

Abu Dhabi Centre for Technical and Vocational Education and Training
Human Resources
Qualification title: Certificate 4 in Human Resources
Qualification code: PQFC05040112

Qualification structure

Qualification type: Principal Qualification	Discipline: F	Sector: C05	Level: 4	No in series: 01	Year of approval: 12
Credit value: 33 Credit hours		Certification requirement: 8 Units, 3 core, 3 specialist, 2 optional			
Qualification aims					
The aim of the qualification is to provide learners with the core understanding of health and safety, communication and social responsibility. In addition to give learners an understanding of development and implementation of strategies to source and assess candidates, develop and provide employment management services to staff, recruit, select and induct staff, manage the recruitment process, review human resource functions and facilitate adult learning and development.					
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:	
FC050400912	4	Develop and implement strategies to source and assess candidates	4	4	
FC050401012	5	Develop and provide employment management services to staff	4	3	
FC050401112	6	Support performance management process	4	4	
Optional units (choose 2 out of 3)					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
FC050401212	7	Recruit and induct staff in the UAE	4	4	
FC050502012	8	Manage human resources management information systems	5	4	
OF450400812	9	Facilitate adult learning and development	4	4	
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			<ul style="list-style-type: none"> • IELTS level 4 is preferred • Level of knowledge, skill and performance of human resources on entry is minimum requirement • Functional IT skills would be an advantage 		

<p>backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p>		<ul style="list-style-type: none"> • No specific pre-entry qualification in human resources is required • Pre-entry requirement of Certificate 3 level <p>Credit transfer is available as published.</p>	
Qualification pathways			
This unit		Pathways	
Certificate 4 in Human Resources		Diploma in Human Resources	
Copyright and ownership		Modification history	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.		Release no: 1	Previous code:
		Comment:	New code:
National Occupational Standards		Not available	

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Qualification overview

This qualification is suitable for	Minimum age requirement is seventeen. Learners should be working in the field of human resources and have background knowledge of the profession as a minimum requirement.	
Target market	The target market for this qualification is human resource generalists, recruitment specialists, small company owners and staff with a recruitment role.	
Job activities/tasks	The core component of this unit contains competencies in: performance outcomes, skills and knowledge required to: advice on developing strategies for the retention of candidates, providing advice and support to candidates, providing training solutions to candidates and developing strategies for the ongoing management of candidates.	
Work context/conditions	This unit is for any individual who is, or wishes to be involved in human resources, particularly recruitment of staff.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related occupations	
Recruitment consultant Human resources supervisor Human resources administrator Recruitment coordinator	Office managers Persons with departmental recruitment responsibility	
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</p> <p>Examination of the witness/expert testimony</p> <p>Examination of a case history</p> <p>Examination of a personal statement</p> <p>Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate</p> <p>Questioning of the witness</p> <p>Professional Discussion</p> <p>Realistic working environment</p> <p>Simulation</p>	<p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EWQ</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p>
Verifier	Vocational verifiers must have
<p>The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.</p>	<ul style="list-style-type: none"> • verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner's achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner's achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner's achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner's achievement is evidenced by best practice. • Verification of learner's achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
Integrated assessment	
Opportunities for integrated assessment are possible between units 2, 3, 4, 5, 6, 7, 8 and 9, 4, 7, and 8, 7 and 9.	

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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 Human Resources
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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		
<p>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.</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. 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 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.</p>		

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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 categorized. 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		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only 		

permissible with the written approval of the Internal Verifier.

- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners 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.

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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	

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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		
<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 learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

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Unit: 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.

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Unit: 2
 Unit title: Facilitate effective workplace communication
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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	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		

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

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

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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		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners 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.

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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

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 4

Unit title: Develop and implement strategies to source and assess candidates

Unit code: FC050400912

Human Resources

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
This unit aims to enable learners to develop and implement strategies to source and assess candidates, develop strategies to source candidates, screen and interview potential candidates, assess and select candidates and manage candidate outcomes.		
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
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 4
 Unit title: Develop and implement strategies to source and assess candidates
 Unit code: FC050400912
 Human Resources

