



cetb

Bord Oideachais agus
Oiliúna Chorcaí
*Cork Education and
Training Board*

Cork Education and Training Board

**Programme Module for
Personal Effectiveness**

leading to

Level 4 FETAC

Personal Effectiveness 4N1132

Introduction

This programme module may be delivered as a standalone module leading to certification in a FETAC minor award. It may also be delivered as part of an overall validated programme leading to a Level 4 FETAC Certificate.

The teacher/tutor should familiarise themselves with the information contained in Cork Education and Training Board's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

| |
|--|
| 1. Title of Programme Module |
| 2. FETAC Component Title and Code |
| 3. Duration in hours |
| 4. Credit Value of FETAC Component |
| 5. Status |
| 6. Special Requirements |
| 7. Aim of the Programme Module |
| 8. Objectives of the Programme Module |
| 9. Learning Outcomes |
| 10. Indicative Content |
| 11. Assessment <ul style="list-style-type: none">a. Assessment Technique(s)b. Mapping of Learning Outcomes to Assessment Technique(s)c. Guidelines for Assessment Activities |
| 12. Grading |
| 13. Learner Marking Sheet(s), including Assessment Criteria |

Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 4 Communications and level 4 Mathematics modules with that of other level 4 modules is specifically encouraged.

Structured communication and teamwork is encouraged between the teacher/tutor delivering this programme module and the language, literacy, numeracy and learning support teacher/tutor, as appropriate, to facilitate the learner in completing the programme module and achieving certification in the award.

Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

Cork Education and Training Board

| |
|---|
| <p>1. Title of Programme Module Personal Effectiveness</p> |
| <p>2. Component Name and Code Personal Effectiveness 4N1132</p> |
| <p>3. Duration in Hours 100 Hours (typical learner effort, to include both directed and self-directed learning)</p> |
| <p>4. Credit Value 10 Credits</p> |
| <p>5. Status This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure</p> |
| <p>6. Special Requirements None</p> |
| <p>7. Aim of the Programme Module This programme module aims to enable learners take responsibility for their own learning and development in a variety of settings.</p> |
| <p>8. Objectives of the Programme Module</p> <ul style="list-style-type: none"> • To develop an understanding of the principles of personal effectiveness • To facilitate the learner to identify the skills, attributes and experiences they have developed and incorporate them into their team work or group work • To create an appreciation of the importance of personal responsibility in relation to health hygiene and safety • To facilitate the learners recognition of their learning styles • To create an awareness of the attitude and skills needed to cope effectively in a range of situations • To promote autonomy in developing and evaluating an action plan • To create an awareness of the roles employed in teamwork or group work • To assist the learner to develop the language, literacy and numeracy skills related to Personal Effectiveness through the medium of the module themes and content • To enable the learner to take responsibility for his/her own learning |

9. Learning Outcomes of Level 4 Personal Effectiveness 4N1132

Learners will be able to:

1. Outline the principles of personal effectiveness
2. Compile a range of methods and strategies to achieve personal learning goals to include external- and self-evaluation
3. Compare personal strengths and weaknesses in the learning process to include establishing own learning style
4. Describe areas of personal responsibility in health, hygiene and safety in a range of civic and vocational contexts
5. Define the characteristics of good group or team work, to include differentiation of roles within a team and adherence to established rules and guidelines
6. Implement a practical action plan designed to accomplish short and long-term learning goals, to include ongoing feedback and monitoring of achievement
7. Respond to personal and or interpersonal issues or challenges that arise in a civic or vocational context, to include identifying the features and cause of the issue, finding and implementing a solution, and evaluating the outcome of the action(s) taken
8. Demonstrate negotiation skills and an ability to deal with conflict, to include giving and receiving constructive criticism, compliments and feedback
9. Use appropriate safe and hygienic practices in a variety of civic or vocational contexts
10. Work as a member of a team or group, to include taking the lead in an activity or task.

