

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Qualification structure

Qualification Type: Principal Qualification	Discipline: F	Sector: C05	Level: 5	No in series: 01	Year of approval: 12
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Credits value:

36 Credit hours

Certification requirement:

10 Units, 3 core and 7 specialist

**Qualification aims**

The aim of the Diploma in Human Resources is to give a depth of knowledge, skill and application to learners who are practitioners in the workplace. The qualification has three core units, health and safety, communication and social responsibility and citizenship and six specialist units. The specialist units look at planning the workforce, remuneration management, recruiting and selecting staff, inducting staff, terminating staff, managing expatriate staff, performance management system in human resource environments and staff remuneration.

**Qualification units**

**Core units**

Unit code:	Unit no:	Unit title:	Level:	Credit value:
FC000502012	1	<a href="#">Design and develop organisational health and safety participative arrangements</a>	5	4
FC000502112	2	<a href="#">Develop, implement &amp; promote effective workplace communication</a>	5	3
OF450501112	3	<a href="#">Participate in social responsibility and citizenship</a>	5	3

**Specialist units**

Unit code:	Unit no:	Unit title:	Level	Credit value:
FC050501412	4	<a href="#">Manage workforce planning</a>	5	4
FC050501512	5	<a href="#">Manage recruitment, selection and induction processes</a>	5	4
FC050501612	6	<a href="#">Manage termination of staff</a>	5	3
FC050501712	7	<a href="#">Manage performance management systems</a>	5	4
FC050501812	8	<a href="#">Manage expatriate staff</a>	5	3
FC050501912	9	<a href="#">Manage remuneration and employee benefits</a>	5	4
FCO50502112	10	<a href="#">Manage human resources outsourcing of staff</a>	5	4

**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.</p> <p>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.</p> <p>All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p>	<ul style="list-style-type: none"> <li>• IELTS level 4.5 is preferred.</li> <li>• Level of knowledge, skill and performance of human resources on entry is minimum requirement.</li> <li>• Functional IT skills would be an advantage.</li> <li>• Minimum level entry qualification is Certificate 4 level.</li> </ul> <p>Credit transfer is available as published.</p>	
Qualification pathways		
This qualification	Pathways	
Diploma in Human Resources	Level 5 Unit Certificate in Designing assessment Level 5 Unit Certificate in Training Level 5 Unit Certificate in Designing learning programmes Level 5 Unit Certificate in Developing instructional design Level 5 Component Award in Internal Verification Level 5 Composite Award in External Verification Diploma in Business Administration Degree 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 eighteen. 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: advice on developing strategies for the retention of staff, providing advice and support to staff, providing training solutions to staff and developing strategies for the ongoing management of staff.	
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 manager 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

<b>Mode of delivery</b>	
<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>	
<b>Arrangements for learners with special assessment requirements</b>	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> <li>• language requirements</li> <li>• cultural or religious requirements</li> <li>• physical disabilities</li> <li>• particular learning needs.</li> </ul>	
<b>Trainer qualifications</b>	
<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>	
<b>Training methods</b>	
<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>	
<b>Assessment</b>	
<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"> <li>• licensed Vocational Assessor qualifications or similar</li> <li>• applied industrial experience</li> <li>• assessment practices that meet QFEmirates National Standards of assessment</li> <li>• regular professional development practices.</li> </ul>

<b>Assessment methods</b>	
<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"> <li>• assessment of written reports summarising results of candidate skills assessment and selection outcomes</li> <li>• observation of techniques</li> <li>• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>• oral or written questioning</li> <li>• review of authenticated documents from the workplace or training environment</li> <li>• review of testimony from team members, colleagues, supervisors, managers, clients or candidates.</li> </ul>	
Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
<p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product  Examination of the witness/expert testimony  Examination of a case history  Examination of a personal statement  Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate  Questioning of the witness  Professional Discussion  Realistic working environment  Simulation</p>	<p>O</p> <p>EP  EWT  ECH  EPS  EWQ</p> <p>QC  QW  PD  RWE  S</p>
<b>Verifier</b>	<b>Vocational verifiers must have</b>
<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"> <li>• verifier qualifications or similar</li> <li>• applied industrial experience</li> <li>• verification practices that meet NQEmirates National Standards of verification</li> <li>• regular professional development practices</li> <li>• ability to manage the learner's work environment for the verification process</li> <li>• ability to evidence standardisation processes.</li> </ul>

<b>Verification method</b>	
Assessment and verification process will conform to the following:	
<ul style="list-style-type: none"> <li>• Institute systems for learner, assessment and verification are unified.</li> <li>• Qualified Assessors must be used for all assessment.</li> <li>• Learner’s achievement is evidenced and recorded.</li> <li>• Learner is included in the assessment decision making process.</li> <li>• Assessment of learner’s achievement is evidenced by best practice.</li> <li>• Assessment takes into account diversity and language differences.</li> <li>• Assessment of learner’s achievement is tracked and recorded.</li> <li>• Learner will be able to compile their portfolio using their preferred technology.</li> <li>• Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence collection makes efficient use of assessment opportunities and work production.</li> <li>• Licensed Vocational Verifiers must be used for all verifications.</li> <li>• Verification of learner’s achievement is evidenced by best practice.</li> <li>• Verification of learner’s achievement is tracked and recorded.</li> <li>• Standardisation of assessment and verification processes are evidenced</li> <li>• Evidence of sharing of learner, assessor and verifier best practice.</li> <li>• Evidence that complaints are addressed, recorded and solved effectively.</li> <li>• National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.</li> </ul>
<b>Assessing and grading</b>	
<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>	
<b>Learner evidence</b>	
Learners must demonstrate knowledge and skill achievement in a presented portfolio.	
<b>Integrated assessment</b>	
Opportunities for integrated assessment are possible between units 2, 3, 4, 5, 6, 7, 8 and 9, 4 and 5, 4 and 6, 4 and 7, 4, 5, 6, 7, 8, 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.

