

H8PDS: Professional Development Skills

Module Code:	H8PDS
Long Title	Professional Development Skills APPROVED
Title	Professional Development Skills
Module Level:	LEVEL 8
EQF Level:	6
EHEA Level:	First Cycle
Credits:	5
Module Coordinator:	Michael Goldrick
Module Author:	Michael Goldrick
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Analyse, structure and present oral and written information in a variety of formats as applied in an early childhood education setting / adult learning education setting.
LO2	Identify and facilitate the removal of, common barriers to communication.
LO3	Demonstrate an awareness and proficiency in project management skills.
LO4	Understand, prepare and be effective in group coaching and team facilitation as applied in an early childhood education setting / adult learning education setting.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Introductory Communications Concepts • Business report writing • Models of Project management; • Gantt Chart management. • Effective business communication skills in an early childhood setting/ adult learning setting.			
Principles of Written and Oral Presentations • Structure of reports • Marshalling the data • Basic principle of clear writing • Diction, projection and clarity • Speaking to an audience – techniques to use • Writing class assignments and essays • Report writing • Dealing with technical information • Use of graphics, tables etc.			
Interactive Skills and principles of Coaching • Interpersonal psychology • Feedback and stimulation • Understanding body language in early childhood and adult education settings. • Handling questions • Dealing with criticisms • Listening techniques • Coaching and Facilitation in an early childhood education setting / adult learning setting.			
Interpersonal Communication • Psychological principles underpinning interpersonal communication • Meetings • Interviews • Negotiation and problem resolution • Communication in small groups • Large group communication			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Practical	% of total:	40
Assessment Date:	n/a	Outcome addressed:	1,2,4
Non-Marked:	No		
Assessment Description: Role Play: learners will take part in a series of scenarios surrounding conflict management, resolution, group facilitation and coaching. Each learner will be expected to act as both a facilitator and peer reviewer of performances. These role play scenarios will be designed to develop skills in early childhood education settings and adult learning education settings respectively.			
Assessment Type:	Assignment	% of total:	35
Assessment Date:	n/a	Outcome addressed:	1,3
Non-Marked:	No		
Assessment Description: Learners will complete a short business report relating to change management and outline the steps needed to manage change and resistance. This report will contain evidence of literature analysis, problem analysis, proposed actions and Gantt chart diagrams.			
Assessment Type:	Presentation	% of total:	25
Assessment Date:	n/a	Outcome addressed:	1
Non-Marked:	No		
Assessment Description: Learners will present a summary of their business report to their peers and talk through the needed steps to actualise their vision.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Repeat failed items <i>The student must repeat any item failed</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Every Week	2.00
Independent Learning Time	No Description	8.5	Every Week	8.50
Total Weekly Contact Hours				2.00
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Per Semester	0.17
Independent Learning	No Description	8.5	Per Semester	0.71
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
<p>McClave, H.. (2008), Communication for business, 4th edition. Gill and McMillan.</p> <p>Ro Gorell. (2013), Group Coaching: A Practical Guide to Optimizing Collective Talent in Any Organization, Kogan Page Publishers, [ISBN: 0749467606].</p>	
<i>Supplementary Book Resources</i>	
<p>Farnmount, T.. (1988), Fast Track, Hodder and Stoughton.</p> <p>Fisher. R and Ury. W.. (1992), Getting to Yes, Century Business.</p> <p>Joss, M. W.. (1999), Looking good in presentations, Coriolis.</p> <p>Montross, D. H. and Shinkman, J.. (1992), Career Development, theory and practice, USA.</p> <p>Pedler, M, Burgoyne, J., Boydell, T.. (2001), A manager's guide to self-development, McGraw-Hill.</p> <p>Stewart, J.. (1999), Employee Development Practice, Pitman.</p> <p>Thomson, J.. (1999), Changing Patterns of Management Development, Blackhall.</p>	
<i>This module does not have any article/paper resources</i>	
<i>Other Resources</i>	
<p>[Journal], People management.</p> <p>[Journal], HRD Ireland.</p>	
Discussion Note:	