

Abu Dhabi Centre for Technical and Vocational Education and Training
Office Administration

Qualification title: Level 3 Composite Award in Participating in an office environment

Qualification code: CAFC00030112

Qualification structure

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

The aim of this qualification is to recognise the knowledge and skills required by learners to be able to function as first line office clerical workers in the workplace and to provide individuals with an opportunity to identify and understand the skills and knowledge needed for a career in office administration. The units encompass a narrow range of competencies from the administration sector for use in any skill sector office environment including: providing customer services, understanding documents and operating in a team.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
FC000300812	1	Provide customer service for the office environment	3	4
FC000300912	2	Understand document requirements in the office environment	3	4
FC000301012	3	Participate in a team	3	4

Specialist units

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

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit Value:

Prerequisites

Entry requirements	Requirements
<p>Level 3 Composite Award in Participating in an office environment is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.</p> <p>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</p>	<ul style="list-style-type: none"> • IELTS level 3 is preferred. • Level of knowledge or skill of office administration on entry is minimum. • IT skills would be an advantage. • Level 2 qualifications or equivalent required as an entry level. <p>Credit transfer is available as published.</p>

candidates for this qualification.		
Qualification pathways		
This qualification	Pathways	
Level 3 Composite Award in Participating in an office environment	Certificate 3 in Office Administration Certificate 4 in Business Administration Diploma in Business Administration	
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 Skill Standards (NOSS)	Not available in the UAE NOSS from UK used as substitute	

Abu Dhabi Centre for Technical and Vocational Education and Training

Office Administration

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Qualification overview

This qualification is suitable for	<p>People intending to work as first line clerical staff across a wide range of industries and types of organisations in the UAE.</p> <p>This qualification is aimed at candidates who work in first line level office administration and is for people that were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.</p> <p>There is no age group restriction for learners.</p>
Target market	<p>The target market for this qualification is for unemployed school leavers with no experience of office or clerical work as first line employees with no previous qualifications.</p>
Job activities/tasks	<p>The core component of this qualification contains competencies in: health and safety, word processing, communication information, customer service, documentation and operating in a team.</p>
Work context/conditions	<p>This qualification is for any individual who is, or wishes to be, involved in the administration function in any organisation or office in any sector, or field.</p>
Example employers	<p>Government organisations.</p> <p>Private sector employers.</p>
Example jobs	Related occupations
<p>Office worker</p> <p>Administration assistant</p> <p>Clerk</p> <p>Office junior</p>	<p>Retail worker</p> <p>Customer service staff</p>
Professional association	<p>International professional association such as Chartered Institute of Management.</p>

<p>Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112</p> <p>Delivery and Assessment</p>	
Mode of delivery	
<p>Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources. It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.</p>	
Arrangements for learners with special assessment requirements	
<p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. 	
Trainer qualifications	
<p>Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments. The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.</p>	
Training methods	
<p>Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner's needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.</p>	
Assessment	
<p>Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.</p>	<p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

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

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

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 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112 Unit: 1 Unit title: Provide customer service in the office environment Unit code: FC000300812 Business Administration		
Level: 3	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit is about customer service in an office environment considering customers inside and outside an organization, identifying customer needs, and considering the benefits of giving effective customer service. This unit considers listening to customers, enquiries, confirming customer's enquiry, feeding back to customers about their enquiries and confirming customer enquiry has been met. This unit considers customer complaints, how to gather information to consider the complaint, who to pass complaints to, know the appropriate procedure for following complaints to reach a solution for the customer. It also considers conflict in the office environment, recognizing when conflict arises, actions to take to avoid conflict and how to maintain relationships in the workplace.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes. .</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner's work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112 Unit: 1 Unit title: Provide customer service in the office environment Unit code: FC000300812 Business Administration		
Level: 3	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Be able to demonstrate knowledge of customer service in the office environment		
Performance criteria: 1.1. Internal and external customers are identified in an office environment. 1.2. Needs of customers are identified in the office environment. 1.3. Benefits of effective customer service in the office environment are stated.		
Learning outcome 2: Understand how to deal with customers		
Performance criteria: 2.1. Skills of listening to customers enquiries are explained. 2.2. Confirming customers' requirements is explained. 2.3. Feedback to the customer on the ability to address the enquiry is described. 2.4. Confirming customers request has been met is explained. 2.5. Own learning is reviewed on how to deal with customer.		
Learning outcome 3: Understand how customer experience is influenced by service delivery		
Performance criteria: 3.1. Customer service that would influence a customer negatively is identified. 3.2. Customer service that would influence a customer positively is identified. 3.3. Need for consistently good customer service is identified to positively influence customers.		
Learning outcome 4: Understand how to resolve customer complaints in the office		
Performance criteria: 4.1. Types of customer complaints in the office environment are identified. 4.2. Gathering information about a customer's complaint is described to assist in making a decision. 4.3. Colleague is identified to pass customer to identified customer service complaint and to complete complaint actions. 4.4. Complaint procedures are described and the consequences of not following procedures outlined. 4.5. Customer complaint escalation is recognised and referred to others in the office. 4.6. Communication of the resolution of a complaint is explained to the customer. 4.7. Own learning is reviewed in how to resolve customer complaints.		
Learning outcome 5: Understand how to reduce conflict in the office environment		
Performance criteria: 5.1. Conflict behaviour is explained. 5.2. Conflict being presented in situations is described. 5.3. Actions are explained on how to diffuse conflict situations. 5.4. How to maintain relationships after conflict situations is explained. 5.5. Own learning is reviewed on how to reduce conflict in the office environment.		