Abu Dhabi Centre for Technical and Vocational Education and Training  
Human Resources  
Qualification title: Diploma in Human Resources  
Qualification code: PQFC05050112

Unit: 1  
Unit title: Design and development of organisational health and safety participative arrangements  
Unit code: FC000502012  
Business Administration

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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<b>Unit Information</b>
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Unit description of content
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This unit outlines the performance outcomes, skills, knowledge and competencies required by learners in designing and developing effective participative arrangements as an integral part of systematic approaches to managing occupational health and safety. The unit applies to individual and managerial responsibility for identifying, designing, developing and reviewing formal and informal processes to enable people to participate in organisational health and safety decision-making, and addresses influencing others from an organisational health and safety perspective and takes account of the responsibilities for managing organisational health and safety.

Information for learning and achievement
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This unit is a knowledge, skill and application unit with learning outcomes that will result in learners having real opportunities to participate in organisational health and safety processes. 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
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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.  
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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Human Resources

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Unit: 1

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Business Administration

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learnings outcomes**

**Learning outcome 1: Be able to identify the need for organisational health and safety participative arrangements**

Performance criteria:

- 1.1. Organisational health and safety legislation is reviewed to identify legal requirements for participative arrangements.
- 1.2. Factors that may impact on the design of participative arrangements are identified.
- 1.3. Organisational policies, procedures and opportunities for organisational health and safety consultation are identified.
- 1.4. Existing workplace arrangements are reviewed for effectiveness with stakeholders for organisational health and safety consultation and communication.

**Learning outcome 2: Be able to assist in the design of participative arrangements**

Performance criteria:

- 2.1. Organisational health and safety information and data are provided in consultation with stakeholders.
- 2.2. Individuals and groups are consulted regarding organisational health and safety decision-making, in consultation with stakeholders.
- 2.3. Effective participation is identified and documented to identify training needs.
- 2.4. Legislative requirements are reviewed to ensure participative arrangements are met and are realistic, practical and acceptable in the workplace.

**Learning outcome 3: Be able to assist in the participative arrangements**

Performance criteria:

- 3.1. Policies and procedures are developed for participation.
- 3.2. Key personnel are identified in the introduction and maintenance of participative arrangements.
- 3.3. Strategies for the delivery of training are developed.
- 3.4. Resources necessary to introduce and maintain participative arrangements are identified and documented.

**Learning outcome 4: Be able to participate in supporting the implementation of participative arrangements**

Performance criteria:

- 4.1. Priorities for action in consultation with stakeholders are determined.
- 4.2. Action plans with allocated responsibilities and time lines are developed.
- 4.3. Advice and support to key personnel are provided.
- 4.4. Implementation in consultation with stakeholders to ensure that participatory arrangements are effective in providing information and data to all groups is monitored to provide opportunity for participation in organisational health and safety decision-making.

4.5. Recommendations for adjustments to the implementation as required are made.
<b>Learning outcome 5: Be able to participate in evaluating the design and development of participative arrangements</b>
<p>Performance criteria:</p> <p>5.1. Evaluation protocols are designed in consultation with stakeholders.</p> <p>5.2. A plan for collecting information and data is developed.</p> <p>5.3. Information and data are analysed and evaluated.</p> <p>5.4. Recommendations for improvement in the participatory arrangements as a result of the evaluation findings are made.</p> <p>5.5. A report to stakeholders and key personnel on the outcomes of the evaluation and recommendations for further development and improvement is provided.</p> <p>5.6. Feedback from stakeholders to develop an action plan for ongoing improvement is sought.</p>
<b>Evidence guideline</b>
<ul style="list-style-type: none"> <li>▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.</li> <li>▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.</li> <li>▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.</li> <li>▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment.</li> <li>▪ Re submissions are permissible.</li> </ul>
<b>Evidence requirements</b>
<ol style="list-style-type: none"> <li>1. Learners identify the need for organisational health and safety participative arrangements and evidence with a report on organisational health and safety legislation, health and safety communication and consultation, and the design of participative arrangements.</li> <li>2. Learners assist in the design of participative arrangements and evidence with a report on information and data collection on health and safety, participation and consultation of stakeholders, and training needs.</li> <li>3. Learners assist in participative arrangements and evidence with a report on policies and procedures regarding participation, key personnel, strategies for training delivery, and resources required to introduce and maintain participative arrangements.</li> <li>4. Learners participate in supporting in the implementation of participative arrangements and evidence with a report on implementation planning and delivery, and recommendations for adjustments.</li> <li>5. Learners participate in the evaluation of the design and development of participative arrangements and evidence with a report on evaluation protocols, data collection and analysis, and recommendations for the improvement of participatory arrangements.</li> <li>6. Learners review own work and identify performance improvement strategies.</li> </ol>

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Human Resources

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Unit: 1

Unit title: Design and development of organisational health and safety participative arrangements

