



**Dublin and Dún Laoghaire ETB**

**Programme Module for  
Personal and Professional Development  
Leading to  
NFQ Level 6 QQI Advanced Certificate in  
Personal and Professional Development 6N1949**

## **Introduction**

This programme module may be delivered as a standalone module leading to certification in a QQI minor award. It may also be delivered as part of an overall validated programme leading to a Level 6 QQI Certificate.

The teacher/tutor should familiarise themselves with the information contained in Dublin and Dún Laoghaire ETB's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

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| 1. Title of Programme Module   |
| 2. QQI Component Title and Code  |
| 3. Duration in hours   |
| 4. Credit Value of QQI 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"> <li>a. Assessment Technique(s)</li> <li>b. Mapping of Learning Outcomes to Assessment Technique(s)</li> <li>c. Guidelines for Assessment Activities</li> </ul> |
| 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 the academic and vocational 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 5 Communications and level 5 Mathematics modules with that of other level 5 modules is specifically encouraged, as appropriate.

## **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 Personal and Professional Development 6N1949

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.

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| <b>1. Title of Programme Module</b><br>Personal and Professional Development Level 6  |
| <b>2. Component Name and Code</b><br>Personal and Professional Development Level 6 6N1949   |
| <b>3. Duration in Hours</b><br>150 Hours (typical learner effort, to include both directed and self directed learning)  |
| <b>4. Credit Value</b><br>15 Credits  |
| <b>5. Status</b><br>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   |
| <b>6. Special Requirements</b><br>None  |
| <b>7. Aim of the Programme Module</b><br>The purpose of this award is to equip the learner with the knowledge, skill and competence to utilise a range of advanced personal and interpersonal skills in a variety of personal, civic and specific vocational contexts, whereby the learner may be operating autonomously or in a supervisory capacity   |
| <b>8. Objectives of the Programme Module:</b> <ul style="list-style-type: none"><li>• To understand the principles and practice of personal development.</li><li>• To recognise the necessary qualities and skills needed for effective participation in a chosen career or organisation.</li><li>• To acquire skills and develop tools which support the achievement of personal, civic or vocational aspirations.</li><li>• To understand how organisations operate and handle different situations</li><li>• To understand and reflect own personal and professional development.</li><li>• To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to Personal and Professional Development Level 6 through the medium of the indicative content</li><li>• To enable the learner to take responsibility for his/her own learning.</li></ul> |

**9. Learning Outcomes of Level 6 Personal and Professional Development Level 6 6N1949****Learners will be able to:**

1. Evaluate the principles and practice of personal development.
2. Identify the personal qualities and skills needed for effective participation in a chosen job or organisation, to include opportunities for further personal development and associated action plans
3. Assess the role and practice of time management to include aids and strategies for good time management, the impact of poor time management and own personal time management behaviour
4. Research the processes of problem – solving and decision- making, to include different approaches, strategies to handle difficult problems, contingency plans and methods of implementing and evaluating a solution
5. Analyse the uses of goals or objectives, to include their characteristics, the role of planning and prioritisation, a range of tools and strategies to assist with achieving personal, civic or vocational goals or objectives, and the role of review and evaluation
6. Evaluate how organisations manage change, to include information, communication, analysis of the forces behind change, motivating staff and other partners, and handling reactions to change
7. Determine strategies to resolve personal or interpersonal conflict, to include an understanding of different personalities and how they react to conflict, common causes of conflict and the role of assertiveness and co-operation in conflict resolution
8. Link goals or objectives to available budgets and financial plans to include periodic review and adaptation of resources to plans
9. Delegate tasks to others, to include appropriate planning, identification of skills and strengths in others, review and management of any issues arising
10. Respond appropriately to feedback and constructive criticism on personal performance
11. Use strategies to recognise and cope with stress, setback and workplace pressure
12. Reflect on own personal and professional development to include goal or objective setting, action planning, implementation, on-going review and personal initiative

**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.

**Learning Outcome 1: Evaluate the principles and practice of personal development.*****In order to achieve Learning Outcome 1 facilitate the learner to:***

- Discuss the concept of personal development.
- Explore the process of personal development
- Discuss the importance of continuing personal development
- Evaluate own level of personal development.