10. Indicative Content

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

Section 1: Principles of Personal Effectiveness

- **Principles of Personal Effectiveness**
 - Define Personal effectiveness
 - Discuss its relevance in everyday life
 - Extend the learners awareness of self
 - List and explain the principles of Personal effectiveness for example personal responsibility, adjusting to change and self-empowerment

Section 2: Self-Managed Learning

- **Self-Managed Learning**
 - Familiarise the learner with methods and strategies to achieve personal learning goals to include external self-evaluation
 - Extend the learners capacity to learn
 - Compile a collection of examples detailing the range of methods and strategies to achieve personal learning goals, for example discussing SMART, breaking up learning goals into achievable parts, visualisation techniques and asking questions
 - Explore with the learner definitions of learning styles
 - Charting their own learning style while using strengths and weaknesses related to learning to guide them
 - Determine the learners short and long term learning goals
 - Develop an action plan detailing the stages required to achieve their goals
 - Implement the action plan and review and monitor its progress making adjustments where necessary

Section 3: Group Work

- **Group work**
 - Explore with the learner the terms group work and teamwork
 - Promote the learners recognition of the various qualities of effective group or team work such as, clear goal setting, results driven approaches and principled leadership
 - Facilitate the learner to select a project and work as part of a team or group, set

| |
|---|
| <p>attainable goals, define the roles of the participants where upon each member takes the lead in at least one task</p> <ul style="list-style-type: none">○ Identify the different role types such as specialists, evaluators, completers and coordinators○ Support the learner is creating rules and guidelines for the participants in their chosen project. Covering such areas as time keeping, meeting deadlines and clear open communication |
| Section 4: Health Hygiene and Safety |
| <ul style="list-style-type: none">● Health Hygiene and safety<ul style="list-style-type: none">○ Explore with the learner the concept of personal responsibility○ Facilitate the learner to apply this responsibility in the context of health, hygiene and safety within a range of civic and vocational contexts○ Review with the learner any materials equipment or special conditions required for effective application such as protective clothing, personal hygiene and awareness of safety signage |
| Section 5: Interpersonal Skills |
| <ul style="list-style-type: none">● Interpersonal skills<ul style="list-style-type: none">○ Facilitate the learner to identify a personal/interpersonal issue or challenge in a civic or vocational context○ Promote learner recognition of key features and causes of the issue or challenge○ Explore with the learner a range of solutions to the issue or problem○ Support the learner in the creation of a plan of action○ Promote the learner in implementing the chosen action○ Assist the learner in evaluating the outcome of the action taken○ Discuss with the learner negotiation skills, and their effectiveness in dealing with conflict○ Advance the learners skills in giving and receiving constructive criticism, compliments and feedback |

11. Assessment

11a. Assessment Techniques

Collection of Work 60%
 Skills Demonstration 40%

11b. Mapping of Learning Outcomes to Assessment Techniques

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

| Learning Outcome | Assessment Technique |
|--|---|
| 1. Outline the principles of personal effectiveness | Collection of work |
| 2. Compile a range of methods and strategies to achieve personal learning goals to include external- and self-evaluation | Collection of work |
| 3. Compare personal strengths and weaknesses in the learning process to include establishing own learning style | Collection of Work |
| 4. Describe areas of personal responsibility in health, hygiene and safety in a range of civic and vocational contexts | Collection of work |
| 5. Define the characteristics of good group or team work, to include differentiation of roles within a team and adherence to established rules and guidelines | Collection of work |
| 6. Implement a practical action plan designed to accomplish short and long-term learning goals, to include ongoing feedback and monitoring of achievement | Skills Demonstration |
| 7. Respond to personal and or interpersonal issues or challenges that arise in a civic or vocational context, to include identifying the features and cause of the issue, finding and implementing a solution, and evaluating the outcome of the action(s) taken | Skills Demonstration |
| 8. Demonstrate negotiation skills and an ability to deal with conflict, to include giving and receiving constructive criticism, compliments and feedback | Skills Demonstration |
| 9. Use appropriate safe and hygienic practices in a variety of civic or vocational contexts | Collection of work/ Skills Demonstration |
| 10. Work as a member of a team or group, to include taking the lead in an activity or task. | Skills Demonstration |

11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes for the Collection of Work and Skills Demonstration. In devising the assessment briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

| | |
|--|------------|
| Collection of Work | 60% |
| The collection of work may be produced throughout the duration of this programme module | |
| <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 principles of Personal effectiveness ○ A compilation of the methods and strategies in attaining personal learning goals ○ Recognition of personal strengths and weakness in the learning process ○ An awareness of their own learning style(s) ○ An ability to describe an area of personal responsibility in health hygiene and safety in a range of civic and vocational contexts ○ An ability to define the qualities of good group or team work including differentiation of roles, create and follow defined rules and regulations ○ A capacity to develop and follow an action plan and learning plan to conclusion ○ An awareness of safe and hygienic practices in civic and vocational contexts <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.</p> <p>All instructions for the learner must be clearly outlined in an assessment brief</p> | |

| | |
|--|------------|
| Skills Demonstration | 40% |
| The skills demonstration may be completed throughout the duration of this module | |