Unit code: FC000502012

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		X	X	
	1.3	X	X	X				
	1.4	X	X	X	X	X		
2	2.1	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	X
3	3.1	X	X	X	X			
	3.2	X	X	X	X			
	3.3	X	X	X	X			
	3.4	X	X	X	X		X	
4	4.1		X	X	X	X		
	4.2	X	X	X		X	X	
	4.3		X	X	X	X		
	4.4	X	X	X	X	X		
	4.5	X	X	X	X	X		
5	5.1	X	X	X	X		X	
	5.2	X	X	X	X		X	
	5.3	X	X	X	X		X	
	5.4	X	X	X	X	X	X	
	5.5	X	X		X	X		
	5.6	X	X	X	X	X	X	

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Unit: 2  
 Unit title: Develop, implement and promote effective workplace communication  
 Unit code: FC000502112  
 Business Administration

Level: 5	Credit value: 3	Notional Learning hours: 45 hours
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<b>Unit Information</b>
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Unit description of content
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This unit aims to enable learners to achieve the necessary knowledge, skills and ability to be able to contribute to development of effective communication strategies, represent the organisation to a range of groups, facilitate group discussion, assist in resolving conflict, conduct interviews and produce quality written materials.

Information for learning and achievement
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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
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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.

<b>Recording and storing of learner achievement</b>
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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Level: 5	Credit value: 3	Notional Learning hours: 45 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1:

Be able to contribute to the development of effective communication strategies

Performance criteria:

- 1.1. Strategies are reviewed for internal and external dissemination of information, to maximise individual and organisation effectiveness.
- 1.2. Strategies and special communication needs are addressed to avoid discrimination in the workplace.
- 1.3. Channels of communication are reviewed regularly to ensure staffs are informed of relevant information in a timely way.
- 1.4. Coaching is provided for effective communication.
- 1.5. Negotiation and conflict resolution strategies are used to promote effective operation of the organisation.
- 1.6. Achievement of organizational objectives is promoted through communication with clients and colleagues.

Learning outcome 2: Be able to represent the organisation to a range of groups

Performance criteria:

- 2.1. Material researched in internal and external forums is adjusted to meet audience needs.
- 2.2. Presentations are clear, sequential, delivered within a predetermined time and utilise appropriate media to enhance the presentation and address audience needs.
- 2.3. Questions from the audience are responded to in a manner consistent with organisation standards.

Learning outcome 3: Be able to facilitate group discussions

Performance criteria:

- 3.1. Mechanisms that enhance effective group interactions are defined and implemented.
- 3.2. Group communication strategies are evaluated to promote ongoing participation of all parties.
- 3.3. Specific communication needs of individuals are identified and addressed.

Learning outcome 4:

Be able to use specific communication techniques to assist in resolving conflict

Performance criteria:

- 4.1. Strategies to facilitate conflict resolution are used.
- 4.2. Communication skills and processes are used to identify and address barriers to communication and explore issues and conflict.
- 4.3. Skills are effectively used to listen, reframe, provide feedback and negotiation to support exploration and clarify issues.
- 4.4. Conflict is resolved by seeking agreement on processes to be followed.

Learning outcome 5: Be able to produce quality written materials

<p>Performance criteria:</p> <p>5.1. Writing is succinct and clear and presented in a logical and sequential way to match audience needs and the purpose of the document.</p> <p>5.2. Organisation guidelines and current accepted standards of writing are addressed through written documentation.</p> <p>5.3. Remedial action is taken where individual skill levels do not match workplace requirements.</p>
<p><b>Learning outcome 6: Be able to conduct interviews</b></p>
<p>Performance criteria:</p> <p>6.1. Interviews and formal discussions are conducted to ensure that structures, timeframes and protocols are mutually agreed and adhered to.</p> <p>6.2. Questioning, speaking, listening and non-verbal communication techniques are effectively used during discussions and interviews, to ensure the required information is accessed or communicated.</p> <p>6.3. Feedback and advice are given in a way which reflects current identified good practice.</p> <p>6.4. Interviews and formal discussions are conducted with due regard to individual differences, needs and rights.</p>
<p><b>Evidence guideline</b></p> <ul style="list-style-type: none"> <li>▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.</li> <li>▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.</li> <li>▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.</li> <li>▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment.</li> <li>▪ Re submissions are permissible.</li> </ul>
<p><b>Evidence requirements</b></p> <ol style="list-style-type: none"> <li>1. Learners contribute to the development of effective communication strategies and evidence with a report on strategies for internal and external dissemination of information, channels and strategies of communication and strategies on negotiation and conflict resolution.</li> <li>2. Learners represent the organization to a range of groups and evidence with a report on materials researched, adjustments made, presentations delivered, and questions responded to.</li> <li>3. Learners facilitate group discussions and evidence with a report on requirements to effective group interactions and group communication strategies.</li> <li>4. Learners use specific communication techniques to assist in resolving conflict and evidence with a report on strategies on conflict resolution, communication skills and processes to identify barriers in communication, and conflict resolution by agreement on processes.</li> <li>5. Learners produce quality written materials and evidence with a report on requirements to documents and documents written.</li> <li>6. Learners conduct interviews and discussions and evidence with a report on interviews and discussions conducted and communication skills used.</li> <li>7. Learners review own work and identify performance improvement strategies.</li> </ol>