**Learning Outcome 2: Identify the personal qualities and skills needed for effective participation in a chosen job or organisation, to include opportunities for further personal development and associated action plans*****In order to achieve Learning Outcome 2 facilitate the learner to:***

- Identify skills needed for effective participation in the workplace
- Identify qualities needed for effective participation in the workplace
- Formulate a skills audit of own current skills and qualities
- Maintain an effective appraisal system of tracking current professional progress and identifying areas for future development
- Discuss various communication styles
- Explore ways of communicating and how non-verbal communication can affect a situation.
- Appraise the importance of effective people skills e.g. an understanding of team dynamics, improving communication skills

**Learning Outcome 3: Assess the role and practice of time management to include aids and strategies for good time management, the impact of poor time management and own personal time management behaviour*****In order to achieve Learning Outcome 3 facilitate the learner to:***

- Discuss the concept of time management

- Explore own time management skills
- Demonstrate how to prioritise activities
- Formulate ideas to handle situations of bad time keeping.
- Organise a schedule around own work behaviour and working habits.
- Appraise the importance of the role of planning in personal and professional practice.
- Generate ways of saving time by making the most of the resources around you e.g. other team members
- Contemplate the importance of 'work - life' balance.

***Learning Outcome 4: Research the processes of problem – solving and decision- making, to include different approaches, strategies to handle difficult problems, contingency plans, and methods of implementing and evaluating a solution.***

***In order to achieve Learning Outcome 4 facilitate the learner to:***

- Discuss the types of problems that may be encountered within the workplace.
- Identify the factors that influence decision making.
- Discuss the concept of contingency plans.
- Identify various techniques for problem solving and decision making.
- Apply various techniques for problem solving and decision making.
- Formulate strategies to resolve difficult problems in a professional manner.
- Prioritise strategies to resolve difficult problems in a professional manner.
- Reflect on the usefulness of these.
- Appraise group dynamics and effectively manage group situations
- Gain consensus and commitment from team members and other project stakeholders.

***Learning Outcome 5: Analyse the uses of goals or objectives, to include their characteristics, the role of planning and prioritisation, a range of tools and strategies to assist with achieving personal, civic or vocational goals or objectives, and the role of review or evaluation***

***In order to achieve Learning Outcome 5 facilitate the learner to:***

- Discuss various types of goals or objectives e.g. personal, civic, vocational.
- Analyse the importance of goals or objectives in e.g. personal and professional development.
- Demonstrate an understanding for the necessity of planning and prioritisation with regards to personal and professional development

- Assess how goals or objectives are used to direct, measure and assess performance in tangible and effective ways.
- Devise a range of resources to help achieve targets in either: personal, civic or vocational arena.
- Critically appraise learning goals achieved, skills gained or improved upon and experiences and challenges encountered.
- Consider the degree to which targets are being reached and implemented and be aware of how review and evaluation contribute to this.

**Learning Outcome 6: Evaluate how organisations manage change, to include information, communication, analysis of the forces behind change, motivating staff and other partners, handling reactions to change**

**In order to achieve Learning Outcome 6 facilitate the learner to:**

- Describe changes that can occur in organisations
- Discuss how change influences organisations
- Discuss the importance of information dissemination
- Evaluate the communication process between the organisation and staff
- Identify a number of pertinent models of organisational change.
- Investigate a number of key variables that contribute to change in organisations.
- Analyse the effects of change on the organisation as a whole both positively and negatively.
- Examine how change can be implemented effectively including e.g. staff motivation and reaction to change

**Learning Outcome 7: Determine strategies to resolve personal or interpersonal conflict to include an understanding of different personalities and how they react to conflict, common causes of conflict and the role of assertiveness and cooperation in conflict resolution**

**In order to achieve Learning Outcome 7 facilitate the learner to:**

- Discuss the concept of conflict
- Consider the types of conflict that takes place in organisations.
- Examine the sources of conflict in organisations.
- Appraise the key perspectives on organisational conflict.
- Explore differing personality styles and their reactions to conflict.
- Explore individual needs and motivations behind conflict

- Reflect on the ways in which conflict can be managed and resolved.
- Evaluate individual needs and motivations behind conflict resolution
- Describe the concept of assertiveness and how this can be used in a positive way.

**Learning Outcome 8: *Link goals or objectives to available budgets and financial plans to include periodic review and adaptation of resources to plans.***

***In order to achieve Learning Outcome 8 facilitate the learner to:***

- Discuss the importance of a budget
- Consider how the available budget affects goals or objectives
- Discuss the concept of financial planning
- Discuss the importance of effective financial planning.
- Devise and implement a budget.
- Appraise the importance of constantly reviewing these plans in order to adapt resources appropriately.

