

Unit: Personal Development

Learning hours: 30 Hours

Unit Level: Level 3

Unit Description

The competencies in Interpersonal and civic skills are presented in five strands: Communication, Working with Others, Problem Solving, Self-Management and civic skills. This five-fold distinction is consistent throughout the three levels under review namely:

- a) the skill of communication develops a sense of care and respect for others and the facility to relate and communicate effectively in the place of work;
- b) in working with others, Learners are required to contribute to the planning and carrying out of tasks and activities in co-operation with other people;
- c) problem solving encourages Learners to develop a systematic approach to tackling problems and to reflect on their progress;
- d) self-management skills foster a sense of personal responsibility for their own actions and behaviour;
- e) in practising civic skills Learners are encouraged to develop a sense of social responsibility and appreciate the interdependent nature of the world in which they live and work. They also explore the need to work for the environment in particular in their place of work.

Summary of Learning Outcomes

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

1. Develop effective communication skills pertaining to both your personal and professional life
2. Demonstrate a notable ability of working within a team whilst identifying leadership skills and traits
3. Understand and develop clear problem solving skills
4. Show effective self-management skills in relation to various aspects of both their personal and public persona
5. Demonstrate higher social and civic competences

Content

1. **Communication**

Learners will be able to preserve ideas and information orally to a specified audience in the Workplace through the use of different media including IT, powerpoint, charts and communicate using graphs. They will also be able to develop points and ideas, with an awareness of others' feelings, beliefs and opinions whilst accepting the diversity of different systems. Learners should also master the ability to listen and respond sensitively, show presentation and public speaking skills and apply good decision-making skills in the work place.

2. **Working with Others**

Learners should be able to give oral instructions in the work place, respond to one-to-one complaints, initiate and consult others in both their private and working environment. Learners should also show that they are able to participate in group decisions, lead and represent other students in class work and discussions. They have to show a good understanding of leadership traits and skills involved in a team and a general sense of group dynamics. They should also be aware of what constitutes and how to contribute to collective agreements and to learn, understand and respect diversity in value and belief systems.

3. **Problem Solving**

After these sessions the students should be able to plan and manage choices of careers based on their knowledge and choice of study paths they have undertaken. They should also be able to make decisions on resource available to them both including financial, human and other resources. Students should also be able to detect problems relating to work/study and present viable solutions whilst also being able to review chosen solutions to ensure objectives achieved. Students should also be able to use media and technology critically to gather information on jobs in both forms of questionnaires, interviews and also through other tools at their disposal.

4. **Self-Management**

Learners should be able to manage own career development, organise and maintain own resources and show the ability of exercising time management effectively. Students should also be able to clearly identify, using given criteria, own strengths and weaknesses. They will be also introduced to the topic of transmission of H.I.V. and Aids and any misconception about the subject.

5. Social and Civic Competences

Students should be able to relate equal opportunities and gender equality issues to national and international contexts. They should also be able to learn about approaches to domestic conservatism and recycling whilst understanding the importance of preserving every ecosystems. Students should be also able to identify, respond and influence social, moral and political challenges and situations. Students will be exposed and should understand the ways in which the lives of Maltese workers are linked to workers in Europe and the rest of the world in a way of understanding difference between local and international industrial relations issues beyond the place of work to enhance working conditions and workplace effectiveness.

Other Topics

1. Entrepreneurship

Entrepreneurship at level 3 enables access to semi-skilled employment, further training or higher education. Learner not only exhibits knowledge of tasks and procedures but also adaptation to changes in these. This necessitates personal improvements or different choices of methods used in carrying out tasks.

2. Cultural Awareness and Expression

Cultural expression is the result of the creativity of individuals, groups and societies. It is the appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts. In the context of VET, cultural expression incorporates also the dimension of the workplace.

3. Learning to Learn

Self-directed learning involves the learner initiating the learning, making the decisions about what training and development experiences will occur, and how. In the VET context this includes learning in the workplace. The learners select and carry out their own learning goals, objectives, methods and means to verify that learning has taken place. Learners diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.

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 these 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. The aim is to encourage students discover themselves and the world around them in various ways. They will be also encouraged to broaden their skills and knowledge of the subjects discussed through the use of various media including books, internet and sharing of personal experiences.

For specialized sessions (Level 3 non-PD topics) seminars with expert guest speakers will be organized and students will be encouraged to participate and make the best use out of these sessions.

Assessment

Assessment is in the form of questionnaires, interviews, self and peer assessments, presentations (Individual/ group using power-point), role-plays, portfolios, projects, field-work, reflections.

Final mark will be given as Pass or Fail depending on the attendance and class work and presentation of the Class File at the end of the Academic Year.

Resources

A number of resources can be use to support this unit. These include traditional textbooks on personal development, key skills or business skills, videos on transferable skills, team building, exercises, and team games and on different cultures, beliefs and opinions. Learners should have access to the appropriate equipment whenever it is needed and the use of IT is encouraged to help the learners develop their portfolio and be provided with the opportunity to carry out supervised internet research.

Learning Outcomes and Assessment Criteria

Topic	Learning Outcomes
	To pass students must show and demonstrate the ability to :-
Communication	P 1.1 Using multiple communication media to present a message effectively to a range of audiences (Presentation/Oral/Visual/Formal & Informal communication)
Working with Others	P 2.1 Show an understanding of equity issues at any given workplace. Equality issues include Gender, Racial, Physical, Religious and other types of discrimination at work
Problem Solving	P 3.1 Show various ways of problem solving whilst coming to a viable and sound conclusion to a given problem.
Self-Management	P 4.1 Understand the implications of substance misuse including both alcohol/drugs and other illegal substances P 4.2 demonstrative individual responsibility for sexual health and own actions that support the sexual health and safety of others now and in the future, both in the workplace and in society.
Civic Skills	P 5.1 Understand the rights and responsibilities of being a worker. P 5.2 Show a good knowledge of social institutions in our lives and be able to differentiate between the nature and scope of each (ex. NGOs, Voluntary Organisation, Political Group, Trade Union etc)
Entrepreneurship	P 6.1 Follow and provide work instructions and showing that s/he can follow necessary control procedures. P6.2 Be able to distinguish between various business types and the hierarchy within an organisation and how to describe it through an organigram.
Learning to Learn	P7.1 Identify best learning strategies for personal use and learn how to manage time effectively so that effective learning can happen.
Cultural Awareness	P8.1 Understand and recognise local cultural traits and places and be able to identify unique traits of Maltese culture in comparison with other European Cultures.