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 develop strategies to source candidates		
Performance criteria: 1.1. Research is undertaken to identify potential candidate channels. 1.2. A range of strategies are identified to assist in sourcing candidates. 1.3. Strategies for effectiveness are reviewed and evaluated.		
Learning outcome 2: Be able to screen and interview potential candidates		
Performance criteria: 2.1. Preliminary screening with candidates is conducted in a fair and equitable manner. 2.2. Interviews are organised and conducted in accordance with organisational policy and best practice. 2.3. General assessment of raw skills is conducted. 2.4. Additional information is obtained from candidates as required.		
Learning outcome 3: Be able to assess and select candidates		
Performance criteria: 3.1. Assessment and selection process are conducted in accordance with organisational policy. 3.2. Information obtained from each candidate is judged against specified selection criteria. 3.3. Candidate suitability is aligned to specific job specifications, recognising influencing factors. 3.4. Selection recommendations are prepared on behalf of the HR Manager for staff recruitment and documented in accordance with organisational procedures.		
Learning outcome 4: Be able to manage candidate outcomes		
Performance criteria: 4.1. Candidates are informed of selection decisions in a timely manner. 4.2. Feedback is provided to unsuccessful candidates. 4.3. Feedback to successful candidate is provided. 4.4. Commencement of employment letter is arranged.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners develop strategies to source candidates and evidence with a report on research strategies and resources available, as well as on their effectiveness.
2. Learners screen and interview potential candidates and evidence with a report on preliminary screening, interviews conducted, and candidate information obtained and skills identified.
3. Learners assess and select candidates and evidence with a report on the selection and assessment process, candidate suitability, and selection recommendations.
4. Learners manage candidate outcomes and evidence with a report on selection decisions and follow up actions.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 4

Unit title: Develop and implement strategies to source and assess candidates

Unit code: FC050400912

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	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	X	X	
	2.3	X	X	X	X			
	2.4	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	
	3.4	X	X	X	X		X	
4	4.1	X	X	X				
	4.2	X	X	X	X			
	4.3	X	X	X	X			
	4.4	X	X	X			X	

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 5
 Unit title: Develop and provide employment management services to staff
 Unit code: FC050401012
 Human Resources

Level: 4	Credit Value: 3	Notional learning hours: 45 hours
Unit Information		
Unit description of content		
This unit deals with developing strategies for retention of staff, providing training solutions for staff, and developing strategies for ongoing management of staff		
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, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview 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.</p>		
Recording and storing of learner achievement		
<p>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.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 5
 Unit title: Develop and provide employment management services to staff
 Unit code: FC050401012
 Human Resources

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 strategies for the retention of staff		
Performance criteria: 1.1. Current staff information is interpreted. 1.2. Staff requirements are identified. 1.3. A range of strategies are identified to meet staff requirements. 1.4. Products and services for staff are described. 1.5. Methods affecting staff retention are explained.		
Learning outcome 2: Understand how to provide training solutions to staff		
Performance criteria: 2.1. Staff common/general training needs, including OHS are explained. 2.2. Training programmes that address staff training need are described. 2.3. General advice provided to staff on training options available is explained. 2.4. Internal training strategies are explained on how to meet staff requirements in accordance with organisational policies. 2.5. Implementation on training plan is reviewed by HR manager to ensure needs are met.		
Learning outcome 3: Understand how to develop strategies for the ongoing management of staff		
Performance criteria: 3.1. Monitoring strategies are described to determine issues with staff. 3.2. Post recruitment support is explained to staff. 3.3. Strategies are developed to evaluate and assess the effectiveness of the employment management provision. 3.4. Recommendations are outlined to improve management provision. 3.5. Management services are described, modified and/or expanded with recommendations.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners develop strategies for the retention of staff and evidence with a report on current staff information, staff requirements, strategies, products and services for staff, and methods affecting staff retention.
2. Learners provide training solutions to staff and evidence with a report on training needs, suitable training programmes, training strategies, and recommendations for a training plan.
3. Learners develop strategies for the ongoing management of staff and evidence with a report on post recruitment support, needs of staff, evaluation of effectiveness of employment management provision and management services, and recommendations for improvement.,
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 5

Unit title: Develop and provide employment management services to staff

Unit code: FC050401012

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				
	1.3	X	X	X				
	1.4	X	X	X				
	1.5	X	X	X		X		
2	2.1	X	X	X				
	2.2	X	X	X				
	2.3	X	X					
	2.4	X	X	X	X	X		
	2.5	X	X	X		X		
3	3.1	X	X	X				
	3.2	X	X	X	X			
	3.3	X	X	X	X	X	X	
	3.4	X	X	X		X		
	3.5	X	X	X		X	X	

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 6

Unit title: Support performance management process

Unit code: FC050401112

Human Resources

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
This unit deals with reviewing performance management infrastructure, promoting performance management systems and collating performance management data.		
Information for learning and achievement		
This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.		
Assessment strategy		
Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome. This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted. This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier. Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview 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.		
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
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 6
 Unit title: Support performance management process
 Unit code: FC050401112
 Human Resources

