

Abu Dhabi Centre for Technical and Vocational Education and Training
Office Administration
Qualification title: Level 1 Composite Award in Career Development
Qualification code: CAO95010312

Qualification structure

Qualification type: Composite Award	Discipline: O	Sector: F95	Level: 1	No in series 01	Year of approval: 12
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Credit value: 6 Credit hours	Certification requirement: 2 Core Units
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Qualification aims

The aim of this qualification is to recognise the knowledge, skills and application required by learners to be able to plan personal learning and career development and to demonstrate learning and achievement in a portfolio of learning.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
OF950100112	1	Plan personal skills for career development	1	3
OF450100212	2	Prepare portfolio of evidence	1	3

Specialised units

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

Optional units

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

Prerequisites

Entry requirements	Requirements
<p>Level 1 Composite Award in Career Development is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.</p> <p>There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification.</p> <p>All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p>	<ul style="list-style-type: none"> • IELTS level 2.5 is preferred. • Level of knowledge or skill of office administration on entry is minimum. • IT skills would be an advantage. <p>Credit transfer is available as published.</p>

Qualification pathways

This qualification	Pathways
Level 1 Composite Award in Career	Certificate 1 in Human Resources

Development	Certificate 1 in Office Administration Certificate 1 in Retail Services (and other certificate 1 level qualifications, as this is a non-sector specific qualification)	
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 Skill Standards (NOSS)	Not available in the UAE UK used as substitute	

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Qualification overview

This qualification is suitable for	There is no minimum age requirement. This qualification is aimed at candidates who work and live in the UAE who may be entering the job market for the first time.	
Target market	The target market for this qualification is for those who wish to enter into first line work positions in administrative and career planning duties.	
Job activities/tasks	The core component of this qualification contains competencies in: Career development and portfolio building.	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in junior first line work environments.	
Example employers	Government organisations. Environmental campaigns.	
Example jobs	Related occupations	
Assistant Career Development Officer Assistant Career Advisor Student Services Coordinator	Schools Administrator Employment Agency work Further Education receptionist	
Professional association:	International professional association such as Chartered Institute of Professional Development.	

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Delivery and Assessment

Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
<p>All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates. 	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product Examination of the witness/expert testimony Examination of a case history Examination of a personal statement Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation</p>	<p>O</p> <p>EP EWT ECH EPS EWQ</p> <p>QC QW PD RWE S</p>
Verifier	Vocational verifiers must have
<p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p>	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner's achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner's achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner's achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner's achievement is evidenced by best practice. • Verification of learner's achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	

Risk in assessment

The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases:

- health and safety
- stressing the learner
- inauthentic evidence/collation/unjustifiable support to the learner
- over-assessment
- potential of unfairness to the learner
- failing to meet assessment strategy of a qualification.

Appeals procedure

In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission).

In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

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Unit: 1
Unit title: Plan personal skills for career development
Unit code: OF950100112
Business Administration

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

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Business Administration

Level: 1	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to identify personal skills		
Performance criteria: 1.1. Skills for the workplace are identified. 1.2. Personal skills are identified. 1.3. Personal skill improvement is identified.		
Learning outcome 2: Understand how to identify additional skills requirements		
Performance criteria: 2.1. Skills that are of interest are identified. 2.2. Qualifications required are identified. 2.3. Companies and skills areas you would like to work in are identified.		
Learning outcome 3: Understand how to identify career directions		
Performance criteria: 3.1. Skills required to fulfill career goals are identified. 3.2. How to acquire skills is recognized. 3.3. Career goal achievement is planned for.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		
Evidence requirements		
<ol style="list-style-type: none"> 1. Learners list skills identified in the workplace and evidence with examples. 2. Learners list additional requirements regarding skills and qualifications in the current workplace and preferred companies and workplaces based on the current and required skills set, and evidence with examples. 3. Learners list career directions, plan for career achievement, and evidence with examples. 4. Learners review own work and identify performance improvement strategies. 		

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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				
	1.2			X				
	1.3		X	X				
2	2.1		X	X				
	2.2	X		X		X		
	2.3	X		X				
3	3.1			X				
	3.2			X				
	3.3			X		X		

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Unit: 2
Unit title: Prepare portfolio of evidence
Unit code: OF450100212
Business Administration

Level: 1	Credit value: 3	Notional learning hours: 45 hours
Unit information		
Unit description of content		
<p>This unit looks at identifying portfolio usage, the purpose, use and advantages of maintaining a current portfolio, types of evidence in a portfolio, collecting personal evidence and identifying gaps in the evidence in a portfolio and preparing personal records, personal details, educational achievement and work history for portfolio.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
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Unit: 2
Unit title: Prepare portfolio of evidence
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Business Administration

Level: 1	Credit value: 3	Notional learning hours: 45 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to prepare a portfolio		
Performance criteria: 1.1. Purpose of a portfolio evidence is explained. 1.2. Uses of a portfolio of evidence is described. 1.3. Maintaining and updating information are explained.		
Learning outcome 2: Understand how to identify types of evidence in a portfolio		
Performance criteria: 2.1. Evidence for a portfolio of evidence is identified. 2.2. Evidence for a personal portfolio of evidence is collected. 2.3. Gaps in evidence for personal portfolio are identified.		
Learning outcome 3: Be able to prepare personal records for a portfolio		
Performance criteria: 3.1. Personal details are written. 3.2. Educational details are written. 3.3. Work history details are written.		
Evidence guideline		
<ul style="list-style-type: none"> • Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. • Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. • Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. • Learners should demonstrate no less than 80% of the requirements for the summative assessment. • Re submissions are permissible. 		
Evidence requirements		
<ol style="list-style-type: none"> 1. Learners prepare a portfolio and explain the purpose of it. 2. Learners list different types of evidence and provide examples in the portfolio. 3. Learners list personal, educational and work history details and provide examples in the portfolio. 4. Learners review own work and identify performance improvement strategies. 		

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1	1.1			X				
	1.2			X				
	1.3			X				
2	2.1			X				
	2.2	X		X				
	2.3	X		X		X		
3	3.1	X		X				
	3.2	X		X				
	3.3	X		X				