



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

**Programme Module**

## **Personal Awareness and Interpersonal Skills**

**leading to**

**Level 3 QQI Component: Personal and Interpersonal Skills 3N0564**

**Please note the following prior to using this programme module descriptor:**

- This programme module can be delivered as a stand alone module or as part of the:
  - 1. Level 3 QQI Certificate in General Learning 3M0874**
  - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
  - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

## Overview of the Programme Module

The Programme Module is structured as follows:

**Section 1 to 8:** contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

**Section 9:** details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

**Section 10:** outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

**Section 11:** contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

**Section 11a** specifically prescribes the way in which learners are required to present evidence for assessment.

**Learner Marking Sheet:** this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
<b>1. Title of Programme Module</b> Personal Awareness and Interpersonal Skills	<b>2. Component Name and Code</b> Level 3 Personal and Interpersonal Skills 3N0564
<b>3. Duration in Hours of Programme Module</b> 100	<b>4. Credit Value</b> 10
<b>5. Assessment Technique</b> Collection of Work 100%	<b>6. Specific Requirements</b> None
<b>7. Aims of the Programme Module</b> <p>The purpose of this award is to equip the learner with the knowledge, skills and competencies to interact constructively with people, from a position of self-awareness and social sensitivity, in a limited range of social contexts.</p> <b>8. Objectives:</b> <ul style="list-style-type: none"> <li>• to identify a range of interpersonal relationships and to describe the communication behaviours consistent with these relationships</li> <li>• to compile a personal profile demonstrating a basic level of self-awareness</li> <li>• to identify some supports available for personal and interpersonal situations</li> <li>• to recognise a range of emotions and their impact on relationships</li> <li>• to describe assertive and non assertive behaviours and their impact on relationships between people</li> <li>• to explore simple decision making techniques for everyday living</li> <li>• to explore ways of negotiating conflict situations.</li> </ul>	
<b>9. Learning Outcomes of Level 3 Personal and Interpersonal Skills 3N0564</b> <p>The learner will be able to:</p> <ol style="list-style-type: none"> <li>1. describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours</li> <li>2. compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity, for example, personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.</li> <li>3. recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working, that could be used in real or fictional situations</li> <li>4. recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships</li> <li>5. describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles e.g. compliance, autocratic, play it safe, impulse, avoidance etc</li> <li>6. demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours</li> <li>7. describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues.</li> <li>8. identify solutions to real life or fictional conflict situations, by following the key stages in the negotiation process, for example., listening effectively, identify specific behaviour causing conflict, propose possible win-win outcome, suggest consensus.</li> </ol>	

### Delivery Strategies and Learning Activities

This programme module could be delivered through classroom-based learning activities, teamwork, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities.

### 10. Guidelines for Teaching and Learning

**Please note:** the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

#### Relationship types and basic interpersonal communication skills

**Learning Outcome 1:** Describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- explore with the learner different relationship types, for example,
  - **acquaintances** – people we know and talk with when the opportunity arises but with whom our interactions are limited.
  - **friends** – people with whom we have built up more personal relationships.
  - **close friends and/or family** – those with whom we share our deepest feelings.
  
- identify with the learner basic interpersonal communication skills that may include:
  - **effective listening**, for example, hearing the whole message, listening to facts and feelings, clarifying, reframing etc.
  - **using appropriate body language**, for example, eye contact, facial expressions, hand gestures, physical presence etc.

#### Compiling a Personal Profile

**Learning Outcome 2:** Compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity, for example, personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore with the learner personal characteristics like attitudes, beliefs, interests and relationships that make up their personal identity:
  - what adjectives best describe them?
  - what are their strong and weak points?
  - what are their likes and dislikes, skills, abilities, achievements, hopes, fears etc?
  
- explore the main personal, social and cultural factors that can influence personal identity , for example, gender, family, education, beliefs, values, language, religion etc.
  
- explore with the learner how they manage aspects of themselves identified in their profile
  
- identify rights and responsibilities relevant to the learner.

### Supports

**Learning Outcome 3:** Recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working that could be used in real or fictional situations.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- identify with the learner supports generally available for personal and interpersonal situations
- identify with the learner supports available through personal and social network
- explore with the learner the role of listening in giving and receiving support
- explore with the learner a basic understanding of limits in giving and receiving support
- explore with the learner situations where team work is beneficial in helping and supporting others.

### Emotions and their impact

**Learning Outcome 4:** Recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- identify some of the most important human emotions
- relate a sample of these emotions to particular behaviours
- identify the way in which different emotions impact on decision making
- consider how emotions impact on relationships between people.

