Unit Title:	**Develop own effectiveness and professionalism**
OCR unit number:	1
Unit reference number:	Y/601/3317
Level:	2
Credit value:	6
Guided learning hours:	30

Evidence for this unit can only be achieved through actual work in a work environment. Simulation is not permissible for any competence based unit.

Unit aim

The aim of this unit is that learners will:

- Develop own personal and professional skills

- Work as a member of a team to achieve defined goals and implement agreed plans

- Understand what is meant by professional practice

- Know the legislative environment relating to IT activities

- Improve personal effectiveness

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
The Learner will: 1 Develop own personal and professional skills	**The Learner can:** 1.1 Obtain and review feedback from others on performance 1.2 Agree personal goals and participate in development activities to meet them	• personal development plans • how to obtain and consider feedback from others • how to identify and set long and short term goals • how to set SMART targets
2 Work as a member of a team to achieve defined goals and implement agreed plans	2.1 Effectively manage own time 2.2 Recognise and respect diversity, individual differences and perspectives 2.3 Accept and provide feedback in a constructive and considerate manner 2.4 Understand the responsibilities of colleagues 2.5 Identify obstacles to effective teamwork	• the objectives of the teamwork • how to agree roles and responsibilities • how to identify activities required to support overall objective • how to develop a personal work plan to carry out their responsibilities including time management • how to identify factors that could influence the outcome of working together • how to support co-operative working

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
3 Understand what is meant by professional practice	3.1 Identify the implications, and applicability for IT professionals of: • Data Protection • Computer Misuse Act 3.2 List the professional bodies for IT	• relevant legislation associated with the ICT industry • how to identify the professional bodies associated with the ICT industry
4 Know the legislative environment relating to IT activities	4.1 Identify the impact on an IT organisation of legislation covering: • Processing of financial transactions • Health & Safety • Privacy, Confidentiality and Security • Copyright and Intellectual Property Rights	• the regulations and legislation appropriate to IT organisations and how this affects policies and procedures
5 Improve personal effectiveness	5.1 List the aims and objectives of the organisation 5.2 State the organisation's brand or image 5.3 Identify the organisation's structure, roles and responsibilities 5.4 Identify potential improvements to working practices	• organisational aims and objectives • organisational vision within the marketplace • structure of the organisation to include roles and responsibilities • current working practices and how they can be improved

Assessment

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context i.e. the purpose of the work etc.

In addition to the recognition of other qualifications, candidates may claim accreditation of prior achievement for any of the elements assessment criteria or complete units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended.

All the learning outcomes and assessment criteria must be clearly evidenced in the submitted work, which is externally moderated by OCR.

Results will be Pass or Fail.

Guidance on assessment

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures

- check if a candidate understands principles and theories *and*

- collect information on the type and purpose of the processes a candidate has gone through

- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'

- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications'* on the OCR website www.ocr.org.uk .