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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	X	X	X	X	
	1.2	X	X	X	X			X
	1.3	X	X	X	X	X		
	1.4		X	X	X			
	1.5		X	X	X	X	X	
	1.6		X	X	X	X		
2	2.1	X	X	X	X			
	2.2	X	X	X	X		X	
	2.3		X	X	X			
	2.4		X	X	X			
3	3.1		X	X	X			
	3.2		X	X	X			
	3.3		X	X	X	X		
4	4.1		X	X	X	X		
	4.2		X	X	X	X		
	4.3		X	X		X		
	4.4		X	X	X	X		
5	5.1		X	X		X	X	
	5.2	X	X	X		X	X	
	5.3		X	X	X	X		
6	6.1		X	X	X			
	6.2		X	X	X	X		
	6.3		X	X	X	X		
	6.4		X	X	X	X		

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 3  
 Unit title: Participate in social responsibility and citizenship  
 Unit code: OF450501112  
 Citizenship

Level: 5	Credit value: 3	Notional learning hours: 45 hours
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<b>Unit Information</b>
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Unit description of content
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This unit aims to enable learners to achieve the necessary knowledge, skills and ability in order to understand the roles and responsibilities of citizens; be able as citizens to make a positive contribution to society; to know and be able to explore democracy, other political systems and the law; to develop the ability to consider a range of information sources in order to make informed choices as part of the decision-making process for future participation in citizenship.

Information for learning and achievement
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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
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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.

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
Qualification code: PQFC05050112

Unit: 3  
Unit title: Participate in social responsibility and citizenship  
Unit code: OF450501112  
Citizenship

Level: 5	Credit value: 3	Notional learning hours: 45 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1: Understand the rights and responsibilities of an active citizen

Performance criteria:

- 1.1. Rights and responsibilities of citizens are recognised within the economy and welfare system.
- 1.2. Rights and responsibilities are comprehended as a global citizen.
- 1.3. Lifestyles of citizens in other countries are described.
- 1.4. Lifestyles of citizens in other countries are compared with citizens in the UAE.

Learning outcome 2: Be able to identify democracy and Justice – understanding our role as citizens

Performance criteria:

- 2.1. Roles of citizenship, identity and community is understood in the UAE.
- 2.2. Differences between fairness and justice in decision making and the law are analysed.
- 2.3. The pros and cons of a democracy and voting are examined.
- 2.4. The UAE's relationship within the, Middle East and North Africa and its relationship within the United Nation (UN) are defined.

Learning outcome 3: Understand citizenship and the State

Performance criteria:

- 3.1. Characteristics of citizenship are classified in a Modern State.
- 3.2. The relationship between Citizen and the law is explored in general.
- 3.3. The UAE Legal System is disseminated.
- 3.4. The welfare of citizens within a Modern State is discussed.
- 3.5. The UN's Citizen's Charter is evaluated.

Learning outcome 4: Understand the Citizen and the political process

Performance criteria:

- 4.1. The role of elected representatives is understood.
- 4.2. The functions and levels of Government are outlined within the UAE.
- 4.3. The meaning of political participation is understood.
- 4.4. The forms of political participation are defined.
- 4.5. Aspects that influence political decision-making are identified.

Learning outcome 5: Understand the Citizen, Society and the Community

Performance criteria:

- 5.1. Socialisation is defined.
- 5.2. The impact of socialisation is identified.
- 5.3. Life-changes based on class, ethnicity and gender are distinguished.
- 5.4. The concept of poverty and inequality is summarized.
- 5.5. Positive community-based forms of action within the Gulf Cooperation Council regions is evaluated.

5.6. Group dynamics and conflict resolution are demonstrated.
<b>Evidence guideline</b>
<ul style="list-style-type: none"> <li>▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.</li> <li>▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.</li> <li>▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.</li> <li>▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment.</li> <li>▪ Re submissions are permissible.</li> </ul>
<b>Evidence requirements</b>
<ol style="list-style-type: none"> <li>1. Learners understand the rights and responsibilities of an active citizen and evidence with a report on citizen rights and responsibilities and lifestyles of citizens in the UAE and other countries.</li> <li>2. Learners identify democracy, justice and one's role as a citizen and evidence with a report on UAE citizenship, community, identity, democracy, and participation in other communities like UN or MENA region.</li> <li>3. Learners understand citizenship and the State and evidence with a report on citizenship and welfare in modern states, the UAE legal system and the UN's Citizen Charter.</li> <li>4. Learners understand citizenship and the political process and evidence with a report on the functions and levels of government in the UAE, the meaning and forms of political participation, the role of elected officials, and aspects that influence political decision making.</li> <li>5. Learners understand the concepts of citizen, society and community and evidence with a report on socialization, class, poverty, ethnicity, gender, positive community interaction in the GCC regions, and conflict resolution.</li> <li>6. Learners review own work and identify performance improvement strategies.</li> </ol>

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 3

Unit title: Participate in social responsibility and citizenship

Unit code: OF450501112

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	X	X
	1.2	X	X	X		X	X	X
	1.3	X	X	X		X	X	X
	1.4	X	X	X		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
3	3.1	X	X				X	X
	3.2	X	X	X	X			X
	3.3	X	X	X			X	
	3.4	X	X					X
	3.5	X	X	X	X	X		X
4	4.1	X	X				X	
	4.2	X	X				X	
	4.3	X	X				X	
	4.4	X	X				X	X
	4.5	X	X			X	X	X
5	5.1	X	X					
	5.2	X	X	X	X	X	X	X
	5.3	X	X	X	X	X	X	X
	5.4	X	X					X
	5.5	X	X				X	X
	5.6	X	X	X		X		

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 4

Unit title: Manage workforce planning

Unit code: FC050501412

Human Resources

Level: 5

Credit value: 4

Notional learning hours: 60 hours

### Unit Information

#### Unit description of content

This unit includes aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes.