### Decision making

**Learning Outcome 5:** Describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles , for example, compliance, autocratic, play it safe, impulse, avoidance etc

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- identify a number of every day decisions
- introduce the learners to some simple decision making techniques and apply to everyday real life or fictional situations
- identify a number of decision making styles, for example, impulsive, compliant, intuitive, playing it safe, avoidant etc. and relate to real life and/or fictional situations.

### Assertiveness

**Learning Outcome 6:** Demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- explore with the learner the nature of aggressive behaviour and the body language that often accompanies this behaviour, for example, insists on getting own way, arrogant, bullying, confrontational, blaming, finds it hard to acknowledge feelings, threatening gestures, staring, jabbing finger etc.
- explore with the learner the nature of passive behaviour and the body language that often goes with this behaviour, for example, powerlessness, always feeling the need to please others, avoidance of confrontation, not making decisions for ourselves, limited eyes contact, slumped shoulders etc.
- explore with the learner the nature of assertive behaviour and the body language that often goes with this behaviour, for example, ability to give and take compliments, the ability to make decisions, the ability to give and take constructive criticism, take some risks, the ability to express feelings openly, maintain good eye contact, speak clearly and at a good pitch etc.
- explore with the learner the impact of **aggressive, passive** and **assertive** behaviours.

### Relationships with others

**Learning Outcome 7:** Describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

Describe interpersonal relationships by exploring with the learner relationships with family members, taking into account generational differences. Explore relationships with friends and colleagues in real life and/or in fictional situations.

- Please note that the QQI learning outcome specifically says, “Describe interpersonal relationships by exploring your relationship with family members...” However, it is appropriate that learners pursue this learning outcome in a less explicitly personal manner. It is sufficient that learners are able to identify the nature of interpersonal relationship with friends or family in either real life or fictional situations. The appropriateness of choosing real life or fictional situations will be determined by the teaching context and the nature of the relationship with the learners. The outcome is the important consideration and should not be affected substantially by the choice of a real or fictional situation.
- This particular learning outcome lends itself to integration with other learning outcomes in this programme module. For example, teacher/tutors might consider including interpersonal relationships as part of the personal profile (learner outcome 2). Learners could create a simple family tree with annotations describing the nature of the interpersonal relationships in which the learner is involved.
- The use of the Johari window to describe the closeness of relationships between others and ourselves could be a useful tool for learners in considering issues relevant to this and other learning outcomes.

### Negotiating Conflict

**Learning Outcome 8:** Identify solutions to real life or fictional conflict situations, by following the key stages in the

negotiation process, for example, listening effectively, identify specific behaviour causing conflict, propose possible win-win outcome, suggest consensus.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- identify common conflict situations that develop between people
- identify specific behaviours that cause and intensify conflict
- identify common ways of reducing and resolving conflict
- identify and explore with the learner some key principles/stages of effective negotiation
- identify and apply effective listening skills
- understand the meaning of a win-win outcome in a conflict situation
- understand what consensus means in the resolution of a conflict.



### 11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

<b>Collection of Work</b>	<b>100%</b>
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work that includes:</p> <p><b>A Personal Profile</b></p> <p>The personal profile should show evidence of all of the following:</p> <ul style="list-style-type: none"> <li>• a description of the learner's strengths, skills, talents, goals, values, challenges, likes, dislikes, etc.</li> <li>• examples of the learner's awareness of managing themselves</li> <li>• rights and responsibilities pertinent to the learner</li> <li>• examples of the personal, social and cultural factors that have influenced the personal identity of the learner.</li> </ul> <p><b>A Casebook<sup>1</sup></b></p> <p>The casebook should include <b>all</b> of the following:</p> <ol style="list-style-type: none"> <li>(1) one example where the learner demonstrates an understanding of assertive behaviour <b>and</b> its impact in real life and/or in a fictional situation. The learner should demonstrate effective listening skills as part of the example. In addition, the learner must show that s/he understands the usefulness of assertive behaviour over passive or aggressive behaviour</li> <li>(2) one example of a decision making situation where the learner demonstrates an understanding of the skills/techniques involved in making the decision and shows awareness of the emotions associated with the decision making process. The example can be from real life or from a fictional situation</li> </ol>	

<sup>1</sup> A casebook may be presented in conventional format such as in a scrapbook or a copy book or it may be presented in visual format with accompanying notes/explanations in oral or written form.

- (3) three examples of different decision making styles and the emotions associated with them in real life and/or fictional situations relevant to the learner
- (4) three examples of conflict situations that develop between people and the behaviours associated with them
- (5) describe what would be involved in de-escalating or negotiating one of the conflict situations described above
- (6) describe a win-win or consensus outcome in a conflict situation familiar to the learner in real life or in a fictional situation.

