop strategies for the ongoing management of candidates and monitor emergency response and address deficiencies.

Information for learning and achievement

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

Assessment strategy

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

This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

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

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

Recording and storing of learner achievement

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

Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 1 Unit title: Contribute to the implementation of emergency procedures Unit code: FC000401212 Business Administration

Level: 4	Credit value: 3	Notional learning hours: 45 hours

Assessment criteria: knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand how to identify potential emergencies

Performance criteria:
1.1. Knowledge of hazards and causes of potential emergencies is displayed. 1.2. Potential emergencies are identified by stakeholders. 1.3. Potential emergencies and their causes are identified and contributed to a risk register.

Learning outcome 2: Understand how to identify options for initial response

Performance criteria:
2.1. Major types of emergencies are categorised. 2.2. Actions required are identified to contain or limit potential emergencies. 2.3. Actions required are identified to limit impact on personnel, property and the environment. 2.4. Requirements for liaising with emergency agencies are compiled and recorded. 2.5. Actions to be taken during emergencies are prioritised.

Learning outcome 3: Be able to plan initial response procedures

Performance criteria:
3.1. Immediate responses are identified and resources available and required are listed. 3.2. Emergency equipment is checked to ensure serviceability, accessibility, cleanliness and correct location. 3.3. Actions required for a number of major types of emergencies are identified taking into account, current industry practices, specialist advice and input by emergency agencies. 3.4. Training needs and appropriate providers are identified.

Learning outcome 4: Understand how to act in emergency response situations

Performance criteria:
4.1. Actions for initial response are documented and displayed. 4.2. Own role in an emergency response is understood and implemented.

Learning outcome 5: Be able to monitor emergency response and address deficiencies

Performance criteria:
5.1. Emergencies are monitored and responses for efficiency and timeliness are identified with stakeholders. 5.2. Monitoring results are promptly reported to managers and key personnel. 5.3. Organisational and personal improvement recommendations are identified and made for further improvement.

Evidence guideline
· Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
· Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
· Learners should demonstrate no less than 80% of the requirements for the summative assessment.
· Re submissions are permissible.

Evidence requirements
1. Learners identify potential emergencies and evidence with a report on potential hazards, emergencies and causes.
2. Learners identify options for initial response and evidence with a report on types of emergencies and actions to be taken.
3. Learners plan initial response procedures and evidence with a report on initial responses, equipment, and best practices.
4. Learners act in emergency response situations and evidence with a report on own role in emergency responses.
5. Learners monitor emergency responses and address deficiencies and evidence with a report on current procedures and recommendations.
6. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training
		Leadership

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

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

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 2 Unit title: Facilitate effective workplace communication Unit code: FC000401312 Business Administration

Level: 4	Credit value: 3	Notional learning Hours: 45 hours

Unit Information

Unit description of content

This unit deals with the skills and knowledge required to facilitate effective workplace communication, plan and prepare for communication, facilitate team communications and meetings and represent team views.

Information for learning and achievement

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

Assessment strategy

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

This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

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

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

Recording and storing of learner achievement

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

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

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

Abu Dhabi Centre for Technical and Vocational Education and Training		
Leadership		
Qualification Title: Certificate 4 in Leadership		
Qualification Code: PQOF95040112		
Unit: 2		
Unit title: Facilitate effective workplace communication		
Unit code: FC000401312		
Business Administration		
Level: 4	Credit value: 3	Notional learning Hours: 45 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to plan and prepare for communication

Performance criteria:

1.1. Organised communication network and benefits are explained in accordance with organisational requirements.

1.2. Monitoring and modification are identified for improving the organised communications network.

1.3. Teams and individual roles and responsibilities within the team are identified and, as required, assist in the provision of the on-the-job training.

Learning outcome 2: Understand how to facilitate team communications

Performance criteria:

2.1. Forums, including briefings, meetings and committees, are scheduled as required in accordance with enterprise/site requirements.

2.2. Communications network information is provided to team members to ensure maximum efficiency in accordance with site requirements.

2.3. Communications skill deficiencies are identified and actions required are informed in accordance with enterprise policy.

2.4. Team members are encouraged to participate in accommodating views of others in the work environment in accordance with enterprise policy.

Learning outcome 3: Be able to facilitate meetings

Performance criteria:

3.1. Meetings are planned and organised including distribution and clarification of agenda, notification of date and venue, required attendees and administration requirements, in accordance with organisation requirements.