**Learning Outcome 9: *Delegate tasks to others, to include appropriate planning, identification of skills and strengths in others, review and management of any issues arising***

***In order to achieve Learning Outcome 9 facilitate the learner to:***

- Discuss the concept of delegation
- Assess the importance of delegation.
- Discuss the importance of planning in task delegation.
- Devise ways to match people with tasks for successful delegation.
- Evaluate how delegation is used to balance workloads and to provide staff development opportunities.
- Consider how effective delegation can create a positive and motivating environment.
- Appreciate the necessity of understanding what the team's role and goals are.
- Evaluate the importance of giving regular feedback to members of a team on their work in e.g. order to correctly identify their current capabilities, areas of future growth as well as managing possible difficulties or problems.

**Learning Outcome 10: *Respond appropriately to feedback and constructive criticism on personal performance.***

***In order to achieve Learning Outcome 10 facilitate the learner to:***

- Discuss the concept of feedback and constructive criticism
- Consider the value of constructive feedback on personal performance.

- Reflect on personal feedback received.
- Evaluate their own reactions to feedback
- Respond appropriately to feedback and constructive criticism.
- Evaluate own performance in relation to feedback given
- Revise working styles in line with feedback received.

**Learning Outcome 11: *Use strategies to recognise and cope with stress, setback and workplace pressure******In order to achieve Learning Outcome 11 facilitate the learner to:***

- Discuss the concept of stress and workplace pressure
- Discuss the various factors that can cause stress
- Describe the General Adaptation Syndrome
- Recognise the signs of stress
- Appraise how stress impacts on the individual and the organisation.
- Appreciate how easy it is to feel overwhelmed when dealing with competing priorities or a fast approaching deadline.
- Explore strategies which can effectively minimise stress.
- Develop effective coping skills with regard to stress management
- Appraise the necessity to manage work pressure and maintain an appropriate work life balance.

**Learning Outcome 12: *Reflect on own personal and professional development to include goal or objective setting, action planning, implementation, on-going review and personal initiative.******In order to achieve Learning Outcome 12 facilitate the learner to:***

- Describe own personal and professional development journey to date
- Investigate current strengths and weaknesses
- Discuss, current and future, personal goals and objectives
- Devise an action plan to achieve these goals and objectives.
- Explore ways of implementing their personal action plan.
- Appraise the value of on-going review with regard to personal and professional development.
- Deliberate on the necessity for personal initiative and responsibility in achieving success personally and professionally.

## **11. Assessment**

### **11a. Assessment Techniques**

|                              |     |
|------------------------------|-----|
| Portfolio/Collection of work | 50% |
| Skills Demonstration         | 50% |

### **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.

| <b>Learning Outcome</b>   | <b>Assessment Technique</b>                 |
|---|---|
| 1. Evaluate the principles and practice of personal development.  | Collection of work                          |
| 2. Identify the personal qualities and skills needed for effective participation in a chosen job or organisation, to include opportunities for further personal development and associated action plans   | Skills Demonstration                        |
| 3. Assess the role and practice of time management to include aids and strategies for good time management, the impact of poor time management and own personal time management behaviour   | Collection of work and Skills Demonstration |
| 4. Research the processes and decision making, to include different approaches, strategies to handle difficult problems, contingency plans and methods of implementing and evaluating a solution  | Collection of work and Skills Demonstration |
| 5. Analyse the uses of goals or objectives , to include their characteristics, the role of planning and prioritisation, a range of tools and strategies to assist with achieving personal, civic or vocational goals or objectives, and the role of review and evaluation | Collection of work and Skills Demonstration |
| 6. Evaluate how organisations manage change, to include information, communication, analysis of the forces behind change, motivating staff and other partners, and handling reactions to change   | Collection of work                          |
| 7. Determine strategies to resolve personal or interpersonal conflict, to include an understanding of different personalities and how they react to conflict, common causes of conflict and the role of assertiveness and co-operation in conflict resolution             | Collection of work                          |
| 8. Link goals or objectives to available budgets and financial plans, to include periodic review and adaptation of resources to plans   | Collection of work                          |
| 9. Delegate tasks to others, to include appropriate planning, identification of skills and strengths in others, review and management of any issues arising.  | Collection of work and Skills Demonstration |

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|---|---|
| 10. Respond appropriately to feedback and constructive criticism on personal performance.   | Collection of work and Skills Demonstration |
| 11. Use strategies to recognise and cope with stress, setback and workplace pressure.   | Collection of work                          |
| 12. Reflect on own personal and professional development to include goal or objective setting, action planning, implementation, on-going review and personal initiative | Skills Demonstration                        |

### **11c. Guidelines for Assessment Activities**

The assessor is required to devise assessment briefs and marking scheme for the name 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.

