FETAC

Further Education and
Training Awards Council
Comhairle na nDámhachtainí
Breisoideachais agus Oiliúna

Module Descriptor

Personal and Interpersonal Skills

Level 3 GF0032

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Contents

Introduction

A **module** is a self-contained unit of learning. Modules may be followed and assessed alone or in association with other modules.

The FETAC offers certification to candidates who achieve the standards specified in modules approved by FETAC.

This module descriptor describes:

- The purpose and aims of the module
- The knowledge, skills and attitudes which successful learners will achieve on completion of the module
- The standard of work required
- The range of work which candidates are required to submit to FETAC as evidence of their achievements
- How the work should be presented for assessment.

The purpose of this module descriptor is to:

- Provide clear guidelines for centre staff to assist them in planning programmes
- Provide a system of assessment which will allow candidates to demonstrate their achievements.

The overall content of the module and the method of delivery should be planned by centre staff, where possible in consultation with learners, taking into account the assessment requirements outlined in the module descriptor.

1	**Title**	**Personal and Interpersonal Skills**

2	**Code**	**GF0032**

3	**Level**	**3**

4	**Value**	**1 credit**

5   Purpose

This module descriptor outlines the learning outcomes which help pre-vocational learners to practise and gain credit for a range of personal and interpersonal skills necessary for many work, social and life situations.

Course providers are encouraged to design programmes which are consistent with these learning outcomes and reflect learners' needs and interests. This module provides opportunities for candidates to identify, select, manage and collate evidence of their own learning. It may be followed as a stand-alone module, or alternatively may be integrated with other Level 3 modules.

Candidates who are successful in this module will practise a range of core skills which provide a basis for life-long learning. Level 3 Personal and Interpersonal Skills may be delivered as a core or an elective module.

6   Preferred Entry Level

No previous qualifications are required.

7   Special Requirements

Centre authorities must ensure that Assessors delivering this module have undergone appropriate training and that suitable support is available.

8   General Aims

Candidates who successfully complete this module will:

8.1   develop a sense of self-knowledge and self-awareness

8.2   understand and demonstrate decision-making skills

8.3   communicate assertively.

9	**Units**	The Specific Learning Outcomes are grouped as three units.

	1	**Self-awareness**
	2	**Decision-making**
	3	**Assertive Communication**

10 Specific Learning Outcomes

Candidates must achieve all of the following Specific Learning Outcomes:

Unit 1 Self-awareness

1.1	Compile a personal profile.
1.2	Design a personal plan of action.
1.3	Distinguish between personal rights and responsibilities.
1.4	Recognise the main social and cultural factors which can influence identity.

Unit 2 Decision-making

2.1	Illustrate that decisions are a normal part of everyday life.
2.2	Identify a range of decision-making styles.
2.3	Reflect on the experience gained from personal decisions taken.

Unit 3 Assertive Communication

3.1	Explore the nature of passive behaviour.
3.2	Explore the nature of aggressive behaviour.
3.3	Explore the nature of assertive behaviour.
3.4	Demonstrate the effectiveness of aggressive, passive and assertive behaviour.
3.5	Outline the characteristics of effective listening.
3.6	Identify the key stages involved in the negotiation process.

11   Assessment   Candidates present a portfolio of coursework which shows that they have achieved all of the Specific Learning Outcomes.

Portfolio   The portfolio must contain the following:

>   **Assignment**
>   **Log Book**
>   **Other Evidence**

Assignment: candidates present an assignment, designed by the centre, on a theme chosen in negotiation with learners, which demonstrates their achievement of a range of Specific Learning Outcomes.

Log Book: candidates present a log book of learning which includes:

>   details of three activities, tasks and work carried out

>   a personal reflection on any learning or insights which occurred as a result of the experiences

Work for the assignment and the log book may be presented in written, graphic, audio or audiovisual form, or a combination of these.

Other Evidence: candidates present one other piece of work which shows that they have achieved the Specific Learning Outcomes not covered by the evidence described above. This may include learner profiles; peer, self or Assessor assessments; employer references, etc.

Other examples of the type of work which may be submitted as evidence are given in the Appendix, *Description of Portfolio*.

12	**Performance Criteria**	Performance Criteria provide guidelines on Specific Learning Outcomes and describe the standards which successful candidates must achieve.

Performance Criteria provide guidelines on Specific Learning Outcomes and describe the standards which successful candidates must achieve.

For ease of reference, Performance Criteria are itemised alongside the relevant Specific Learning Outcome.

Unit 1

Self-awareness

Specific Learning Outcomes *The learner should be able to:*	**Performance Criteria**
1.1 Compile a personal profile	design a personal profile, to include: likes and dislikes; skills; values; achievements; hopes and fears; personal resources.
1.2 Design a personal plan of action	outline an achievable plan of action, to address a personal hope or aspiration establish a realistic time-frame record resources required evaluate any insights gained from drawing up plan.
1.3 Distinguish between personal rights and responsibilities	identify five personal rights identify five areas of personal responsibility give examples of two rights and two responsibilities operating in every-day life, eg in: the workplace; family life; social or community life.
1.4 Recognise the main social and cultural factors which can influence identity	list some external factors which can influence identity, eg family values, gender values describe three of these influences at work describe one social or cultural factor which has influenced the learner's own identity.