3.2. Format and rules of procedure are identified, and proposed to the relevant manager in accordance with site requirements.

3.3. Views of all parties are identified and presented, including agreement and dissent, to obtain a balanced position in accordance with enterprise policy requirements.

3.4. Outcomes and agreed action plans are recorded and details of next meeting confirmed before closing in accordance with site.

Learning outcome 4: Be able to represent team views

Performance criteria:

4.1. Team viewpoints are determined, including possible options and acceptable alternatives or compromises prior to presentation.

4.2. Team viewpoints are presented in clear, concise and logical manner accepting the need for rational and productive debate.

4.3. Decisions and outcomes are conveyed to team members to accurately portray their position.

Evidence guideline
· Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
· Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
· Learners should demonstrate no less than 80% of the requirements for the summative assessment.
· Re submissions are permissible.

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

| | | Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 2
Unit title: Facilitate effective workplace communication
Unit code: FC000401312
Business Administration | | | | | |

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

Abu Dhabi Centre for Technical and Vocational Education and Training Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 3 Unit title: Develop community participation through active citizenship Unit code: OF450400712 Citizenship

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

Unit Information

Unit description of content

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

Information for learning and achievement

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

Assessment strategy

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

This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

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

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

Recording and storing of learner achievement

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

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

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

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understanding of what embodies human rights

Performance criteria:
1.1. The meaning of human rights is defined.
1.2. How human rights are protected is explained.
1.3. The relationship between human rights and community participation is explained.

Learning outcome 2: Understanding of what citizenship within a society means

Performance criteria:
2.1. Rights of citizens and residents are identified in the UAE.
2.2. The responsibilities of citizenship and residency are   described.
2.3. Individual rights and responsibilities that may lead to conflict are described.

Learning outcome 3: Understand how citizens can influence decisions

Performance criteria:
3.3 Individuals group and organisational influence decisions affecting communities and the environment are described.
3.4 The role of the media in communities and society is explained.
3.5 How the media shapes opinion is explained.

Learning outcome 4: Understand how to plan and promote own active citizenship and community participation

Performance criteria:
4.1 Ways to encourage active citizenship and community participation are described.
4.2 Plans for own active citizenship are developed.
4.3 Feedback to improve plans is sought and discussed.
4.4 Plans are implemented and activities recorded.

Evidence guideline

· Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
· Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
· Learners should demonstrate no less than 80% of the requirements for the summative assessment.
· Re submissions are permissible.

Evidence requirements

1. Learners understand about human rights and evidence with a report on the meaning and the relationship with community participation.
2. Learners understand the concept of citizenship within a society and evidence with a report on

the meaning and benefits of good citizenship.
3. Learners understand how citizens can influence decisions and evidence with a report on the influence of individuals, groups, organizations and media.
4. Learners plan and promote own active citizenship and community participation and evidence with a report on plans and activities to promote active citizenship and community participation.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112
Unit: 3
Unit title: Develop community participation through active citizenship
Unit code: OF450400712
Citizenship

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

Abu Dhabi Centre for Technical and Vocational Education and Training		
Leadership		
Qualification Title: Certificate 4 in Leadership		
Qualification Code: PQOF95040112		
Unit: 4		
Unit title: Facilitate adult learning and development		
Unit code: OF450400812		
Human Resources		
Level: 4	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit deals with facilitating adult learning and development, identifying individual learning requirements, establishing the learning relationship, maintaining and developing the learning relationship and closing and evaluating the learning relationship.

Information for learning and achievement

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

Assessment strategy

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

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

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

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

Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year.
Maintain learning logs and evidence of professional development.
Maintain learner portfolios of work as evidence of achieving learning outcomes