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| <b>Portfolio/Collection of work</b>  | 50% |
| The Portfolio will be compiled and completed over the duration of the course   |     |
| <b>The Portfolio/Collection of Work will provide evidence of Learning Outcomes 1, 3, 4, 5, 6, 7, 8 9, 10, 11.</b>  |     |
| <p><b>The internal assessor will devise briefs that require candidates to demonstrate their understanding and application of topics studied in personal and professional development and illustrate how these concepts can enhance and contribute to their own performance in the work place, to the management process of the organisation and to the organisation in general.</b></p> <p><b>The learner will demonstrate knowledge of:</b></p> <ul style="list-style-type: none"> <li>• the principles and practices of personal &amp; professional practice</li> <li>• the theory of Time Management</li> <li>• the theory of problem solving &amp; decision making</li> <li>• the importance of setting goals &amp; objectives</li> <li>• the influence of change on the organisation</li> <li>• Conflict and its management</li> <li>• the theory of budgeting &amp; financial planning</li> <li>• the concept of delegation</li> <li>• the role of appraisal on performance</li> <li>• the concept of stress and how it's managed</li> <li>• the need for critical reflection on the implications for both workers, managers and organisations</li> </ul> <p>Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). 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/examination paper (select as appropriate)</p> |     |

|   |            |
|---|------------|
| <b>Skills Demonstration</b>   | <b>50%</b> |
| <b>Skills Demonstration can be carried out throughout the duration of the course</b>  |            |
| <b>The Skills Demonstration will provide evidence of Learning Outcomes 2, 3, 4, 5, 9, 10, 12</b>  |            |
| <b>In one or more skills demonstrations, the learner will be assessed on their ability to plan, implement and evaluate a personal and professional programme for themselves.</b>  |            |
| <b>Candidates will be required to demonstrate:</b>  |            |
| <ul style="list-style-type: none"> <li>• identification of the personal qualities &amp; skills needed for effective participation in a chosen career and areas of further growth</li> <li>• the practice of good time management</li> <li>• the development of problem-solving and decision –making strategies</li> <li>• appraisal of own goals achieved and resources used</li> <li>• delegation of tasks to others showing appropriate planning, skills identification, review and management</li> <li>• critical reflection on personal feedback</li> <li>• personal reflection on current and future goals including actions plans and review</li> </ul> |            |
| <b>The learner will submit supporting documentation as part of the assessment, including the following:</b>   |            |
| <ul style="list-style-type: none"> <li>• evidence of planning</li> <li>• an account of links between the skills demonstrated and theories and models/approaches of personal &amp; professional development under:</li> <li>• description of own role</li> <li>• how this role contributes positively and negatively to the organisation</li> <li>• a summary and reflection on their own personal &amp; professional development</li> </ul>   |            |
| Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). 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/examination paper (select as appropriate)  |            |

## **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.

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| <b>Personal and Professional Development<br/>6N1949</b> | <b>Learner Marking Sheet<br/>Portfolio/Collection of Work<br/>50%</b> |
|---|---|

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

| <b>Assessment Criteria</b>   | <b>Maximum Mark</b> | <b>Learner Mark</b> |
|--|---------------------|---------------------|
| Relevant information researched and used to support analysis   | 10                  |                     |
| Thorough understanding of Personal and Professional Development theories   | 15                  |                     |
| Effective understanding of concepts of professional development both from an organisational viewpoint and a personal viewpoint | 15                  |                     |
| Considered evaluations and conclusions   | 10                  |                     |
| <b>Total Mark</b>  | <b>50</b>           |                     |

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

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

|   |   |
|---|---|
| <b>Personal and Professional Development<br/>6N1949</b> | <b>Learner Marking Sheet<br/>Skills Demonstration<br/>50%</b> |
|---|---|

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

| <b>Assessment Criteria</b>  | <b>Maximum Mark</b> | <b>Learner Mark</b> |
|---|---------------------|---------------------|
| Clear demonstration of qualities and skills as follows:<br><br>1. personal<br>2. future planning<br>3. time management<br>4. problem solving & decision making<br>5. goal setting<br>6. delegation<br>7. critical reflection on personal feedback | 70                  |                     |
| Personal & Professional programme demonstrates<br><br>1. appropriate and timely planning<br>2. good implementation<br>3. thoughtful and critical reflection   | 30                  |                     |
| <b>Subtotal</b>   | <b>100</b>          |                     |
| <b>Total Mark = subtotal divided by 2</b>   | <b>50</b>           |                     |

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

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