The learner will complete a skills demonstration that will require him or her to complete the following tasks:

- **A working document evidencing the implementation of a learning plan to include :**
 - Recognition of short and long term learning goals
 - Recorded feedback
 - Highlighting areas of achievement
 - Evidence of the review of progress and evaluation
- **Implement a solution to an issue/ challenge following these steps:**
 - identify the features and causes of the issue/ challenge
 - find a solution
 - evaluate the outcome(s) of the action(s) taken
- **A demonstration of conflict resolution using effective negotiation skills to include:**
 - Giving and receiving constructive criticism
 - Giving and receiving compliments and feedback
- **A learner account of:**
 - The use of safe and hygienic practices in a variety of civic and vocational contexts
- **Work as a member of a team or group to include:**
 - Taking the lead in an activity or task
 - Demonstrating good interpersonal skills

Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these. Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief.

12. Grading

| | |
|---------------|------------|
| Distinction: | 80% - 100% |
| Merit: | 65% - 79% |
| Pass: | 50% - 64% |
| Unsuccessful: | 0% - 49% |

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

| | |
|--|---|
| Personal Effectiveness 4N1132 | Learner Marking Sheet Collection of Work 60% |
|--|---|

Learner's Name: _____

Learner's PPSN: _____

| Assessment Criteria | Maximum Mark | Learner Mark |
|---|---------------------|---------------------|
| <ul style="list-style-type: none"> ● Principles of Personal Effectiveness <ul style="list-style-type: none"> ○ Define Personal effectiveness ○ List and explain the principles of Personal effectiveness for example personal responsibility, adjusting to change and self-empowerment | 10 | |
| <ul style="list-style-type: none"> ● Self-Managed Learning <ul style="list-style-type: none"> ○ Document methods and strategies to achieve personal learning goals to include external and internal self-evaluation ○ Compile a collection of examples detailing the range of methods and strategies to achieve personal learning goals ○ Chart learning style using strengths and weaknesses related to learning | 15 | |
| <ul style="list-style-type: none"> ● Group work <ul style="list-style-type: none"> ○ Define the terms group work and teamwork ○ Detail the various qualities of effective group or team work ○ Identify the different role types in groups or teams | 15 | |
| <ul style="list-style-type: none"> ● Health Hygiene and safety <ul style="list-style-type: none"> ○ Explain the concept of personal responsibility ○ Review any materials, equipment or special conditions required for using safe and hygienic practices in a variety of civic or vocational contexts | 10 | |
| <ul style="list-style-type: none"> ● Interpersonal skills <ul style="list-style-type: none"> ○ Recognise key negotiation skills and their effectiveness in dealing with conflict | 10 | |
| Total Mark | 60 | |

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

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

| | |
|--|---|
| Personal Effectiveness 4N1132 | Learner Marking Sheet Skills Demonstration 40% |
|--|---|

Learner's Name: _____

Learner's PPSN: _____

| Assessment Criteria | Maximum Mark | Learner Mark |
|--|---------------------|---------------------|
| <ul style="list-style-type: none"> • Self-Managed Learning <ul style="list-style-type: none"> ○ Determine short and long term learning goals ○ Develop an action plan detailing the stages required to achieve goals ○ Implement the action plan and review and monitor its progress making adjustments where necessary | 10 | |
| <ul style="list-style-type: none"> • Group work <ul style="list-style-type: none"> ○ Work as part of a team or group in a chosen project, set attainable goals, define the roles of the participants where upon each member takes the lead in at least one task ○ Create rules and guidelines for the participants in their chosen project | 10 | |
| <ul style="list-style-type: none"> • Health Hygiene and safety <ul style="list-style-type: none"> ○ Record the application of personal responsibility in the context of health, hygiene and safety within a range of civic and vocational contexts | 5 | |
| <ul style="list-style-type: none"> • Interpersonal skills <ul style="list-style-type: none"> ○ Identify a personal/interpersonal issue or challenge in a civic or vocational context ○ Recognise the key features and causes of the issue or challenge ○ Explore a range of solutions to the issue or problem ○ Create a plan of action ○ Implement the chosen action ○ Evaluate the outcome of the action taken ○ Practise giving and receiving constructive criticism, compliments and feedback ○ Demonstrate negotiation skills and an ability to deal with conflict | 15 | |

| | | |
|-------------------|-----------|--|
| Total Mark | 40 | |
|-------------------|-----------|--|

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

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____

Cork Education and Training Board