

## **Unit : Personal Development**

**Unit type: Foundation**

**Learning hours: 30 hours**

**Unit level: 2**

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### **Unit description**

The Personal Development Unit implies the professional and personal growth in knowledge and skills. It embraces a whole range of practical and transferable skills that can be applied within higher vocational education and the workplace.

This unit examines a range of skills that are deemed necessary to aid learners through various scenarios, which skills are not necessarily implicit within the content of more theoretical or academically oriented units of the Foundation programme. Learners will be able to improve their own learning, be involved with health and safety issues, social and civic competences, entrepreneurship and cultural awareness and expression.

The rationale behind this unit is to enable learners to have exposure to softer skills that are critical in the workplace and in higher vocational education. This unit attempts to encapsulate a range of key and common skills and deliver this information in a dynamic learning environment.

## Summary of learning outcomes

**At the end of this unit the learner will be able to :**

1. Develop **health and safety** awareness
2. Demonstrate **social and civic competences**
3. Explore and develop your own **effective learning strategies**
4. Describe **entrepreneurship** concepts
5. Show **cultural awareness and expression.**

## **Content**

### **1. Health and Safety**

Make learners aware of the importance of learning and identifying the potential hazards at the workplace. Be introduced to the significance of ergonomics and environmental considerations and factors. The learners will also be introduced to the dangers and consequences of legal and illegal substances. Through practice, learners will learn how to deal with emergency situations of fire fighting and first aid techniques.

### **2. Social and Civic Competences**

Be able to communicate and listen effectively in different contexts of the workplace, give and receive feedback, differentiate between assertive, non-assertive and aggressive forms of communication, offer support and show empathy, keep healthy and functional relationships at the workplace, build on trust and respect, rights and duties, sexual behaviour and responsibility, respect and appreciate diversity of others, show personal qualities that convey self-confidence, budgeting – personal and workplace, explore positive ways on how to cope with change and deal with stress, conflict resolution, taking co-responsibility in decision making.

### **3. Effective Learning Strategies**

Develop knowledge and skills about learning needs, objectives and activities. Understanding one's own preferred learning strategies, strengths and weaknesses. Plan short / long term career goals. Work / study under supervision with some autonomy. Develop and improve on concentration and perseverance.

### **4. Entrepreneurship**

Show confidence and take initiative to carry out tasks successfully, up to the required standards. Using a critical way of thinking, analyse and assess the risks and rewards involved in the different ways of getting things done. Use and expand on creativity to introduce innovative methods of operation. Develop organisational skills. Dealing with competition and using SWOT analysis.

## **5. Cultural Awareness and Expression**

Awareness and creative expression of ideas, experiences and emotions. Develop a sense of National and European identity, Cultural and Natural Heritage. Culture of the workplace. Relationships – interactions – expected processes, practices and working structures. Culture in the workplace. Cultural diversity – communication styles and expectations – individuals who differ within cultures (sub-cultures). Cultural misunderstandings in the organisation. The intangible cultural heritage (Living heritage).

## **6. Learning to Learn**

learners will acquire the knowledge of the competences, skills and qualifications required for a particular work or career goals. Learning to learn requires individuals to know and understand their preferred learning strategies, the strengths and weaknesses of their skills and qualifications, and to be able to search with some help the education and training opportunities and the support available to them from more than one source.

## **Guidance for teaching and assessment**

### **Delivery**

The Personal Development unit is essentially practical, based on experiential learning. It is a process through which the learner has the opportunity of experiencing, reflecting and generalizing particular skills. The aim is that through the sessions, a need would be created within the learners, to examine their attitudes and to learn particular skills. Then they would be able to identify the learning process and apply the learnt skill within one's life experiences.

Learners can also collect evidence from past life experiences to provide greater depth and application of the learnt knowledge and skills. These sessions will help learners to become aware of the continuous process of personal development which is one of a life long journey.

In case of Fire Fighting and First Aid, specialized trained personnel are required to deliver such sessions as these imply certain sensitive details that can affect the health and life of human beings.

### **Assessment**

The assessment of this Unit is based on 15 hours Voluntary work in the community. These 15 hours will be assessed at the end of the academic year through a 10 minutes presentation where students will be asked to illustrate their work in these 15 hours.

The marks will be assigned as follows

- 40 marks for the 15 hours done
- 30 marks for the class presentation
- 30 marks for the general attendance of the student

The voluntary hours can be carried out in NGOs, Sports Entities, places of self-development and areas approved by the Personal Development Lecturers and/or Co-ordinator.

## Learning Outcomes and Assessment Criteria

### Outcomes

To achieve each outcome a learner must demonstrate the ability

Topic	Assessment Criteria
<b>Health and Safety</b>	<p><b>1.1</b> Identify potential hazards at workplace, school and at public places and be able to give basic first aid if needed.</p> <p><b>1.2</b> Follow and show grasp of the Basic Firefighting Course</p>
<b>Social and Civic Competences</b>	<p><b>2.1</b> Demonstrate the ability to work effectively in a team with particular emphasis on adequate communication skills, self management and in dealing with conflict with other members of the group.</p>
<b>Effective Learning Activities</b>  <b>Learning to Learn</b>	<p><b>3.1</b> Be able to identify one's own career path and the best learning strategies to use for achieving this goal.</p>
<b>Entrepreneurship</b>	<p><b>4.1</b> Understand different Business Types (Sole traders, Limited Companies etc) and show signs of creative thinking when it comes to new product design</p>
<b>Cultural Awareness and Expression</b>	<p><b>5.1</b> Understand different cultural beliefs and values and show signs of tolerance towards different sets of beliefs.</p> <p><b>5.2</b> Show understanding of the difficulties faced by people with different needs and understand how these people can be helped to integrate and be a functional part of our society.</p> <p><b>5.3</b> Appreciate, understand and promote our national cultural heritage and the arts practiced within our society.</p>