Unit Title:	**Develop own effectiveness and professionalism**
OCR unit number:	221
Level:	4
Credit value:	12
Guided learning hours:	60
Unit reference number:	K/601/3502

Candidates undertaking this unit must complete real work activities in a work environment. Simulation is only allowed in exceptional circumstances (please refer to the centre handbook for further details).

Unit aim and purpose

The unit provides the opportunity for learners to develop skills in managing their own personal and professional development. It provides learners with the opportunity to develop and apply skills in working as a member of a team. It also gives learners the chance to place their personal development within broader awareness of what constitutes professional practice.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Develop own personal and professional skills	**The Learner can:** 1.1 Identify own development needs and the activities needed to meet them 1.2 Obtain and interpret feedback from other on performance 1.3 Set and agree personal goals and participate in development activities to meet them 1.4 Manage own personal/professional development in order to achieve career and personal goals 1.5 Reflect critically on own learning	Candidates must: • understand personal effectiveness, strengths, weaknesses and learning styles to identify own development needs and identify the activities that could meet these • know how to maintain their personal development plan and record feedback and evidence for appraisals • know how to manage their own personal and professional development including the skills required for employment within job roles and qualifications e.g. Skills Frameworks such as BCS's SFIA • understand organisational objectives and how to align them to personal ones taking into account regulatory requirements and different functional

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		areas • know how to critically assess their own learning including the effective use of mentors
2 Work as a member of a team to achieve defined goals and implement agreed plans	2.1 Effectively plan and manage own and others time 2.2 Recognise and respect diversity, individual difference and perspectives 2.3 Accept and provide feedback in a constructive and considerate manner 2.4 Understand the responsibilities, interests and concerns of colleagues 2.5 Understand the role of the individual and teams in an IT organisation 2.6 Identify and resolve obstacles to effective teamwork	Candidates must: • Be able to explain and use Time management tools e.g. 'to-do' lists, weekly time/activity schedules, urgent/important matrix • Know how to organise the Running and facilitating of meetings, reviewing task allocations and appropriateness • Know the role of Employment law including DDA, Equality Act in supporting and managing diversity within teams and the organisation • Understand the benefits of diversity in the workplace (e.g. better understanding of different customer markets, broader range of opinions and ideas) • Know how to apply skills useful in managing teams, e.g. empathic listening, assertiveness and leadership skills, understanding others' problems and how to lead difficult conversations • Know how to give and receiving constructive feedback • Understand organisational design and the role of teams, collaborative work and importance of motivated individuals to overall outcomes • Know how teams fit into the organisation's structure and how teams in the organisation work together to achieve objectives • Be able to describe the role of cultural differences in effective communication,

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		technology affects on distributed working and problems of technology failure, email etiquette and misunderstandings • Describe organisational processes for managing external obstacles to communication such as issue escalation and internal team issues such as not meeting agreed performance standards
3 Understand what is meant by professional practice	3.1 Interpret the implications, and applicability for IT professionals of: • Data Protection Act • Computer Misuse Act 3.2 Describe the role of professional bodies for IT, and the benefits of membership to individuals and organisations 3.3 Explain the importance of quality management systems and standards for systems development	Candidates must: • understand appropriate use policies • understand how to identify and correct potential breaches of policies • understand the role of the Information Commissioner and the data protection principles • understand how to deal with subject access requests and comply with legislation • understand the purpose, role and benefits of BCS and other professional bodies in the IT & Telecoms sector • understand ISO 9000, ITIL, QMS for different IT roles (e.g. PRINCE2, Unified Process, Agile) – Project lifecycles • understand resource management and controlling costs, business needs and meeting organisation objectives.
4 Understand the ethical and legislative environment relating to IT activities	4.1 Describe the types of conflicts of interest which can arise for IT professionals 4.2 Evaluate the impact on an IT organisation of legislation covering: • Processing of financial transactions • Health and safety • Privacy, Confidentiality	Candidates must: • understand ethics and transparency, confidentiality agreements and whistleblowing relating to IT activities • understand contract interpretation, fixed price vs variable contracts • understand licensing and licence management