#### 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 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.

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 4  
 Unit title: Manage workforce planning  
 Unit code: FC050501412  
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

**Learning outcome 1: Understand how to assess supply and demand of staffing requirements**

Performance criteria:

- 1.1. Business plans are reviewed to determine predicted areas of organisational growth and downsizing and associated labour requirements.
- 1.2. Existing workforce is analysed to determine areas where there are excesses or shortages.
- 1.3. Current workforce capacity is analysed to meet current and predicted demands for business goods and services.
- 1.4. Current and predicted external labour supply data, and demographic and economic data, is researched and reviewed to forecast human resources supply.

**Learning outcome 2: Be able to develop workforce objectives and strategies**

Performance criteria:

- 2.1. Objectives are established for the modification to or retention of the workforce.
- 2.2. Objectives are defined to address areas with unacceptably high staff turnover.
- 2.3. Objectives are defined to retain required skilled labour.
- 2.4. Strategies are defined to source skilled labour.
- 2.5. Objectives and rationale are communicated to relevant stakeholders.
- 2.6. Agreement and endorsement for objectives are obtained and targets are established.
- 2.7. Contingency plans are developed to cope with extreme situations.

**Learning outcome 3: Be able to implement initiatives to support workforce planning objectives**

Performance criteria:

- 3.1. Action is implemented to support agreed objectives for recruitment, training, redeployment and redundancy.
- 3.2. Strategies are developed and implemented to assist workforce to deal with organisational change.
- 3.3. Succession planning system is implemented to ensure desirable workers are developed and retained.
- 3.4. Programmes are implemented to ensure workplace is an employer of choice.

**Learning outcome 4: Understand how to monitor and evaluate workforce trends**

Performance criteria:

- 4.1. Workforce plan is reviewed against patterns in exiting employee and workforce changes.
- 4.2. Labour supply trends for areas of over- or under-supply are monitored against the external environment.
- 4.3. Effects of labour trends on demand for labour are monitored.
- 4.4. Organisational climate is surveyed to gauge worker satisfaction.
- 4.5. Effectiveness of change processes is evaluated against agreed objectives.

**Evidence guideline**

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

**Evidence requirements**

1. Learners assess supply and demand of staffing requirements and evidence with a report on current workforce capacity, future staffing requirements, and human resources supply.
2. Learners develop workforce objectives and evidence with a report on staff requirements, shortage and oversupply of staff, staff turnover, and retention and recruitment strategies for skilled labour.
3. Learners implement initiatives to support workforce planning objectives and evidence with a report on actions and strategies related to recruitment, training, redeployment, redundancy, organizational change, and employer of choice.
4. Learners monitor and evaluate workforce trends and evidence with a report on labour supply and demand trends, organizational climate and workforce satisfaction, and effectiveness of change processes.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 4  
 Unit title: Manage workforce planning  
 Unit code: FC050501412  
 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	
	1.4	X	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				
	2.5	X	X	X	X			
	2.6	X	X	X	X	X		
	2.7	X	X	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				
	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	X	

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 5  
 Unit title: Manage recruitment, selection and induction processes  
 Unit code: FC050401312  
 Human Resources

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

**Unit description of content**

This unit deals with providing advice on recruitment strategy, determining job specifications, managing recruitment process, assessing and selecting candidates and referring candidates and completing placement processes.

**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 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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 5  
 Unit title: Manage recruitment, selection and induction processes  
 Unit code: FC050401312  
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

Learning outcome 1: Understand how to provide advice on recruitment strategy

Performance criteria:

- 1.1. Recruitment information to managers is provided.
- 1.2. Staff recruitment requirements are agreed upon.
- 1.3. Recommendations for necessary assessments and profiling are discussed and agreed with managers.
- 1.4. Performance gaps are identified as part of workforce planning.

Learning outcome 2: Be able to determine job specifications

Performance criteria:

- 2.1. Job analysis is undertaken with managers to determine needs and requirements for recruitment.
- 2.2. Specification notes are written to accurately reflect the job role.
- 2.3. Specification notes are confirmed with personnel prior to recruitment.

Learning outcome 3: Be able to conduct an evaluation of market salary rates

Performance criteria:

- 3.1. Market salary rates are sought from various companies for similar positions.
- 3.2. Salaries are compared and benchmarked to salary ranges for companies in the UAE.
- 3.3. Results are interpreted and stated whether salaries are above or below the market rate.
- 3.4. Recommendations to management are made about market salary rates.

**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 provide advice on recruitment strategy and evidence with a report on staff recruitment requirements, recruitment information, performance gaps, and recommendations for assessment and profiling.
2. Learners determine job specifications and evidence with a report on job analysis, job specification notes and recruitment needs and requirements.
3. Learners conduct an evaluation of market salary rates and evidence with a report on market research and benchmark with market salary ranges in the UAE and recommendations to management.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 5  
 Unit title: Manage recruitment, selection and induction processes  
 Unit code: FC050401312  
 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			
	1.4	X	X	X	X	X		
2	2.1	X	X	X	X	X		
	2.2	X	X	X	X		X	
	2.3	X	X	X	X		X	
3	3.1	X	X	X	X			
	3.2	X	X	X	X		X	
	3.3	X	X	X			X	
	3.4	X	X	X	X			



Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 6  
 Unit title: Manage termination of staff  
 Unit code: FC050501612  
 Human Resources

