

Abu Dhabi Centre for Technical and Vocational Education and Training  
Office Administration  
Qualification title: Level 2 Composite Award in Preparing for work in an office environment  
Qualification code: CAFC00020112

**Qualification Structure**

Qualification type: Composite Award	Discipline: F	Sector: C00	Level: 2	No in series: 01	Year of approval: 12
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Credit value: 8 Credit hours	Certification requirement: 3 Core Units
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**Qualification aims**

The aim of the qualification is to prepare early school leavers that have not completed the minimum schooling to enter the workplace and perform basic duties in an office environment and to consider: safe practice in the office, organising daily work schedules and operating a personal computer.

**Qualification units**

**Core units**

Unit code:	Unit no:	Unit title:	Level:	Credits:
FC000200212	1	<a href="#">Follow safe practice in the office environment</a>	2	3
FC000200412	2	<a href="#">Organise daily work schedule</a>	2	2
FC000200512	3	<a href="#">Operate a personal computer</a>	2	3

**Specialist units**

Unit code:	Unit no:	Unit title:	Level:	Credits:

**Optional units**

Unit code:	Unit no:	Unit title:	Level:	Credits:

**Prerequisites**

Entry Requirements	Required skills and knowledge
Basic skills and knowledge in office work	<ul style="list-style-type: none"> <li>• Basic numeracy.</li> <li>• IELTS equivalent of 2.5 is preferred.</li> <li>• Pre-requisite of Certificate level 1 or equivalent.</li> </ul>

**Qualification Pathways**

This qualification	Pathways
Level 2 Composite Award in Preparing for work in an office environment	Certificate 2 in Office Administration Certificate 3 in Office Administration Certificate 4 in Business Administration Diploma in Business Administration
Certificate 2 in Office Administration 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	

<p>and candidates must be enabled and supported to undertake this qualification.  All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and, through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p>		
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  
Office Administration

Qualification title: Level 2 Composite Award in Preparing for work in an office environment  
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**Qualification Overview**

This qualification is suitable for	This qualification is suitable for early school leavers that have not completed minimum schooling to enter the workplace and perform very basic duties in an office environment.	
Target market	The target market for this qualification is for young and early school leavers with low skill or knowledge and no experience of work.	
Job related activities/tasks	The core components contains knowledge and skill in: Safe practice in the office, organising daily work schedules and operate a personal computer.	
Work context/conditions	This qualification is for any individual who is, or wishes to be, involved in the basic job functions in any organisation or business in any sector, or field.	
Example employers	Government organisations. Private sector employers.	
Example jobs	Related Occupations	
Office worker Administration assistant Clerk Office junior	Retail worker Customer service staff	
Employability	This qualification includes employability skills.	
Professional Association:	International professional association such as Chartered Institute of Management.	

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112</p> <p>Delivery and Assessment</p>	
<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
Observation of the candidate by the assessor (Role play scenarios included) <i>Examination of the evidence by the assessor:</i> 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 <i>Questioning of the candidate or witness by the assessor:</i> Questioning of the candidate Questioning of the witness Professional Discussion Realistic working environment Simulation	O  EP EWT ECH EPS EWQ  QC QW PD RWE S
<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 are possible between units 2 and 3.	

**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 Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 1 Unit title: Follow safe practice in the office environment Unit code: FC000200212 Business Administration		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
<b>Unit information</b>		
Unit description of content		
This unit is about identifying safety procedures in an office environment, following safe practice and reporting an incident in an office environment.		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
<b>Recording and storing of learner achievement</b>		
<p>Keep evidence of learners’ work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 1 Unit title: Follow safe practice in the office environment Unit code: FC000200212 Business Administration		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
<b>Assessment criteria: Knowledge, skills, and application (KSA)</b>		
<b>Learning outcomes</b>		
Learning outcome 1: Understand how to identify safety procedures for a given situation in an office environment		
Performance criteria: 1.1 Safe work procedures are explained. 1.2 Hazards are identified in the office environment. 1.3 First aid requirements are explained for a given situation. 1.4 Evacuation requirements are explained for a given situation.		
Learning outcome 2: Understand how to follow safe practice in an office environment		
Performance criteria: 2.1 Personal safe working practices are explained. 2.2 Injury is reported for a given situation. 2.3 Safe office working practices are identified.		
Learning outcome 3: Be able to report an incident		
Performance criteria: 3.1 Emergency response team is identified for an incident in a given situation. 3.2 Emergency services contact processes are described. 3.3 Actions are outlined in emergency for a given situation.		
<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 how to identify safety procedures, hazards, and first aid and evacuation requirements for a given situation within an office environment and evidence with examples.</li> <li>2. Learners understand how to follow safe work practices and evidence with examples.</li> <li>3. Learners report an incident and evidence with examples.</li> <li>4. Learners review own work and identify performance improvement strategies.</li> </ol>		