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 demonstrate knowledge of customer service in an office environment and evidence with an overview of customers, their needs, and effective customer services to address their needs.
2. Learners understand how to deal with customers and evidence with examples.
3. Learners understand how customer experience is influenced by service delivery and evidence with examples on customer service that would effect a customer in a positive and negative way.
4. Learners understand how to resolve customer complaints in the office and evidence with a list of possible complaints and conflicts and a script and examples of how to address them.
5. Learners understand how to reduce conflict in the office environment and evidence with an explanation of conflict and conflict behaviour and examples of how to solve conflict and maintain positive relationships.
6. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training
Office Administration
Qualification title: Level 3 Composite Award in Participating in an office environment
Qualification code: CAFC00030112

Unit: 1
Unit title: Provide customer service in the office environment
Unit code: FC000300812
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				
	1.3				x			
2	2.1		x		x			
	2.2		x		x			
	2.3		x		x			
	2.4		x		x			
	2.5		x	x				
3	3.1		x					
	3.2		x					
	3.3	x	x					
4	4.1		x		x			
	4.2	x		x		x		
	4.3				x			
	4.4				x			
	4.5				x			
	4.6				x			x
	4.7		x	x				
5	5.1				x			
	5.2				x			
	5.3			x	x			x
	5.4		x	x	x			x
	5.5		x	x				

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112 Unit: 2 Unit title: Understand document requirements in the office environment Unit code: FC000300912 Business Administration		
Level: 3	Credit value: 4	Notional learning hours: 60
Unit Information		
Unit description of content		
<p>This unit considers documentation in the office environment, identifying formats and styles of formats for documents and document presentation, knowing where to gather information and when to use information in the correct format, to construct and check the content, and correctness of the document. This unit considers meeting deadlines and knowing who to go to if deadlines cannot be met, and knowing how to maintain confidentiality of information of documents.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year.</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 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112 Unit: 2 Unit title: Understand document requirements in the office environment Unit code: FC000300912 Business Administration		
Level: 3	Credit value: 4	Notional learning hours: 60
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand the purpose and benefit of producing high quality and attractive documents		
Performance criteria: 1.1. Format of documentation is identified. 1.2. High quality requirements for document production are identified. 1.3. Presentation of attractive documents is described.		
Learning outcome 2: Understand how to research and organise content of documents		
Performance criteria: 2.1. Relevant information is found and explained for the construction of the content of a document. 2.2. Content checks for coherence of a document are described.		
Learning outcome 3: Understand the style and quality standards of office documents		
Performance criteria: 3.1. Different document style formats are identified for documents. 3.2. Document types for given situations are explained when used in the office environment. 3.3. Each type of document style for a given situation is explained. 3.4. Document quality standards for the office environment are identified.		
Learning outcome 4: Be able to check document for content, layout, accuracy and correctness		
Performance criteria: 4.1. Coherent document content is checked. 4.2. Correct layout conventions for an office document are demonstrated. 4.3. Methods are explained for checking accuracy and correctness in documents.		
Learning outcome 5: Be able to meet deadlines for document requirements		
Performance criteria: 5.1. Document deadlines are met. 5.2. Work plans for meeting deadlines are demonstrated. 5.3. Persons to go to if deadline is not met are identified. 5.4. Maintaining confidentiality of documentation is adhered to.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. 		

- Re submissions are permissible.