Abu Dhabi Centre for Technical and Vocational Education and Training		
Leadership		
Qualification Title: Certificate 4 in Leadership		
Qualification Code: PQOF95040112		
Unit: 4		
Unit title: Facilitate adult learning and development		
Unit code: OF450400812		
Human Resources		
Level: 4	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to identify individual learning requirements		
Performance criteria: 1.1 Goals of learners are identified and discussed with relevant and experienced persons. 1.2 Appropriate individual learning techniques and processes are consulted with supervisor to be identified and documented to support individual learning needs and goals. 1.3 Organisational support is obtained for implementation, including resources where relevant.		
Learning outcome 2: Understand how to establish the learning relationship		
Performance criteria: 2.1 Individual learning styles, learner characteristics and abilities and context for learning are identified and discussed with supervisor. 2.2 Appropriate techniques or processes are selected or organised to facilitate individual learning and the basis of the technique or process are explained and discussed with the individual. 2.3 Expectations of the learning relationship are clarified and agreed on, and learner boundaries documented. 2.4 Additional support and resources required are clarified in consultation with supervisor.		
Learning outcome 3: Be able to maintain and develop the learning relationship		
Performance criteria: 3.1 Each meeting or session is prepared using an agenda. 3.2 The relationship is enhanced and active participation is sustained using open effective communication and interpersonal skills at all times. 3.3 Effective and professional leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning and practice ethical behavior at all times. 3.4 Learner cues are observed and approaches changed where necessary to reflect learning styles. 3.5 Individual and client differences with particular needs are recorded, acknowledged, respected and valued. 3.6 Regular meetings are scheduled in consultation with both parties to monitor and reflect effectiveness of the learning relationship in relation to initial objectives.		
Learning outcome 4: Understand how to close and evaluate the learning relationship		
Performance criteria: 4.1 Tools and signals are used and developed with supervisor to determine readiness for closure of individual learning relationship. 4.2 Closure is carried out using appropriate interpersonal and communication skills. 4.3 Feedback is sought and accepted from the learner on the outcomes achieved and the value of the learning relationship. 4.4 The learning relationship is evaluated to meet learning needs and goals.		

4.5 Own performance is reflected in managing the relationship, identifying areas for improvement and evidence discussed and provided to supervisor.

4.6 Outcomes are documented as required by the learning relationship.

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 identify individual learning requirements and evidence with a report on goals of learners, appropriate individual learning techniques and processes, and organizational support required.
2. Learners establish the learning relationship and evidence with a report on learner characteristics, abilities and learning styles; appropriate learning techniques and processes; expectations; and resources and support required.
3. Learners maintain and develop the learning relationship and evidence with a report on learning sessions, leadership and participation, learner cues, and monitoring of progress and effectiveness of the learning relationship.
4. Learners close and evaluate the learning relationship and evidence with a report on evaluation of the learning relationship based on feedback of the learner and reflection of own performance.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112
Unit: 4
Unit title: Facilitate adult learning and development
Unit code: OF450400812
Human Resources

		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		x	
2	2.1	x	x	x	x	x	x	
	2.2	x	x	x	x			
	2.3	x	x	x	x	x	x	
	2.4	x	x	x	x			
3	3.1	x	x	x	x			
	3.2	x	x	x	x			
	3.3	x	x	x	x			x
	3.4	x	x	x	x			
	3.5	x	x	x	x			x
	3.6	x	x	x	x			
4	4.1	x	x	x	x			
	4.2	x	x	x	x			
	4.3	x	x	x	x			
	4.4	x	x	x	x			
	4.5	x	x	x	x	x		
	4.6	x	x	x	x			

Abu Dhabi Centre for Technical and Vocational Education and Training		
Leadership		
Qualification Title: Certificate 4 in Leadership		
Qualification Code: PQOF95040112		
Unit: 5		
Unit title: Understand principles of management and leadership		
Unit code: OF950400212		
Leadership		
Level: 4	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to introduce learners to the development of practical leadership skills at a non-strategic level within a changing work environment. The unit focuses on understanding how current theories of management and leadership can be applied to specific workplace situations. Learners will examine the relationship between management and leadership, why these two concepts are often used interchangeably and the different perspectives, particularly in relation to the behaviour of managers/leaders.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills, knowledge and competence embedded in the unit including applying leadership theories and models to specific situations, enable learners to compare and evaluate the usefulness of these theories and gain insight into specific leadership requirements in an organisation. In addition, learners will demonstrate an ability to develop their own management and leadership skills through assessing requirements within their current or future job roles

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

Assessment strategy

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

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

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

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

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

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

Recording and storing of learner achievement

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 5
Unit title: Understand principles of management and leadership
Unit code: OF950400212
Leadership

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

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand the link between management and leadership

Performance criteria:

1.1. Functions of management are outlined.

1.2. Skills associated with leadership are described.

1.3. Relationship between management and leadership is explained.

Learning outcome 2: Understand the skills and styles of management and leadership

Performance criteria:

2.1. Personal and professional skills required for effective management are explained.

2.2. Skills and styles of successful leaders are compared.

2.3. Expected impact of own leadership style on work groups is assessed.

2.4. How management and leadership styles impact on the achievement of organisational objectives is analysed.

Learning outcome 3: Be able to apply theory in an organisational context

Performance criteria:

3.1. Appropriate theories of management and leadership are selected to identify management and leadership requirements within an organization.