Level: 5	Credit value: 3	Notional learning hours: 45 hours
<b>Unit Information</b>		
Unit description of content		
This unit includes developing policies and procedures for termination of employment and managing the termination process and managing exit interviews.		
Information for learning and achievement		
<p>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. 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.</p> <p>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 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.</p>		

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 6  
 Unit title: Manage termination of staff  
 Unit code: FC050501612  
 Human Resources

Level: 5	Credit value: 3	Notional learning hours: 45 hours
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**Assessment criteria: Knowledge, skills and application (KSA)**

**Learning outcomes**

**Learning outcome 1: Be able to develop policies and procedures for termination of employment**

Performance criteria:

- 1.1. Practice of termination and the legal requirements are established.
- 1.2. Consultation with relevant managers is undertaken prior to the introduction of new forms, procedures or systems for termination.
- 1.3. Policies, procedures and supporting documentation are developed for all forms of termination.
- 1.4. Support for termination policies and procedures is obtained from senior managers.
- 1.5. Procedures for dismissal or termination in respect to employees are addressed with strict confidentiality and of legislation.
- 1.6. Policies and procedures and supporting documents are communicated to relevant personnel.

**Learning outcome 2: Be able to manage staff termination processes**

Performance criteria:

- 2.1. Visa transfer or visa cancellation and repatriation plans are developed.
- 2.2. Visa transfer and cancellation process is managed and relevant information is provided so that work outcomes are not compromised.
- 2.3. Dismissals for incapacity to perform or misconduct are made to comply with legislative and organisational requirements.
- 2.4. Correct procedure for disciplinary action are followed and recorded and followed by human resources staff, managers and supervisors.
- 2.5. Termination procedures are reviewed and evaluated regularly and improvements are introduced.

**Learning outcome 3: Be able to manage exit interview process**

Performance criteria:

- 3.1. Departing employees are offered the opportunity to participate in exit interviews.
- 3.2. The process for exit interviews is clear and staffs are skilled to conduct them.
- 3.3. Data from exit interviews is recorded and personalized.
- 3.4. Data from exit interviews is analysed to establish trends and patterns and introduce improvements across the organisation.

**Evidence guideline**

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

assessment.

- Re submissions are permissible.

### **Evidence requirements**

1. Learners develop policies and procedures for termination of staff and evidence with a report on practices of termination, legal requirements, new forms, procedures and systems, support of senior managers and communication to relevant personnel.
2. Learners manage staff termination and processes and evidence with a report on current termination procedures, dismissals and their justification, and recommendations for improvements.
3. Learners manage exit the interview process and evidence with a report on exit interview procedures, exit interview data and data analysis, and recommendations for improvements across the organisation.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 6

Unit title: Manage termination of staff

Unit code: FC050501612

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

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 7

Unit title: Manage performance management system

Unit code: FC050501712

Human Resources

Level: 5

Credit value: 4

Notional learning hours: 60 hours

### Unit Information

#### Unit description of content

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems. It includes developing and managing ongoing performance feedback strategies and conducting formal performance feedback meetings. The unit also includes specific intervention associated with under-performance or misconduct

#### 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.

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
Qualification code: PQFC05050112

Unit: 7  
Unit title: Manage performance management system  
Unit code: FC050501712  
Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
<b>Assessment criteria: Knowledge, skills and application (KSA)</b>		
<b>Learning outcomes</b>		
<b>Learning outcome 1: Be able to develop performance management systems</b>		
Performance criteria:		
1.1. Key performance indicators are developed for staff in subordinate positions.		
1.2. Organisational timeframes and processes are developed for formal performance management sessions.		
1.3. Performance management systems are developed to cover the range of employment situations in the organisation.		
1.4. Key stakeholders are consulted about the system and its features.		
1.5. Performance management system are supported prior to implementation.		
<b>Learning outcome 2: Be able to implement performance management systems</b>		
Performance criteria:		
2.1. Performance gaps and talent are managed to monitor performance.		
2.2. Performance management is monitored regularly and intervention occurs to address poor performance and acknowledge excellent performance.		
2.3. Poor performance is addressed and solutions are offered according to organisational policies and legal requirements.		
2.4. Managers are supported to counsel and discipline employees who perform below standard		
2.5. Managers are supported in terminating employees who fail to respond to interventions, according to organisational protocols and legislative requirements.		
2.6. Performance management recorded outcomes of sessions are accessible and stored according to organisational policy.		
<b>Learning outcome 3: Be able to coordinate formal feedback processes</b>		
Performance criteria:		
3.1. Performance feedback plans are developed by relevant managers or team leaders and plans are lodged with human resources staff.		
3.2. Performance improvement plans are agreed on and signed for individual learning and development.		
3.3. Problem or grievance processes are established to deal with performance feedback.		
3.4. Participants are advised by career development specialist.		
<b>Learning outcome 4: Be able to coordinate individual or group learning development plans</b>		
Performance criteria:		
4.1. Providers of performance development are contracted as identified by the plans, according to organisational policy.		
4.2. Learning and development plans are designed to contribute to the development of a learning organisation.		
4.3. Learning and development plans are delivered according to agreed timeframes and ensure		



they deliver specified outcomes.

4.4. Learning and development activities are monitored to ensure compliance with quality assurance standards.

4.5. Remedial action is negotiated with providers where necessary.

4.6. Reports are generated to advise appropriate managers on progress and success rates of activities.

4.7. Performance management system is regularly evaluated and improved in keeping with organisational objectives and policies.

