

Unit Title:	Personal and professional communication development
OCR unit number	12
Level:	2
Credit value:	4
Guided learning hours:	40
Unit reference number	A/503/5865

Unit purpose and aim

The aim of this unit is to recognise and encourage the personal development of learners throughout their studies and focus on the skill requirements of a design professional in today's challenging and competitive market.

Learners will be able to develop their ability to reflect and evaluate on their performance, identify barriers to their professional development and set targets to improve upon their skills. Learners will also gain the opportunity to develop their communication skills through the delivery of presentations to a range of audiences. Learners should be encouraged to reflect on the success of these and use this reflection to help drive their future performance.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand personal skills, performance and areas for development</p>	<p>The Learner can:</p> <p>1.1 Assess personal strengths and weaknesses</p> <p>1.2 Identify barriers that may affect personal development</p> <p>1.3 Identify personal development targets</p>	<ul style="list-style-type: none"> • Assess using: <ul style="list-style-type: none"> ○ SWOT ○ self evaluation • Barriers to personal development: <ul style="list-style-type: none"> ○ confidence ○ communication skills ○ ability to work in a team ○ business knowledge ○ finance ○ personal circumstances ○ commitments • Personal development targets: <ul style="list-style-type: none"> ○ SMART targets ○ develop and action plan with timings

Learning Outcomes	Assessment Criteria	Teaching Content
<p>2 Be able to communicate using appropriate language and communication skills</p>	<p>2.1 Identify appropriate method of communication for an audience</p> <p>2.2 Deliver presentations to a range of audiences</p> <p>2.3 Respond to audiences' questions and comments</p> <p>2.4 Interpret success of presentations</p>	<ul style="list-style-type: none"> • Appropriate method of communication: <ul style="list-style-type: none"> ○ formal / informal ○ PowerPoint ○ display boards ○ written speech ○ discussion ○ graphical ○ digital • Range of audiences: <ul style="list-style-type: none"> ○ peers ○ tutors ○ industry ○ focus groups • Evaluation should include the following areas: <ul style="list-style-type: none"> ○ content ○ length and timing ○ delivery ○ response to questions ○ future improvements
<p>3 Be able to reflect on own work and personal development</p>	<p>3.1 Assess own work</p> <p>3.2 Use feedback from relevant people on how to improve personal performance</p> <p>3.3 Refine personal development targets</p>	<ul style="list-style-type: none"> • Evaluation of own work should focus on areas such as: <ul style="list-style-type: none"> ○ quality ○ conformity to specification / requirements ○ content ○ personal satisfaction ○ client / peer feedback • Feedback can be gathered through: <ul style="list-style-type: none"> ○ question and answer sessions ○ questionnaires ○ feedback forms ○ open discussion ○ on-going review ○ interviews

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and centres must confirm to OCR that the evidence is authentic.

Evidence requirements

Learners will produce a presentation/report/poster/display board that evidences their investigations into their own personal strengths and weaknesses. It will include a SWOT analysis and an action plan for learners own personal and professional development.

Learners will gain critical but constructive feedback on their work, presentations, communication skills and behaviour from peers, colleagues and ideally industry. Learners will use this to drive their action plan. Feedback will form part of the information within their presentations.

Learners will deliver a verbal presentation to an audience about their findings.

Guidance on assessment and evidence requirements

Learners should be encouraged within a safe environment to critically evaluate their strength and weaknesses and reflect on their abilities as a designer, as an individual and within a business context. It is possible for this unit to be delivered alongside the other units in the New Product Design and Development suite of qualifications (NPDD) so learners develop their critique based on feedback from their performance throughout their studies. Learners should be encouraged to deliver a range of verbal presentations to help develop their communication skills. Learners should undertake on-going reviews throughout the duration of their studies to identify levels of progression towards their goals. (It is possible to link this unit to Unit 13)

National Occupational Standards (NOS) mapping/signposting

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Occupational standards	Unit number	Title
Design	DES12	Make a presentation
Design	DES21	Articulate, present and debate ideas in a creative environment
Design	DES43	Assess design services

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Equipment

For effective delivery of this unit centres should have access to the following resources and equipment.

- Computer system with Internet access, word processing, spread sheet and business presentation software.
- Projector or interactive white board for delivery of presentations.
- Access to a library of resources for research purposes.
- Photography and video recording equipment
- Document scanner
- Minimum A3 colour printing capacity for display board production.

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 .