3.2. The usefulness of using theories for gaining insights into leadership requirements is reported.

3.3. Development of management and leadership skills for a given job role is planned.

3.4. Justified evaluations of management and leadership development methods are made and selected.

Evidence guideline

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

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

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

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

· Re submissions are permissible.

Evidence requirements

1. Learners understand the link between management and leadership and evidence with a report on functions of management, skills in leadership and the relationship between management and leadership.

2. Learners understand the skills and styles of management and leadership and evidence with a report on skills required for effective management, a comparison of skills and styles of successful leaders, the impact of management and leadership styles on organisational

objectives and expected impact of own leadership.
3. Learners apply theory in an organisational context and evidence with a report on leadership and management theories, leadership and management requirements within an organisation, the planning for development of management and leadership skills and an evaluation of management and leadership development methods.
4. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 5
Unit title: Understand principles of management and leadership
Unit code: OF950400212
Leadership

Mapping of CoreLife Skills

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112
Unit: 6
Unit title: Provide personal leadership
Unit code: OF950400312
Leadership

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

Unit Information

Unit description of content

This unit describes the performance outcomes required to display high levels of personal leadership and to be a role model within the work environment. This unit applies to staff who have a leadership role. It applies to the manner in which they conduct themselves, the initiative they take in influencing, assisting and guiding others, and to the way they manage their own role and responsibilities.

Competence in this unit requires consistently high levels of self-management and behaviours that exemplify the desired standards within the organisation. This involves the candidate earning the trust and respect of the team and acting as a role model at all times.

This role is undertake by staff with managerial responsibility (people management or operational/ specialist management).

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills, knowledge and applications embedded in the unit including addressing development needs to meet organisational, individual and team objectives and goals; influencing individuals and teams in a positive manner; making informed decisions; developing high personal management performance standards and enhancing the image of an enterprise.

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

Assessment strategy

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

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

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

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

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

Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement

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

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

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

Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 6 Unit title: Provide personal leadership Unit code: OF950400312 Leadership

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 influence individuals and teams in a positive manner

Performance criteria: 1.1. Individual and team efforts and contributions are encouraged, valued and rewarded. 1.2. Work undertaken by individuals/teams is accountable and promoted by clearly communicating roles, responsibilities and expectations. 1.3. Information and positive ideas from the team are accepted and supported.

Learning outcome 2: Be able to make informed decisions

Performance criteria: 2.1. Information relevant to the issue/s under consideration is gathered and organized. 2.2. Individuals/teams are involved to actively participate in the decision making process. 2.3. Preferred course of action is determined after risks and options are examined and assessed. 2.4. Decisions made for individuals/teams are communicated clearly and in a timely manner. 2.5. Plans to implement decisions are prepared after agreement by relevant individuals/teams. 2.6. The implementation and impact of decisions are monitored using reliable feedback processes.

Learning outcome 3: Be able to enhance the image of the enterprise

Performance criteria: 3.1. Business is conducted in a way that is consistent with enterprise standards and values. 3.2. Inappropriate values and standards exhibited within the organisation are discussed promptly and noted with appropriate persons using established communication channels. 3.3. Very high standards of personal presentation are consistently displayed in line with organisational expectations and policies.

Learning outcome 4: Be able to demonstrate high standards of personal and management performance

Performance criteria: 4.1. Organisation's reputation of integrity and credibility is developed through personal performance and behavior contributions. 4.2. Standards of personal and management performance are consistent with enterprise requirements. 4.3. A positive role model is provided for others through personal and managerial performance. 4.4. Plans are developed and implemented in accordance with enterprise goals and objectives. 4.5. Key performance indicators and targets are developed, set and monitored within the team/enterprise business plans.