#### **Evidence guideline**

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

#### **Evidence requirements**

1. Learners develop performance management systems and evidence with a report on performance management systems, the range of employment situations in the organisation, key performance indicators for staff in subordinate positions, timeframes and processes for performance management sessions and input by key stakeholders.
2. Learners implement performance management systems and evidence with a report on the monitoring of performance, interventions to be undertaken, and the recording and storage of the outcomes of performance management sessions.
3. Learners coordinate formal feedback processes and evidence with a report on performance feedback plans, performance improvement plans, grievance procedures and referral to career advice.
4. Learners coordinate individual or group learning and evidence with a report on learning and development plans, providers and contracts of performance development, delivery and monitoring of learning and development activities, and progress and effectiveness of the development activities.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 7

Unit title: Manage performance management system

Unit code: FC050501712

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	X		
	1.3	X	X	X	X			
	1.4	X	X	X	X			
	1.5	X	X					
2	2.1	X	X	X	X	X		
	2.2	X	X	X	X	X		
	2.3	X	X	X	X	X		
	2.4	X	X	X	X	X		
	2.5	X	X	X	X	X		
	2.6	X	X	X	X		X	
3	3.1	X	X	X	X			
	3.2	X	X	X	X			
	3.3	X	X	X	X	X	X	
	3.4	X	X	X	X			
4	4.1	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	
	4.7	X	X	X	X	X	X	

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 8  
 Unit title: Manage expatriate staff  
 Unit code: FC050501812  
 Human Resources

Level:5	Credit value: 4	Notional learning hours: 60 hours
<b>Unit Information</b>		
<b>Unit description of content</b>		
<p>This unit describes the performance outcomes, skills and knowledge required to manage all aspects of expatriate employment, supporting expatriate staff to achieve their goals and to arrange repatriation to home country.</p>		
<b>Information for learning and achievement</b>		
<p>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.</p>		
<b>Assessment strategy</b>		
<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.</p> <p>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 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.</p>		

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 8  
 Unit title: Manage expatriate staff  
 Unit code: FC050501812  
 Human Resources

Level:5	Credit value: 4	Notional learning hours: 60 hours
<b>Assessment criteria: Knowledge, skills and application (KSA)</b>		
<b>Learning outcomes</b>		
Learning outcome 1: Be able to plan for expatriate employment		
Performance criteria: 1.1. Type of work to be conducted is reviewed and roles, tasks and responsibilities of team members are recorded. 1.2. Cultural, linguistic and regulatory differences of work site practice are researched. 1.3. Options for employment contracts are reviewed against compensation and benefits arrangements. 1.4. Selection procedures are developed to ensure employee adaptability. 1.5. Work permits, visas and immunisations are obtained and travel and accommodation arrangements are made. 1.6. Required technology and equipment for staff to do their job are planned.		
Learning outcome 2: Be able to support expatriate staff to achieve goals		
Performance criteria: 2.1. Cultural awareness training and orientation are arranged to new work site and living situation. 2.2. Organisational information is provided and performance expectations are clarified. 2.3. Clear procedures are established for open and honest communication. 2.4. Team dynamics and support team performance are managed. 2.5. Disputes and grievances are addressed through conflict management. 2.6. Contributions of team members are recognised and rewarded.		
Learning outcome 3: Be able to arrange and evaluate repatriation		
Performance criteria: 3.1. Staff in the process of repatriation are supported. 3.2. Due clearance process is arranged. 3.3. Flights and exit are arranged from the country.		
<b>Evidence guideline</b>		
<ul style="list-style-type: none"> <li>▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.</li> <li>▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.</li> <li>▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.</li> <li>▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment.</li> <li>▪ Re submissions are permissible.</li> </ul>		

### **Evidence requirements**

1. Learners plan for expatriate employment and evidence with a report on types of work, diversity in work practices, contract requirements and contractual arrangements, and selection procedures.
2. Learners support expatriate staff to achieve goals and evidence with a report on organisational information, performance expectations, cultural awareness training, team dynamics and conflict management.
3. Learners arrange and evaluate repatriation and evidence with a report on the process of repatriation and support to staff in the process of repatriation.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 8

Unit title: Manage expatriate staff

Unit code: FC050501812

Human Resources

**Mapping of CoreLife Skills**

Elements	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	X	X	X	X		X	
	1.2	X	X	X				
	1.3	X	X	X			X	
	1.4	X	X	X			X	
	1.5	X	X	X	X			
	1.6	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	
	2.4	X	X	X	X	X		
	2.5	X	X	X	X	X		
	2.6	X	X	X	X		X	
3	3.1	X	X	X	X	X		
	3.2	X	X	X	X			
	3.3	X	X	X				

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 9  
 Unit title: Manage remuneration and employee benefits  
 Unit code: FC050501912  
 Human Resources

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

**Unit description of content**

This unit deals with aligning workforce objectives with business plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes.

**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.



<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 9  
 Unit title: Manage remuneration and employee benefits  
 Unit code: FC050501912  
 Human Resources

Level: 5	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 develop organisation's remuneration strategy

Performance criteria:

- 1.1. Strategic and operational plans are analysed to determine the scope of remuneration and benefits plans.
- 1.2. Research for the remuneration strategy is undertaken on current practice, recent developments and legislative parameters.
- 1.3. Options are developed for consideration by relevant managers.
- 1.4. Options are presented showing the link to organisational strategic objectives.
- 1.5. Remuneration policies and incentive plans are agreed on and recorded.
- 1.6. Organisation is positioned as an employer of choice and regarded as a desirable workplace.