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Qualification code: CAFC00020112

Unit: 1

Unit title: Follow safe practice in the office environment

Unit code: FC000200212

Business Administration

**Mapping of CoreLife Skills**

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

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 2 Unit title: Organise daily work schedule Unit code: FC000200412 Business Administration		
Level: 2	Credit value: 2	Notional learning hours: 30 hours
<b>Unit information</b>		
Unit description of content		
<p>This unit is about identifying communication in the workplace, sources of information, lines and types of communication, using communication skills in the workplace, listening, speaking, questioning, following instructions in the workplace, identifying when instructions have been given, and knowing who to inform when instructions are completed.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
<b>Recording and storing of learner achievement</b>		
<p>Keep evidence of learners’ work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 2 Unit title: Organise daily work schedule Unit code: FC000200412 Business Administration		
Level: 2	Credit value: 2	Notional learning hours: 30 hours
<b>Assessment criteria: Knowledge, skills and application (KSA)</b>		
<b>Learning outcomes</b>		
Learning outcome 1: Be able to plan daily tasks		
Performance criteria: 1.1. Daily tasks are identified for a given situation. 1.2. Work is prioritised for a given situation. 1.3. Work for the day is planned and timed for a given situation.		
Learning outcome 2: Be able to complete daily tasks		
Performance criteria: 2.1. Work tasks are completed. 2.2. Steps are taken to rectify work schedules that fall behind. 2.3. When work is anticipated to be late, it is reported to a superior and new timelines are negotiated.		
Learning outcome 3: Be able to review work performance		
Performance criteria: 3.1. Completed work feedback is sought. 3.2. Own performance is self-evaluated. 3.3. Based on self-evaluation, performance is improved.		
<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 list daily tasks and time needed to complete tasks, and evidence with examples.</li> <li>2. Learners report on tasks completed and tasks delayed, and evidence with examples.</li> <li>3. Learners review own work and identify performance improvement strategies.</li> </ol>		

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Office Administration

Qualification title: Level 2 Composite Award in Preparing for work in an office environment  
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Unit: 2

Unit title: Organise daily work schedule

Unit code: FC000200412

Business Administration

**Mapping of CoreLife Skills**

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

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 3 Unit title: Operate a personal computer Unit code: FC000200512 Business Administration		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
<b>Unit information</b>		
Unit description of content		
<p>This unit is about identifying communication in the workplace, sources of information, lines and types of communication, use of communication skills in the workplace, listening, speaking, questioning, follow instructions in the workplace, identify when instructions have been given, follow instructions, and knowing who to inform when instructions have been completed.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
<b>Recording and storing of learner achievement</b>		
<p>Keep evidence of learner’s work in the centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 2 Composite Award in Preparing for work in an office environment Qualification code: CAFC00020112  Unit: 3 Unit title: Operate a personal computer Unit code: FC000200512 Business Administration		
Level: 2	Credit value: 3	Notional learning hours: 45 hours
<b>Assessment criteria: Knowledge, skills and application (KSA)</b>		
<b>Learning outcomes</b>		
Learning outcome 1: Be able to start a computer		
Performance criteria: 1.1. Computer is started. 1.2. Computer is logged into. 1.3. Word document is opened for use.		
Learning Outcomes 2: Be able to configure and personalise word documents		
Performance criteria: 2.1. Font size is selected and applied. 2.2. Font style is selected and applied. 2.3. Font colour is selected and applied. 2.4. Font is highlighted. 2.5. Word document is capitalized.		
Learning outcome 3: Be able to shut down the computer		
Performance criteria: 3.1. All open files are saved. 3.2. All applications are closed. 3.3. Computer is shut down.		
<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 describe the procedures to start the computer and open documents and evidence with a demonstration.</li> <li>2. Learners describe the procedures to change the font and evidence with a demonstration.</li> <li>3. Learners describe the procedures to shut down a computer and evidence with a demonstration.</li> <li>4. Learners review own work and identify performance improvement strategies.</li> </ol>		

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Unit: 3

Unit title: Operate a personal computer

Unit code: FC000200512

Business Administration

**Mapping of CoreLife Skills**

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