Evidence guideline

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

· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. · Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. · Learners should demonstrate no less than 80% of the requirements for the summative assessment. · Re submissions are permissible.
Evidence requirements
1. Learners influence individuals and teams in a positive manner and evidence with a report on the encouragement, acceptance and support to individual and team efforts. 2. Learners make informed decisions and evidence with a report on information gathered for decision making, individuals and team involved, decisions made, plans and communication to implement the decisions, and monitoring of the impact. 3. Learners enhance the image of the enterprise and evidence with a report on the evaluation of behaviour and practices against enterprise standards and values, and actions taken to address appropriate and inappropriate behaviour and practices. 4. Learners demonstrate high standards of personal and management performance and evidence with a report on own behaviour and performance against enterprise standards, and requirements and expectations to others. 5. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 6 Unit title: Provide personal leadership Unit code: OF950400312 Leadership						
Mapping of CoreLife Skills								
Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	x	x	x	x			
	1.2	x	x	x	x			
	1.3	x	x	x	x			x
2	2.1	x	x	x				
	2.2	x	x	x	x			
	2.3	x	x	x		x		
	2.4	x	x	x	x			
	2.5	x	x	x	x	x	x	
	2.6	x	x	x	x		x	
3	3.1	x	x	x	x			
	3.2	x	x	x	x	x	x	x
	3.3	x	x	x			x	
4	4.1	x	x	x	x			x
	4.2	x	x	x				
	4.3	x	x	x	x			
	4.4	x	x	x			x	
	4.5	x	x	x	x	x	x	

Abu Dhabi Centre for Technical and Vocational Education and Training		
Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 7 Unit title: Develop and lead teams and individuals Unit code: OF950400412 Leadership		
Level: 4	Credit value: 3	Notional learning hours: 45 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to promote leadership within the workplace. It involves leading teams, developing team plans to meet expected outcomes and proactively working with the management of the organisation. Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills, knowledge and competencies embedded in the unit including to develop understanding and ability in developing and leading teams, as required by a practising or potential middle manager.

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.

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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 Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 7 Unit title: Develop and lead teams and individuals Unit code: OF950400412 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 develop individual and team development needs

Performance criteria:
1.1. Workplace learning opportunities, coaching and mentoring assistance are provided to facilitate individual and team achievement of competencies.
1.2. Development opportunities which incorporate a range of activities and support materials appropriate to the achievement of identified competencies are created.

Learning outcome 2: Be able to develop team cohesion

Performance criteria:
2.1. Opportunities are provided for input of team members into planning, decision making and operational aspects of work.
2.2. Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions.
2.3. Individuals are encouraged to self-evaluate performance and identify areas of improvement.
2.4. Issues, concerns and problems are recognised, addressed and identified by team members or referred to relevant persons as required.

Learning outcome 3: Be able to participate in and facilitate work teams

Performance criteria:
3.1. Team members are actively encouraged to participate in and take responsibility for team activities and communication processes.
3.2. Support for the team is identified and given to resolve problems which impede performance.
3.3. Contribution to own work is presented as a role model to work teams and for others to enhance the organisation's image within the work team and with clients/customers.

Learning outcome 4: Be able to liaise with management

Performance criteria:
4.1. Open communication is maintained with line manager/management at all times.
4.2. Information is communicated from line manager/management to the team.
4.3. Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management to ensure follow-up action is taken.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.

·   Re submissions are permissible.
Evidence requirements
1. Learners develop individual and team development needs and evidence with a report on workplace learning opportunities, development opportunities and support activities to achieve identified competencies.
2. Learners develop team cohesion and evidence with a report on input of and feedback to team members regarding planning, decision making and operational aspects of work.
3. Learners participate in and facilitate work teams and evidence with a report on encouragement team members, support to team members and presentation of contribution to own work.
4. Learners liaise with management and evidence with a report on communication and information to and from the line manager/management regarding work, concerns and problems.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 7
Unit title: Develop and lead teams and individuals
Unit code: OF950400412
Leadership

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership

<table>
<tr><td colspan="3" align="center">Abu Dhabi Centre for Technical and Vocational Education and Training
Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 8
Unit title: Lead and manage people
Unit code: GC000400112
Leadership</td></tr>
<tr><td>Level: 4</td><td>Credit value: 3</td><td>Notional learning hours: 45 hours</td></tr>
</table>

Unit Information

Unit description of content

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.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including meeting personal presentation standards, establishing rapport with customers, determining and addressing customer needs and expectations, dealing with complaints, working in teams and using appropriate communication techniques and mediums.
This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.
This qualification is examined in two ways: assessment of underpinning knowledge and performance.
Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.
Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.
This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.
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Recording and storing of learner achievement
Keep evidence of learner's work in the Centre for up to one year.
Encourage learners to maintain learning logs and evidence of professional development.
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training

Leadership
Qualification Title: Certificate 4 in Leadership
Qualification Code: PQOF95040112

Unit: 8
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

· 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 Leadership Qualification Title: Certificate 4 in Leadership Qualification Code: PQOF95040112 Unit: 8 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	
	2.5	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		