### **Interpersonal Relationship Logbook**

The learner should present real life and/or fictional relationships in the logbook and show the following:

- the nature and type of interpersonal relationships and the way in which emotions impact on these relationships
- the range of supports available in the case of difficulty in any of these relationships
- the kind of considerations that are important in accessing and using supports. The learner should specifically refer to the role of listening in giving and receiving support and should recognise what personal availability or limits means in this context
- one example of the usefulness of team work in helping and supporting others.

**11.b Assessment - General Information – Personal and Interpersonal Skills 3N0564**

All instructions for the learner must be clearly outlined in an Assessment Brief.

**Mapping Each Learning Outcome to an Assessment Technique**

<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours.	Collection of Work
2. Compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity e.g. personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.	Collection of Work
3. Recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working, that could be used in real or fictional situations.	Collection of Work
4. Recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships.	Collection of Work
5. Describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles e.g. compliance, autocratic, play it safe, impulse, avoidance etc.	Collection of Work
6. Demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours.	Collection of Work
7. Describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues.	Collection of Work
8. Identify solutions to real life or fictional conflict situations, by following the key stages in the negotiation process e.g. listen effectively, identify specific behaviour causing conflict, propose possible win: win outcome, suggest consensus.	Collection of Work

**Grading**

At Level 3 a learner is graded as Successful or Referred.

**Successful** means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

**Referred** means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



**Level 3 Personal and Interpersonal Skills 3N0564**

**Learner Marking Sheet**

Learner's Name: \_\_\_\_\_

Learner's PPSN: \_\_\_\_\_

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1 describe the basic concepts underpinning interpersonal relationships, to include relationship types, communication skills, and behaviours	<ul style="list-style-type: none"> <li>• knowledge of relationship types</li> <li>• knowledge of basic communication skills and behaviours important in interpersonal relationships</li> </ul>		
2 compile a personal profile, by exploring awareness of self, ability to manage self, personal rights and responsibilities, and the main personal, social and cultural factors which can influence personal identity e.g. personality/temperament, likes/dislikes, strengths/skills, achievements, values, gender etc.	a personal profile that shows: <ul style="list-style-type: none"> <li>• a basic awareness of self/personal identity</li> <li>• a basic understanding of the main social and cultural factors influencing personal identity</li> <li>• an understanding of what it means to 'manage self'</li> <li>• an understanding of some personal rights and responsibilities</li> </ul>		
3 recognise the role of supports in interpersonal relationships by discussing a range of supports such as personal availability, listening, networking and team working, that could be used in real or fictional situations	<ul style="list-style-type: none"> <li>• a knowledge of supports available for personal and interpersonal relationships</li> <li>• an understanding of the role of listening in giving and receiving support</li> <li>• a basic understanding of limits in interpersonal relationships</li> <li>• an understanding of where team work is beneficial in helping and supporting others</li> </ul>		
4. recognise a range of emotions such as joy, sadness, anger, boredom, fear, anticipation etc, and their impact on behaviour, decision making, and interpersonal relationships	<ul style="list-style-type: none"> <li>• recognition of important human emotions and their impact on interpersonal relationships</li> <li>• an understanding of the way emotions impact on decision making</li> </ul>		

5.describe decision making skills, by reflecting on everyday decisions taken using a range of decision making styles e.g. compliance, autocratic, play it safe, impulse, avoidance etc	<ul style="list-style-type: none"> <li>• show an understanding of the skills involved in everyday decision making</li> <li>• decision making</li> <li>• show an understanding of styles of decision making in everyday situations</li> </ul>		
6.demonstrate an awareness of interpersonal behaviour by exploring, modelling and identifying impacts of passive, aggressive and assertive behaviours	<ul style="list-style-type: none"> <li>• demonstrate an awareness of passive, aggressive and assertive behaviours</li> <li>• demonstrate an awareness of the impact of these behaviours</li> </ul>		
7.describe interpersonal relationships by exploring your relationship with family members, taking generational differences into account, and your relationships with friends and colleagues	<ul style="list-style-type: none"> <li>• describe interpersonal relationships with friends and family</li> <li>• refer to intergenerational differences</li> </ul>		
8.identify solutions to real life or fictional conflict situations, by following the key stages in the negotiation process e.g. listening effectively, identify specific behaviour causing conflict, propose possible win: win outcome, suggest consensus.	<ul style="list-style-type: none"> <li>• identify common conflict situations that develop between people</li> <li>• identify specific behaviours that can cause conflict</li> <li>• describe a win-win or consensus solution to a common conflict situation</li> <li>• describe key stages in de-escalating or negotiating a conflict.</li> </ul>		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