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 review performance management infrastructure		
Performance criteria: 1.1. All positions are assigned current job descriptions specifying key requirements of the role. 1.2. Employees are provided by managers with performance indicators that are consistent with the position description requirements. 1.3. Performance appraisal meetings are held in accordance with organisational timeframes, correct documentation has been completed agreed and recorded. 1.4. Appropriate organisational criteria are changed which can be followed for rewarding good performance. 1.5. Appropriate organisational criteria is defined to address under performance. 1.6. Actions to take when there is disagreement about performance appraisal outcomes are explained.		
Learning outcome 2: Understand how to promote performance management system		
Performance criteria: 2.1. Performance management system goals and methods are described. 2.2. Questions from employees about the performance management system are addressed. 2.3. Performance management system training is arranged and delivered. 2.4. Feedback on performance is ongoing, regular and encouraged.		
Learning outcome 3: Understand how to collate performance management data		
Performance criteria: 3.1. Trends or problem areas are explained in the review of performance management documentation. 3.2. Patterns in skills or performance gaps are explained and options for performance are considered. 3.3. Improvements to the performance management system are explained.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners review performance management infrastructure and evidence with a report on job descriptions, performance indicators, performance, performance appraisal meetings and grievance procedures in case of disagreement on performance appraisal outcomes.
2. Learners promote the performance management system and evidence with a report on systems goals and methods, questions asked and addressed, and performance management system training and monitoring.
3. Learners collate performance management data and evidence with a report on the review of performance management documentation, collection of data on skills or performance gaps, and recommendations for improvements to the performance management system.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 6

Unit title: Support performance management process

Unit code: FC050401112

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		
	1.4	X	X			X	X	
	1.5	X	X			X		
	1.6	X	X			X		
2	2.1	X	X					
	2.2	X	X	X	X			
	2.3	X	X	X			X	
	2.4	X	X					
3	3.1	X	X	X			X	
	3.2	X	X	X				
	3.3	X	X					

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 7
 Unit title: Recruit and induct staff in the UAE
 Unit code: FC050401212
 Human Resources

Level: 4	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit deals with the recruitment process and induction of staff in the UAE: complete background checks on staff, identify recruitment process paperwork in the UAE, and prepare a dress, code of conduct for recruited employees.</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 evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview 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.</p>		
Recording and storing of learner achievement		
<p>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.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 7
 Unit title: Recruit and induct staff in the UAE
 Unit code: FC050401212
 Human Resources

Level: 4	Credit value: 4	Notional learning hours: 60 hours
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Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to complete background checks on staff

Performance criteria:

- 1.1. Qualifications, their origin and attestation status are identified.
- 1.2. Previous employers are identified with staff member's approval and work performance references obtained.
- 1.3. Submitted papers and official documents identified for employment are completed.

Learning outcome 2: Be able to identify recruitment process paperwork in the UAE

Performance criteria:

- 2.1. Recruited staff are identified as external, internal or transferring staff.
- 2.2. No Objection Certificate or official government transfer documents are sought from previous employer.
- 2.3. Documentation for external, internal and transferring staff is obtained and is accurate and in full.

Learning outcome 3: Be able to prepare a dress code and code of conduct for recruited employees

Performance criteria:

- 3.1. Code of conduct is identified as a requirement for staff in the organisation.
- 3.2. Code of conduct is discussed with senior personnel and feedback sought.
- 3.3. Feedback is collected and adjustments made to code of conduct.
- 3.4. A dress code of conduct is produced for organizations in the UAE.

Learning outcome 4: Be able to induct staff into an organisation in the UAE

Performance criteria:

- 4.1. Elements of information about the organisation that staff should be aware of at the induction stage of employment in the UAE are identified.
- 4.2. A visual induction presentation is compiled incorporating organisation information.
- 4.3. A visual induction presentation is discussed with colleagues and feedback gained.
- 4.4. Feedback is collected and adjustments made to induction presentation.
- 4.5. Induction presentation is presented to new staff 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 complete background checks on staff and evidence with a report on qualifications, previous employment records and submitted documents.
2. Learners identify recruitment process paperwork in the UAE and evidence with a report on recruitment process paperwork for external, internal and transferring staff.
3. Learners prepare a dress code and a code of conduct for recruited employees and organisations in the UAE and evidence with a report on current codes, feedback from senior personnel, and recommendations for adjustment.
4. Learners induct staff into an organisation in the UAE and evidence with a report on information about the organisation, a presentation to colleagues, feedback from colleagues, and adjustments made.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 7

Unit title: Recruit and induct staff in the UAE

Unit code: FCO50401212

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					
	1.2	X	X	X	X			
	1.3	X	X	X				
2	2.1	X	X					
	2.2	X	X	X	X			
	2.3	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	
	3.4	X	X	X	X		X	X
4	4.1	X	X	X	X			
	4.2	X	X	X	X			
	4.3	X	X	X	X		X	
	4.4	X	X	X	X			
	4.5	X	X	X	X		X	

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 8
 Unit title: Manage human resources management information systems
 Unit code: FC050502012
 Human Resources

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

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to manage human resources information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades.