Evidence requirements

1. Learners understand the purpose and benefit of producing high quality and attractive documents and evidence with a list of requirements to high quality documents.
2. Learners understand how to research and organise content of documents and evidence with a guideline on how to construct content and how to check coherence.
3. Learners understand the style and quality standards for office documents and evidence with a list of different types of documents and their style and quality requirements.
4. Learners check documents for content, layout, accuracy and correctness and evidence with a checklist and examples of corrections to selected documents.
5. Learners meet deadlines for documents required and evidence with an overview of documents, due dates and submission dates.
6. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Office Administration

Qualification title: Level 3 Composite Award in Participating in an office environment

Qualification code: CAFC00030112

Unit: 2

Unit title: Understand document requirements in the office environment

Unit code: FC000300912

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	
	1.3	X					X	
2	2.1	X				X	X	
	2.2	X				X	X	
3	3.1	X					X	
	3.2	X					X	
	3.3	X					X	
	3.4	X					X	
4	4.1	X					X	
	4.2	X					X	
	4.3	X				X	X	
5	5.1	X			X		X	
	5.2	X			X		X	
	5.3	X	X		X	X	X	
	5.4	X						X

Abu Dhabi Centre for Technical and Vocational Education and Training Office Administration Qualification title: Level 3 Composite Award in Participating in an office environment Qualification code: CAFC00030112 Unit: 3 Unit title: Participate in a team Unit code: FC000301012 Business Administration		
Level: 3	Credit value: 4	Notional learning hours: 60 hours
Unit Information		
Unit description of content		
<p>This unit considers working in a team, different team structures and their purpose and how these structures affect team contributions. This unit considers roles within teams, how effective contributions can be made, and how decision making actions can be taken when disagreement occurs, when assistance is required and how to act on team decisions and communicate effectively within a team.</p>		
Information for learning and achievement		
<p>This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements. .</p>		
Assessment strategy		
<p>Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance. Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. ‘Competent’ recognises all unit criteria have been achieved. ‘Not yet competent’ means all criteria have been attempted but yet to be achieved, ‘insufficient evidence’ means not all criteria have been attempted.</p> <p>This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.</p> <p>Assessment can include role play, scenario setting, use of drama, presentations, written material, notes, checklists, lists, statements, comparative charts, and diagrammes.</p>		
Recording and storing of learner achievement		
<p>Keep evidence of learner’s work in the centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p>		

Abu Dhabi Centre for Technical and Vocational Education and Training
Office Administration
Qualification title: Level 3 Composite Award in Participating in an office environment
Qualification code: CAFC00030112

Unit: 3
Unit title: Participate in a team
Unit code: FC000301012
Business Administration

Level: 3	Credit value: 4	Notional learning hours: 60 hours
Assessment criteria: Knowledge, skills and application (KSA)		
Learning outcomes		
Learning outcome 1: Understand how to identify different team structures		
Performance criteria: 1.1. Team structures and their different uses are described. 1.2. The purpose of different team structures is described. 1.3. How structures affect and contribute to teams is differentiated.		
Learning outcome 2: Understand how to identify roles within teams		
Performance criteria: 2.1. The role and responsibility of working in a team are described within the workplace. 2.2. Factors that affect contributions to teams are stated. 2.3. The roles and responsibilities of giving a contribution to a team are explained.		
Learning outcome 3: Understand how to contribute effectively to teams		
Performance criteria: 3.1. Effective ways of contributing to a team are described. 3.2. Advantages of effectively communicating in a team are identified. 3.3. Maintaining good working relationships with team members is explained. 3.4. Types of behaviour that help the team to work well and the types that do not are identified.		
Learning outcome 4: Be able to contribute to team decision making processes		
Performance criteria: 4.1. Contributing to team decision making is demonstrated. 4.2. Actions taken when disagreement occurs are identified. 4.3. Ability to take action when assistance is required is demonstrated. 4.4. Actions taken in supporting team decisions and agreements are demonstrated. 4.5. Team decisions are described accurately to others.		
Evidence guideline		
<ul style="list-style-type: none"> ▪ Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations. ▪ Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements. ▪ Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier. ▪ Learners should demonstrate no less than 80% of the requirements for the summative assessment. ▪ Re submissions are permissible. 		

Evidence requirements

1. Learners understand how to identify different team structures and evidence with an overview of types of team structures, their purposes and their impact on teams.
2. Learners understand how to identify roles within teams and evidence with a list of roles, and responsibilities of team members.
3. Learners understand how to contribute effectively to teams and evidence with examples of effective contributions and behavior.
4. Learners contribute to the team decision making process and evidence with a logbook of contributions made and action taken.
5. Learners review own work and identify performance improvement strategies.

Abu Dhabi Centre for Technical and Vocational Education and Training

Office Administration

Qualification title: Level 3 Composite Award in Participating in an office environment

Qualification code: CAFC00030112

Unit: 3

Unit title: Participate in a team

Unit code: FC000301012

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						
2	2.1		X		X			
	2.2				X			
	2.3		X		X			
3	3.1				X			
	3.2				X			
	3.3		X	X	X	X		X
	3.4				X			
4	4.1		X		X	X		
	4.2		X		X	X		
	4.3				X	X		
	4.4		X		X	X		
	4.5				X	X		