Learning outcome 2: Be able to implement remuneration strategy

Performance criteria:

- 2.1. Market rate surveys are undertaken regularly to ensure the organisation's required level of competitiveness for particular occupational groups is maintained.
- 2.2. Remuneration and benefits plan are aligned with performance management systems.
- 2.3. Minimum entitlements are received according to organisational policies and legal requirements.
- 2.4. Salary packages are prepared to comply with organisational policies and legal requirements, including benefits and gratuity.

Learning outcome 3: Be able to review and update remuneration strategy

Performance criteria:

- 3.1. Employers' competitiveness is discussed for remuneration in the local market.
- 3.2. Managers and employees are consulted about the effectiveness of the remuneration strategy.
- 3.3. Strategy and plans are amended as necessary to meet organisational policies and legal requirements.

**Evidence guideline**

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

### **Evidence requirements**

1. Learners develop the organisation's remuneration strategy and evidence with a report on the scope of remuneration and benefit plans, research on remuneration strategies and recommendations to the organisation.
2. Learners implement remuneration strategy and evidence with a report on competitiveness of the organisation, a remuneration and benefit plan, provision of minimum entitlements and competitive salary packages.
3. Learners review and update the remuneration strategy and evidence with a report on the effectiveness of the remuneration strategy.
4. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Human Resources

Qualification title: Diploma in Human Resources

Qualification code: PQFC05050112

Unit: 9

Unit title: Manage remuneration and employee benefits

Unit code: FC050501912

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

Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 10  
 Unit title: Manage human resources outsourcing services  
 Unit code: FC050502112  
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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<b>Unit Information</b>
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Unit description of content
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This unit describes the performance outcomes, skills and knowledge required to plan, oversee and deliver human resources outsource services. It is not specific to any given human resources function and deals with the coordination of outsource services and approaches. Licensing, legislative and regulatory requirements apply to this unit at the time of endorsement.

Information for learning and achievement
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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
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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.

<b>Recording and storing of learner achievement</b>
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: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 10  
 Unit title: Manage human resources outsourcing services  
 Unit code: FC050502112  
 Human Resources

Level: 5	Credit value: 4	Notional learning hours: 60 hours
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**Assessment criteria: Knowledge, skill and application**

**Learning outcomes**

Learning outcome 1: Be able to determine strategies for delivery of human resources services

Performance criteria:

- 1.1. Strategic and operational plans are analysed to determine human resources requirements.
- 1.2. Line and senior managers are consulted to identify human resources needs within their area.
- 1.3. Options for delivery of human resources outsource services are developed.
- 1.4. Options for human resources outsource services are made to comply with legislative requirements and organisational policies.
- 1.5. Strategies and action plans for delivery of human resources services are developed and agreed on.
- 1.6. Roles and responsibilities of human resources team, line managers, and external outsource contractors are agreed and documented.

Learning outcome 2: Be able to manage the delivery of human resources services

Performance criteria:

- 2.1. Outsource service agreements are developed and negotiated between the human resources team and outsource service providers.
- 2.2. Outsource service specifications, performance standards and timeframes are documented and communicated.
- 2.3. Monitoring of quality assurance processes of outsourced activities are agreed and arranged.
- 2.4. Outsourced services are delivered by appropriate providers in accordance with service agreements and operational plans.
- 2.5. Underperformance of human resources team or outsource service providers is identified and rectified.

Learning outcome 3: Be able to evaluate human resources outsource service delivery

Performance criteria:

- 3.1. Outsourced service recipients are surveyed to determine level of satisfaction.
- 3.2. Recipient feedback is captured for the review processes.
- 3.3. Recipient feedback is analysed and changes are to outsource service delivery.
- 3.4. Approvals to variations in outsource service delivery are obtained from appropriate managers.

Learning outcome 4:

Be able to manage integration of business ethics in human resources practices

Performance criteria:

- 4.1. Personal behaviour is demonstrated to be consistently ethical and reflects values of the organisation.
- 4.2. Code of Conduct is observed across the organisation and its expectations are incorporated in human resources policies and practices.
- 4.3. Human resources staff are clear about ethical expectations of their behavior.

4.4. Confidentiality requirements are observed in dealing with all human resources information.

4.5. Unethical behaviour is dealt with promptly.

#### **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 determine strategies for delivery of human resources services and evidence with a report on human resources requirements and needs, options, strategies and action plans for human resources delivery, and roles and responsibilities of external outsource contractors.
2. Learners manage the delivery of human resources services and evidence with a report on outsource service agreements and performance of human resources team and external service provider.
3. Learners evaluate human resources outsource service delivery and evidence with a report on satisfaction of outsourced service recipients and recommendations made and approvals taken to change outsource service delivery.
4. Learners manage integration of business ethics in human resources practices and evidence with a report on the values and code of conduct of the organisation, expectations regarding personal behavior, and unethical behavior observed and actions taken as a response.
5. Learners review own work and identify performance improvement strategies.



Abu Dhabi Centre for Technical and Vocational Education and Training  
 Human Resources  
 Qualification title: Diploma in Human Resources  
 Qualification code: PQFC05050112

Unit: 10  
 Unit title: Manage human resources outsourcing services  
 Unit code: FC050502112  
 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		X		
	1.5	X	X		X	X		
	1.6	X	X	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						
	2.5	X		X		X		
3	3.1	X			X			
	3.2	X			X			
	3.3	X	X		X			
	3.4	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					
	4.5	X			X			X