



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

Programme Module

Personal Effectiveness Skills

leading to

Level 3 QQI Component: Personal Effectiveness 3N0565

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 Information and Communication Technologies 3M0877**
 3. **Level 3 QQI Certificate in Employability Skills 3M0935.**
- Upon successful completion of this programme module a learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- A learner needs to achieve a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, 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 learners, 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 learners 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
1. Title of Programme Module Personal Effectiveness Skills	2. Component Name and Code Level 3 Personal Effectiveness 3N0565
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirement None
7. Aims and Objectives of the Programme Module <p>This programme module aims to equip the learner with the skills to use personal resources in order to meet the personal and social demands of their lives.</p> 8. Objectives: <ul style="list-style-type: none"> • to understand the concept of personal effectiveness in different situations • to develop good personal skills in communication, assertiveness, time management, team working, planning, implementation and evaluation • to develop self-awareness • to demonstrate an ability to operate effectively in a range of situations. 	
9. Learning Outcomes of Level 3 Personal Effectiveness 3N0565 <p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. describe the concept of personal effectiveness and the resources employed for effective engagement in the learning and workplace or community environments 2. demonstrate an awareness of self by exploring strengths, talents, goals, values, challenges, abilities with skills such as communication, assertiveness, time management, and areas for improvement 3. draw up a personal learning plan following a series of steps, which include identifying learning goals, resources required, timeframe, implementation, review and evaluation, which leads to the achievement of specified personal learning goals, incorporating a variety of learning situations 4. apply communications, team working, hygienic and safe work practices in a workplace or community environment 5. practice a limited range of the skills required for successful team or group work 6. work as a member of a team making an identifiable contribution to a group activity and seeking help as required 7. describe the personal learning gained from participation in a planned learning activity. 	
Delivery Strategies and Learning Activities <p>This programme module could be delivered through classroom-based learning activities, group discussions, one-to-one tutorials, field trips, case studies, team work, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations.</p>	

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.

This programme module may be integrated with other areas of the course or programme a learner is following, for example, a vocational or practical area. Alternatively the programme can be integrated with activities undertaken that are external to the programme.

This programme module facilitates the learner to demonstrate his/her ability to use personal skills, talents and resources to meet the personal and a social demand of his/her lives.

The learning taking place must be undertaken in a context or a range of contexts, for example, by integrating with:

- An academic area like Communications or Mathematics where the learner uses the learning opportunity to develop personal effectiveness skills
- A practical or vocational area like Woodwork, Culinary Skills, Desktop Publishing where the learner uses this practical learning opportunity to develop their personal effectiveness skills
- An area external to the programme, for example, where the learner uses a personal learning experience, work-related activity or community activity to develop their personal effectiveness skills, for example, learning to drive, making a presentation at work, participating in a parents association meeting or joining a committee

The Concept of Personal Effectiveness

- Explore with the learner the concept of them being personally effective by identifying:
 - personal strengths
 - personal talents
 - current skill sets
 - values
 - goals
 - ambitions
 - challenges
 - abilities
 - key skills needed in order operate in an effective manner in a range of situations
- Facilitate the learner to describe the personal skills and resources required for effective and successful participation in a range of environments including the learning and workplace or community environment, for example:
 - communication skills
 - goal-setting
 - planning Skills
 - implementation of a plan/goal
 - gathering information
 - reviewing progress
 - evaluation
 - adapting plans
 - time management
 - team working
 - working independently
 - learning to Learn
 - being proactive/taking initiative
 - understanding rights, responsibilities and consequences
 - setting realistic goals
 - understanding relationships
 - prioritising
 - demonstrating empathy

- considering/respecting others
 - seeing things from other viewpoints
 - active listening
 - problem solving
 - contributing/participating
 - creative thinking
- Review with the learner his/her abilities, to include consideration of the following areas:
 - Communications
 - Assertiveness
 - Time management
 - Planning
 - Dealing with rejection
 - Celebrating success
 - Accepting criticism
 - Accepting praise
- Explore with the learner how his/her skills can be improved, to include:
 - communication
 - assertiveness
 - time management
 - other areas needing improvement, for example, planning, research or analytical skills
- Facilitate the learner in compiling their personal profile, to include:
 - strengths
 - talents
 - goals
 - values
 - challenges
 - skills/abilities to include communication, assertiveness and time management
 - achievements
 - areas needing improvement