Unit 2

Decision-making

Specific Learning Outcomes *The learner should be able to:*	Performance Criteria
2.1 Illustrate that decisions are a normal part of everyday life	identify six decisions of personal relevance: two taken in the past 24 hours; two taken in the past week; two taken in the past year.
2.2 Identify a range of decision-making styles	describe at least four decision-making styles eg avoidance identify the decision-making style used in four case studies describe the advantages and disadvantages of the styles chosen.
2.3 Reflect on the experience gained from personal decisions taken	give an account of a personal decision, specifying: the decision taken the style chosen any consultation with others the outcome describe any learning or insight gained from the exercise.

Unit 3

Assertive Communication

Specific Learning Outcomes *The learner should be able to:*	**Performance Criteria**
3.1 Explore the nature of passive behaviour	record some verbal and non-verbal characteristics of passive behaviour give two examples of passive behaviour drawn from real-life or fictional situations describe the behaviour in each case.
3.2 Explore the nature of aggressive behaviour	record some verbal and non-verbal characteristics of aggressive behaviour give two examples of aggressive behaviour drawn from real-life or fictional situations describe the behaviour in each case.
3.3 Explore the nature of assertive behaviour	record some verbal and non-verbal characteristics of assertive behaviour give two examples of assertive behaviour drawn from real-life or fictional situations describe the behaviour in each case.
3.4 Demonstrate the effectiveness of aggressive, passive and assertive behaviour	model passive, aggressive and assertive behaviour in a structured situation eg a role play list the implications of these different behaviours for the person displaying them list the implications of these different behaviours for the person receiving them evaluate the effectiveness of each type of behaviour in achieving the desired outcomes.

3.5	**Outline the characteristics of effective listening**	list the basic components of effective listening
		suggest possible barriers to effective listening
		give examples of situations where effective listening is important
		describe a personal experience of listening and being listened to
		describe the effects of active listening on both the giver and receiver of messages.
3.6	**Identify the key stages involved in the negotiation process**	identify a range of conflict situations drawn from real life or fiction
		describe the specific behaviour causing one of the conflicts
		indicate the personal impact of the behaviour
		propose a possible win:win outcome
		suggest how a consensus might be achieved.

	Level 3	Individual Candidate Marking Sheet	Personal and Interpersonal Skills GF0032	

This form is to be copied, completed and attached to the front of each candidate's portfolio.

Candidate's Name:_____ **PPSN:** _____

Specific Learning Outcome *The learner can:*		*SLO* (✓)	**Evidence** **Explanatory Information***
1.1	Compile a personal profile.		
1.2	Design a personal plan of action.		
1.3	Distinguish between personal rights and responsibilities.		
1.4	Recognise the main social and cultural factors which can influence identity.		
2.1	Illustrate that decisions are a part of everyday life.		
2.2	Identify a range of decision-making styles.		
2.3	Reflect on the experience gained from personal decisions taken.		
3.1	Explore the nature of passive behaviour.		
3.2	Explore the nature of aggressive behaviour.		
3.3	Explore the nature of assertive behaviour.		
3.4	Demonstrate the effectiveness of aggressive, passive and assertive behaviour.		
3.5	Outline the characteristics of effective listening.		
3.6	Identify the key processes in the negotiation process.		

(✓) **indicates that the candidate has achieved the SLO.** ***see Appendix, paragraphs 1, 2 and 3.**

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

Candidate's signature:_____ **Date:** _____

Assessor's signature: _____ **Date:** _____

External Authenticator's signature:_____ **Date:** _____

Appendix

Guidelines for presentation and recording of evidence for assessment at Level 3.

1   Description of Portfolio

Level 3 portfolios may contain a wide range of evidence which relates to different Specific Learning Outcomes. Evidence may consist of different types of work, such as:

- written assignments, completed worksheets, cloze exercises
- articles, short answer questions
- personal journals, logs, notes of class sessions
- graphics, logos, drawings, diagrams, montage
- photographs, storyboards, maps, plans
- charts, computer print-outs
- objective test answers, questionnaires, checklists
- audio tapes, audio reviews, video tapes
- completed items or artefacts

and

- Assessor verification of tasks accomplished and activities carried out.

All evidence presented in the portfolio should be the candidate's own work. Independent achievement of the presented work is encouraged; however, where Assessors have assisted in the production of final evidence, this should be clearly indicated on the finished piece.

2   Completion of Marking Sheets

The Individual Candidate Marking Sheet should be copied from this module descriptor, completed by the Assessor and presented along with other evidence of the candidate's achievements. Specific Learning Outcomes attained by the candidate should be identified with a tick ($\checkmark$).

The completed marking sheet should be signed by the candidate and the Assessor, indicating that the portfolio contains the candidate's own work.

3   Assessor Verification
of Achievements   All the Specific Learning Outcomes achieved by the candidate should be verified by the Assessor. In most cases, where evidence of the candidate's achievements is contained in the portfolio, this will consist of a tick (✓).

