Abu Dhabi Centre for Technical and Vocational Education and Training
Human Resources
Qualification title: Level 5 Component Award in Management systems
Qualification code: SAFC05050112

Qualification structure

Qualification Type: Component Award	Discipline: F	Sector: C05	Level: 5	No in series: 01	Year of approval: 12
Credit value: 7 Credit hours			Certification requirement: 2 Units		

Qualification aims

The purpose of the Level 5 Component Award in Managing employee development programmes is to give a depth of knowledge, skill and application to learner who are practitioners in the workplace. The qualification has units in: managing performance management systems and managing programmes that promote personal effectiveness.

Qualification units

Core units

Unit code:	Unit no:	Unit title	Level:	Credit value:
FC000502612	1	Plan and review management systems	5	4
FC050502212	2	Manage performance management system	5	4

Specialist units

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

Optional units

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

Prerequisites	
Entry requirements	Requirements
Learners will require the following skills for completion of this unit as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The unit is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates	• IELTS level 4.5 is preferred. • Level of knowledge, skill and performance of human resources on entry is minimum requirement. • Functional IT skills would be an advantage. • Minimum level entry qualification is Certificate 4 level. Credit transfer is available as published.

for this qualification.	
Qualification pathways	
This qualification	Pathways
Level 5 Component Award in Managing employee development programmes	Level 5 Composite Award in Managing recruitment processes: Level 5 Composite Award in managing workforce planning Diploma in Human Resources 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	

Abu Dhabi Centre for Technical and Vocational Education and Training Human Resources Qualification title: Level 5 Component Award in Management systems Qualification code: SAFC05050112 Qualification overview	
This qualification is suitable for	Learners should be working in the field of human resources and have background knowledge of the profession as a minimum requirement.
Target market	The target market for this qualification is human resource generalists, recruitment specialists, small company owners and staff with a recruitment role.
Job activities/tasks	The core component of this unit contains competencies in: plan and review management systems and manage performance management systems.
Work context/conditions	This unit is for any individual who is, or wishes to be involved in human resources, particularly plan and review management systems and manage performance management system.
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

Mode of delivery

Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources.

It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.

Arrangements for learners with special assessment requirements

Arrangements for learners with special assessment requirements may need to be adapted to meet;

- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

Trainer qualifications

Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments.

The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.

Training methods

Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner's needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.

Assessment

Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. 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.	Assessors must have: • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria. A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification: • assessment of written reports summarising results of candidate skills assessment and selection outcomes • observation of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors, managers, clients or candidates.	

Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
Observation of the candidate by the assessor (Role play scenarios included)	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness/expert testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the candidate or witness by the assessor:	
Questioning of the candidate	QC
Questioning of the witness	QW
Professional Discussion	PD
Realistic working environment	RWE
Simulation	S

Verifier	Vocational verifiers must have
The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.	• verifier qualifications or similar • applied industrial experience • verification practices that meet NQEmirates National Standards of verification • regular professional development practices • ability to manage the learner's work environment for the verification process • ability to evidence standardisation processes.

Verification method	
Assessment and verification process will conform to the following:	
• Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner's achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner's achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner's achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment.	• Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner's achievement is evidenced by best practice. • Verification of learner's achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.

Assessing and grading

This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.

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

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

Learner evidence

Learners must demonstrate knowledge and skill achievement in a presented portfolio.

Integrated assessment

Opportunities for integrated assessment are possible between units 1 and 2.

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

Abu Dhabi Centre for Technical and Vocational Education and Training
Human Resources
Qualification title: Level 5 Component Award in Management systems
Qualification code: SAFC05050112

| Unit: 1 |
| Unit title: Plan and review management systems |
| Unit code: FC000502612 |
| Business Administration |

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

Unit Information

Unit description of content

This unit describes the competencies, skills and knowledge required to plan or review the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system.

Information for learning and achievement

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

Assessment strategy

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

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

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

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

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

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

Recording and storing of learner achievement

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

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

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

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Human Resources		
Qualification title: Level 5 Component Award in Management systems		
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Unit: 1		
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Unit code: FC000502612		
Business Administration		
Level: 5	Credit value: 4	Notional learning hours: 60 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome1: Be able to plan or review administration systems

Performance criteria:

1.1. Modifications to administration system requirements are identified through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements.

1.2. Supplier or developer quotations are obtained in accordance with organisational policy and procedures.

1.3. A supplier or developer is selected and made in accordance with organisational policy and procedures.

Learning outcome 2: Be able to implement new or modified administration system

Performance criteria:

2.1. Implementation strategies are identified and developed in consultation with staff.

2.2. Staff participation is encouraged in all stages of the implementation process.

2.3. System is implicated in accordance with organisational requirements.

2.4. Procedures for using the system are defined and communicated to staff.

2.5. Training and support is provided for staff on the use of the new or modified system.

2.6. Contingencies are dealt with to ensure minimal impact on users.

Learning outcome 3: Be able to monitor administration system

Performance criteria:

3.1. System is monitored for usage, security and output in accordance with organisational requirements.

3.2. System is modified to meet changing needs in accordance with organisational requirements.

3.3. Further modifications are clearly identified and users are notified.

3.4. Staff training on the use of the administration system is monitored and training arranged to meet the needs of new staff.

Evidence guideline

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

Evidence requirements
1. Learners plan or review administration systems and evidence with a report on organisational and budget requirements, feedback by users and other stakeholders, suppliers'/developers' quotations and selection, and alignment to organisational policies and procedures.
2. Learners implement new or modified administration system and evidence with a report on system development, staff consultation, procedures, training and support in the use of the system, and contingencies dealt with.
3. Learners monitor the administration system and evidence with a report on organisational requirements, changing needs, system monitoring and modification, and notification and training provided to users.
4. Learners review own work and identify performance improvement strategies.

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Unit: 1
Unit title: Plan and review management systems
Unit code: FC000502612
Business Administration

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	X			
	1.3	X	X	X	X			
2	2.1	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	X	
	2.5	X	X	X	X		X	
	2.6	X	X	X	X	X	X	
3	3.1	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		

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Human Resources
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Qualification code: SAFC05050112

Unit: 2
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.

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.

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Human Resources
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Unit: 2
Unit title: Manage performance management system
Unit code: FC050501712
Human Resources

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

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to develop performance management systems

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.

Learning outcome 2: Be able to implement performance management systems

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.

Learning outcome 3: Be able to coordinate formal feedback processes

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.

Learning outcome 4: Be able to coordinate individual or group learning development plans

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.

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Unit: 2
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	