Personal Learning Plan

Facilitate the learner to create and implement a personal learning plan which demonstrates achievement of specific personal learning goals in a variety of learning situations, to include:

- Identifying learning goals
- Identifying the tasks involved in achieving the goals
- Sequencing the tasks in order
- Identifying the resources required
- Estimating the timeframe needed to achieve the goal
- Implementing the plan
- Reviewing the plan
- Evaluating the plan

Identify Learning Goals

Consider the learning goals a learner would like to achieve, for example,

- A personal goal, such as learning a how to drive, overcoming a fear, learning a sport
- A learning goal, such as successfully participating in a programme leading to certification or learning a new language
- A social/community goal such as getting involved in the running of a youth club or fundraising for charity
- A work-related goal, such as improving work-related skills, for example, improving typing speed or report –writing skills, improve presentation skills, achieve a promotion, get or change jobs

Identify the tasks to be completed

With the learner, list the tasks involved in achieving the goals

Sequence the tasks in order

Consider with the learner the sequence those tasks should follow in order to achieve the learning goals, for example, if a learning goal is to learn how to drive, the tasks might be sequenced as follows:

- apply for Learner Theory Test
- study for Learner Theory Test
- pass Learner Theory Test
- apply for Learner Permit
- make a list of the driving schools in the area
- contacting the driving schools to find information – cost, number of lessons needed, flexibility of lessons
- make personal arrangements to facilitate driving lessons – childcare, budget for driving lessons, access to a car to practice driving
- arrange driving lessons for appropriate times and intervals

Identify the resources required

Review with the learner any equipment, materials or special conditions required in order to be able to achieve the learning goals, for example:

- financial input
- support from home or elsewhere
- access to information, books, manuals
- access to specialist equipment, for example, a computer, a car, sports equipment,
- time
- access to transport
- childcare facilities

Estimate the timeframe

Estimate with the learner a timeframe for achieving the goals and set a realistic deadline for completing the tasks

Implement the plan

Facilitate the learner to implement the plan, following the steps identified as leading to the achievement of the goals

Review the plan

Facilitate the learner to review the plan. In reviewing the plan the learner may find it useful to:

- check progress against the original plan to see if s/he is on track to achieve the goals within the agreed timeframe
- identify any areas of success
- identify any problems areas
- suggest solutions to any problems encountered
- suggest alternative ways of achieving learning goals

Evaluating the plan

Consider the personal learning plan and the success of it in terms of achieving learning goals. The learner may,

for example:

- evaluate how well the goals were achieved
- consider how effective the plan and the implementation of the plan was
- identify things that were done well
- identify things that could have been improved

Working with others

- Facilitate the learner to apply their skills and abilities in a workplace setting or community environment, to include providing them with the opportunity to demonstrate:
 - Communications skills, including, effective listening and speaking
 - Team working skills
 - The ability to work in a hygienic and safe manner, to include:
 - wearing correct clothing and protective gear, as appropriate
 - tying hair back, as appropriate
 - keeping hands and nails clean
 - taking precautions to safeguard against accidents and hazards
 - carrying out relevant procedures to ensure cleanliness and safety
- Discuss with the learner when they have the opportunity to work as part of a team or group, for example, in a work situation, participation on a committee, community work, volunteering
- Explore with the learner the skills required for successful participation as a team or group member, for example, communications, active listening, negotiating, diversity of skills, setting clear goals, commitment, trust, openness
- Practice a range of appropriate team working skills in different contexts, as appropriate to the interest of the learner
- Facilitate the learner to contribute to a group activity and explore with the learner their contribution to the group, for example,
 - working as a member of a team to agree on an activity or task or goal
 - participate in discussions and contribute suggestions on how to achieve a goal
 - agree to undertake some of the information gathering exercise within a specific timescale
 - seek required information
 - communicate findings to the group
 - discuss and negotiate as appropriate
 - seek help, as required
 - reach consensus
- Explore with the learner the advantages and disadvantages of working as part of a team/group

Reviewing the experience

- Consider with the learner the personal learning gained from participating in the different elements of the programme being followed, for example:
 - improved confidence
 - being able to speak in front of a group
 - confidence to plan an activity or task
 - ability to take responsibility for achieving something

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.