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	and Security • Copyright and Intellectual Property Rights	• understand the Data Protection Act and security of personal data • understand Financial Services Act 2012 and transaction processing standards • understand Health and Safety at Work Act and specialist regulations e.g. Display Screen Equipment Regulations • understand compliance management and reporting • understand implications of Copyright Designs and Patent Act • understand trademark protection • understand open source software and licensing of applications GPL and variants, Creative Commons licences
5 Improve organisational effectiveness	5.1 Interpret the aims and objectives of the organisation 5.2 Describe the organisation's brand or image and how it can be promoted 5.3 Describe the organisation's structure, roles and responsibilities 5.4 Identify and evaluate potential improvements to organisational effectiveness	Candidates must: • understand mission statements and strategic plans • understand organisation structure, matrix, project, hierarchical • understand the organisation structure and the roles and responsibilities within the organisation • understand the organisations reputation and branding and reputational risk • understand and know how to undertake a gap analysis (objectives and current outcomes), reflective practice and knowledge feedback cycle (e.g. 360 degree feedback)

Assessment

Candidates undertaking this unit must complete real work activities in order to produce evidence to demonstrate they are occupationally competent. Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed, for example in paid employment or working in a voluntary capacity.

Simulation is only allowed for aspects of units when a candidate is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real situations.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities.

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 ie the purpose of the work etc.

All of the assessment criteria in the unit must be achieved and clearly evidenced in the submitted work, which is externally assessed by OCR.

Evidence for the knowledge must be explicitly presented and not implied through other forms of evidence.

Evidence requirements

All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment criteria have been achieved.

Assessment Criteria – Learning Outcome 1

Candidate should produce the following evidence:

- A personal development plan identifying current skills and areas for development
- Evidence of use of a formal feedback process such as a 360 degree process
- Evidence of using a structured plan for selecting and participating in CPD activity
- A presentation reviewing progress over previous appraisal period and commenting on achievements and misses

Assessment Criteria – Learning Outcome 2

Candidate should produce the following evidence:

- A presentation on examples of time management techniques being applied
- Commentary on effectiveness of a range of time-management activities
- Feedback and documentary evidence of demonstrating skills in giving and receiving formative assessment on professional activity
- Evidence of taking part in collaborative activities where the candidate has taken account of the responsibilities, interests and problems of colleagues
- A presentation on organisational equality and diversity policies and impact on workplace activity
- A report describing the role of teams in the organisation's structure and case studies of ways in which teams have cooperated to achieve organisation-wide objectives. This should include examples of how individuals' contributions combine together to build a team response to a situation and an evaluation of how individuals and teams fit together in the organisation

- Evidence of a number of cases where achievement of objectives has been improved by recognising and overcoming an obstacle to a team working well (e.g. technical issues, cultural differences, personality differences)

Assessment Criteria – Learning Outcome 3

Candidate should produce the following evidence:

- A portfolio of material which demonstrates learners can connect legislative requirements to current work situations
- A presentation or report on role of professional bodies and benefits they offer – including both general bodies such as BCS and specialist ones such as Association for software testing
- A presentation or report identifying the impact of poor quality management processes on project delivery and role of quality systems in improving delivery

Assessment Criteria – Learning Outcome 4

Candidate should produce the following evidence:

- A portfolio demonstrating that learners can explain organisation policies on ethical conduct and place these within case studies of potential problems such as conflicts of interest
- A presentation placing legislation into the context of organisation policies and practice, identifying the impact on work practices of particular legislative requirements as identified in AC 4.2.

Assessment Criteria – Learning Outcome 5

- A report describing the mission of the organisation including an explanation of its aims and objectives. The report should be aimed at people who are unfamiliar with the organisation
- A portfolio demonstrating knowledge of organisation reputational risk management and role of branding and how it can be promoted
- A presentation or report on organisation structure, management hierarchy and roles to include evidence of a range of potential weaknesses in current organisation design and how these might be addressed.

Guidance on assessment and evidence requirements

Assessment evidence should be Learning Outcome-based and be offered in the form of assignments, project-portfolios, presentations and reflective accounts..

Where group work/activities contribute to assessment evidence the individual contribution of each learner must be clearly identified.

All evidence must be available to review. Learners should use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance, this should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation, this should be signed and dated and included in the evidence.

You should refer to the '*Admin Guide: Vocational Qualifications* (A850)' for *Notes on Preventing Computer-Assisted Malpractice.*

Resources

http://www.businessballs.com/timemanagement.htm

https://www.gov.uk/intellectual-property-an-overview

Mythical Man Month (1982), Brooks F, Addison Wesley

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' *(A850)* on the OCR website www.ocr.org.uk .