However, some work cannot be included in the portfolio, for example:

- if the evidence consists of a demonstration of skill, execution of a task, role play, live performance or other behaviour observed by the Assessor
- if the evidence is perishable, for example foodstuffs.

A brief note from the Assessor in the *'Evidence'* column of the Individual Candidate Marking Sheet should describe the relevant activity, for example 'satisfactory role-play observed'; 'took part in weekly soccer games'.

In some cases the evidence may need to be described in more detail. If so, the written verification should consist of a note in the candidate's portfolio. If the Assessor verification applies to activities carried out by a group of candidates, one note will cover the whole group.

Some Assessors may encourage candidates to complete their own Marking Sheets. This is acceptable provided that their accuracy is verified and guaranteed by the Assessor.

Assessor verification is accepted as the **sole evidence** of a candidate's achievement **only if no other work can be submitted: that is, if the Specific Learning Outcome refers to an observed task or practical activity, or if the evidence is perishable.**

4   Submission of
Evidence   All Specific Learning Outcomes in which the candidate has achieved success must be verified by suitable evidence which shows that the learner has reached the required standard. Guidelines on the specifications of evidence for individual modules are given in the **Assessment** section above.

In some cases, a single piece of work can demonstrate that the candidate has succeeded in several Specific Learning Outcomes. This should be clearly indicated on the Individual Candidate Marking Sheet in the *'Evidence'* column.

5	Group Activity and Group Projects	If the candidate has participated in a group activity, this may be submitted as evidence of achievement, provided that the individual's contribution is summarised on the Individual Candidate Marking Sheet in the column headed *'Evidence'*.

In cases where a group project is undertaken as part of the assessment procedure, the portfolio of each group member should record or contain supporting evidence of their individual contribution to the group task, such as notes, plans, costings, sketches, drafts.

6	Volume of Evidence	Work submitted for assessment should consist of the candidate's *best efforts.* It should demonstrate that s/he has achieved the Specific Learning Outcomes and should comply with specifications outlined in the *Assessment* section. In many instances, it will be unnecessary to submit all the work produced by a candidate during the course.

7	Assessment Procedures	**Centre-based assessment:** portfolios of coursework are assessed by the course Assessor in his/her own centre. Portfolios which have reached the required standard are submitted for external monitoring on designated dates throughout the year. It is important that Assessors judge carefully that candidates' portfolios are ready to be submitted for external monitoring, since those which do not meet the standard will be referred back to the candidate.

External monitoring: Assessors present the portfolios which they judge have reached the required standard. Portfolios which do not yet meet the requirements are referred back to the candidate for further work.

The process of external monitoring ensures that a national standard is defined and applied to work submitted by all candidates.

Integrating Personal and Interpersonal Skills

This table allows Assessors to indicate those areas where Personal and Interpersonal Skills may be readily integrated for delivery and/or assessment.

	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6
Personal and Interpersonal Skills	Compile a personal profile	Design a personal plan of action	Distinguish between personal rights and responsibilities	Recognise the main social and cultural factors which can influence identity	Illustrate that decisions are a part of everyday life	Identify a range of decision-making styles	Reflect on the experience gained from personal decisions taken	Explore the nature of passive behaviour	Explore the nature of aggressive behaviour	Explore the nature of assertive behaviour	Demonstrate the effectiveness of aggressive, passive and assertive behaviour	Outline the characteristics of effective listening	Identify the key processes in the negotiation process

Key to Level 3 Module Descriptors

1   **Module Title:** gives an indication of the module content. This appears on the candidate's Certificate.

2   **Module Code:** a code for each module is assigned by FETAC.

3   **Level:** This module descriptor outlines the requirements for Level 3.

4   **Value:** most modules have a value of 1 credit. A small number of modules have a value of 0.5 credit or 2 credits.

5   **Purpose:** this is a general statement which describes the rationale and context for the module.

6   **Preferred Entry Level:** indicates the level of previous achievement or experience which a learner should have in order to start work on the module. No previous qualifications are required for Level 3 modules.

7   **Special Requirements:** describes any specific conditions which the centre must provide in order to present candidates for assessment in this module.

8   **General Aims:** these are broad statements of the key areas of competence (knowledge, skills, aptitudes) which the learner should develop as a result of following the module.

9   **Units:** some modules are sub-divided into groups of related Specific Learning Outcomes.

10   **Specific Learning Outcomes:** these describe in detail what the learner should be able to do when s/he has completed the module. These may include practical skills, behaviour, specific knowledge or understanding.

11   **Assessment:** this describes the range of work which candidates present as evidence of their achievements.
Technique: at Level 3, assessment is carried out through a portfolio of coursework. Each candidate presents a portfolio containing a selection of work which demonstrates that s/he has achieved success in **all the Specific Learning Outcomes listed.** The type of evidence which may be presented varies according to the module.

12   **Performance Criteria:** these provide guidelines on the Specific Learning Outcomes and describe the standards which successful candidates must reach in order to gain credit. For ease of reference, Performance Criteria are listed alongside the relevant Specific Learning Outcomes.

13   **Grading:** At Level 3, the achievement of the required standard is indicated by the grade 'successful'.