Collection of Work	100%
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 to include evidence of tasks, that demonstrate:</p> <ul style="list-style-type: none"> • an understanding of the concept of personal effectiveness • an understanding of the resources required to engage with others effectively in the learning and workplace/community setting • a personal profile which identifies the learner's strengths, talents, goals, values, challenges, abilities with skills such as communication, assertiveness, time management, and areas for improvement • a personal learning plan, including identifying learning goals, resources required, timeframe, implementation, review and evaluation, which leads to the achievement of specified personal learning goals, incorporating a variety of learning situations • an ability to communicate appropriately, work as a member of a team and work hygienically and safely in a workplace or community environment • an ability to work as part of a team including making an identifiable contribution and seeking help • an understanding of the personal learning gained from the completed activities <p>The Collection of Work must include evidence of:</p> <ul style="list-style-type: none"> • a personal learning plan • a personal profile • participating in teamwork or group work • other appropriate evidence 	

11. b Assessment - General Information – Personal Effectiveness 3N0565

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

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	Assessment Technique
1. Describe the concept of personal effectiveness and the resources employed for effective engagement in the learning and workplace or community environments	Collection of Work
2. Demonstrate an awareness of self by exploring strengths, talents, goals, values, challenges, abilities with skills such as communication, assertiveness, time management, and areas for improvement	Collection of Work
3. Draw up a personal learning plan following a series of steps, which include identifying learning goals, resources required, timeframe, implementation, review and evaluation, which leads to the achievement of specified personal learning goals, incorporating a variety of learning situations	Collection of Work
4. Apply communications, team working, hygienic and safe work practices in a workplace or community environment	Collection of Work
5. Practice a limited range of the skills required for successful team or group work	Collection of Work
6. Work as a member of a team making an identifiable contribution to a group activity and seeking help as required	Collection of Work
7. Describe the personal learning gained from participation in a planned learning activity	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.



QQI

Level 3 Personal Effectiveness 3N0565	Learner Marking Sheet
--	------------------------------

Learner's Name: _____

Learner's PPSN: _____

Learners 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 concept of personal effectiveness and the resources employed for effective engagement in the learning and workplace or community environments	<ul style="list-style-type: none"> • Describe the following: <ul style="list-style-type: none"> ○ the concept of personal effectiveness ○ resources employed for effective engagement in the learning environment ○ resources employed for effective engagement in the workplace or community environments 		
2. Demonstrate an awareness of self by exploring strengths, talents, goals, values, challenges, abilities with skills such as communication, assertiveness, time management, and areas for improvement	<ul style="list-style-type: none"> • Produce a personal profile, to include an exploration of: <ul style="list-style-type: none"> ○ Strengths ○ Talents ○ Goals ○ Values ○ Challenges ○ Abilities ○ Communication skills ○ Assertiveness skills ○ Time management skills ○ Areas for improvement 		
3. Draw up a personal learning plan following a series of steps, which include identifying learning goals, resources required, timeframe, implementation, review and evaluation, which leads to the achievement of specified personal learning goals, incorporating a variety of learning situations	<ul style="list-style-type: none"> • Produce a personal learning plan, to include: <ul style="list-style-type: none"> ○ Identification of learning goals ○ Resources required ○ Timeframe ○ Implementation ○ Review ○ Evaluation • Specified personal learning goals being achieved in a variety of learning situations 		

4. Apply communications, team working, hygienic and safe work practices in a workplace or community environment	<ul style="list-style-type: none"> • Apply the following in a workplace or community environment: <ul style="list-style-type: none"> ○ Communications skills ○ Team-working skills ○ Hygienic work practices ○ Safe work practices 		
5. Practice a limited range of the skills required for successful team or group work	<ul style="list-style-type: none"> • Participate successfully in teamwork or group work 		
6. Work as a member of a team making an identifiable contribution to a group activity and seeking help as required	<ul style="list-style-type: none"> • Demonstrate the ability to: <ul style="list-style-type: none"> ○ work as a member of a team ○ contribute to a group activity ○ seek help, if required 		
7. Describe the personal learning gained from participation in a planned learning activity	<ul style="list-style-type: none"> • Describe the personal learning gained from participating in a planned learning activity 		

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: _____