Information for learning and achievement

This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement. 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 achievable in the work environment. Assessment can include evidence of written reports summarising results of candidate skills assessment, selection outcomes, observation of client screening and interview 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.

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
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 8
 Unit title: Manage human resources management information systems
 Unit code: FC050502012
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skill and performance(KSA)		
Learning outcomes		
Learning outcome 1: Be able to identify human resources information requirements		
Performance criteria: 1.1. Documents of user information requirements are collected and collated. 1.2. Communication processes are identified to support user needs. 1.3. Information requirements and communication processes are agreed with users and relevant managers. 1.4. Draft information systems management plan with agreed review mechanisms, timeframe and criteria is developed. 1.5. Information requirements are specified in a clear and concise manner. 1.6. Information requirements are consistent with organisational objectives and policies. 1.7. Resources required are identified to meet the information requirements within budget parameters.		
Learning outcome 2: Be able to select human resources information management systems		
Performance criteria: 2.1. Selection criteria for the information management system are agreed with relevant groups and individuals. 2.2. Selection criteria for the system are designed to meet the organisation's objectives, policies and budget parameters. 2.3. Potential systems are evaluated against the criteria. 2.4. Cost benefit and risk analysis are investigated in relation to the systems which meet the selection criteria. 2.5. Preferences for a system are established and selection reports are provided to senior managers. 2.6. Preferred system is apt to be customized to meet organisation and user requirements.		
Learning outcome 3: Be able to implement human resources information system		
Performance criteria: 3.1. Implementation plan is developed with users, other relevant groups and individuals. 3.2. Implementation of plan, roles and responsibilities is confirmed with individuals and groups involved. 3.3. Implementation of plan resources is assigned. 3.4. Implementation schedule is modified to resolve any problems arising. 3.5. Implementation is contributed to by groups and individuals in accordance with plan objectives.		
Learning outcome 4: Be able to monitor and evaluate performance of human resources information system		
Performance criteria: 4.1. Information system performance is monitored and performance reports are prepared.		

- 4.2. Feedback from users is obtained about the system.
- 4.3. System performance is benchmarked against other systems, and latest trends and developments.
- 4.4. Performance gaps and current strategies are analysed and improvements are introduced.
- 4.5. Outcomes are reported to management for implementation approval.
- 4.6. Human resources information systems are implemented.

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 human resources information requirements and evidence with a report on information requirements, communication processes, a draft information system management plan and budget allocation.
2. Learners select human resources management information systems and evidence with a report on selection criteria for a system, an evaluation of systems against the criteria, a cost and risk analysis, and recommendations to senior managers.
3. Learners implement human resources management information systems and evidence with an implementation plan.
4. Learners monitor and evaluate the performance of a human resources information system and evidence with a report on feedback from users, comparison with other systems and recommendations for improvement.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 8

Unit title: Manage human resources management information systems

Unit code: FC050502012

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				
	1.4	X	X	X				X
	1.5	X	X	X	X			
	1.6	X	X	X	X			
	1.7	X	X	X				
2	2.1	X	X	X	X			
	2.2	X	X	X	X			
	2.3	X	X	X	X			
	2.4	X	X	X	X			
	2.5	X	X	X	X	X		
	2.6	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		
4	4.1	X	X	X	X			X
	4.2	X	X	X	X			X
	4.3	X	X	X	X			X
	4.4	X	X	X	X			X
	4.5	X	X	X	X			X
	4.6	X	X	X	X		X	

Abu Dhabi Centre for Technical and Vocational Education and Training
 Human Resources
 Qualification title: Certificate 4 in Human Resources
 Qualification code: PQFC05040112

Unit: 9
 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		
<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 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.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Maintain learning logs and evidence of professional development.</p> <p>Maintain learner portfolios of work as evidence of achieving learning outcomes</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Certificate 4 in Human Resources

Qualification code: PQFC05040112

Unit: 9

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

Human Resources

Qualification title: Certificate 4 in Human Resources

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Unit: 9

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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			