

Abu Dhabi Centre for Technical and Vocational Education and Training
Human Resources
Qualification title: Level 4 Component Award in Facilitating employee development
Qualification code: SAFC05040312

Qualification structure

Qualification type: Component Award	Discipline: F	Sector: C05	Level: 4	No in series: 01	Year of approval: 12
Credit value: 8 Credit hours		Certification requirement: 2 Units			
Qualification aims					
The aim of the qualification is to provide learners an understanding of supporting performance in the management process and facilitating adult learning and development.					
Qualification units					
Core units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
FC050401112	1	Support performance management process	4	4	
OF450400812	2	Facilitate adult learning and development	4	4	
Specialist units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
Optional units					
Unit code:	Unit no:	Unit title:	Level:	Credit value:	
Prerequisites					
Entry requirements			Requirements		
<p>Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial 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 4 is preferred. • Level of knowledge, skill and performance of human resources on entry is minimum requirement. • Functional IT skills would be an advantage. • 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 qualification	Pathways	
Level 4 Component Award in facilitating employee development	Level 4 Component Award in Supporting employee services 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	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	
Welfare officer Training Officer Training Manager Recruitment consultant Human resources supervisor Human resources administrator Recruitment coordinator	Office managers Persons with departmental responsibility	
Professional association	International professional association such as Chartered Institute of Professional Development.	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Human Resources Qualification title: Level 4 Component Award in Facilitating employee development Qualification code: SAFC05040312</p> <p>Delivery and Assessment</p>	
Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner’s needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

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

Verification method	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> • Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner’s achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner’s achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner’s achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment. 	<ul style="list-style-type: none"> • Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner’s achievement is evidenced by best practice. • Verification of learner’s achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.
Assessing and grading	
<p>This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.</p> <p>This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.</p>	
Learner evidence	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
Integrated assessment	
Opportunities for integrated assessment are possible between units 1 and 2.	

Risk in assessment

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

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

Appeals procedure

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

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

Abu Dhabi Centre for Technical and Vocational Education and Training Human Resources Qualification title: Level 4 Component Award in Facilitating employee development Qualification code: SAFC05040312 Unit: 1 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		
<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.</p> <p>Maintain learning logs and evidence of professional development.</p> <p>Maintain learner portfolios of work as evidence of achieving learning outcomes.</p>		

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Unit: 1
 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.

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Unit: 1
 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: Level 4 Component Award in Facilitating employee development Qualification code: SAFC05040312 Unit: 2 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		
<p>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.</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 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>		

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Unit: 2
 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
<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 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.

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Unit: 2
 Unit title: Facilitate adult learning and development
 Unit code: OF450400812
 Human Resources

Mapping of CoreLife Skills

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