Mandatory Unit – Level 2, Unit SD1 – Self Development

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These learning outcomes aim to help students take an active role in their self-development by identifying their strengths and/or abilities, choosing an area for improvement, and explaining why it is important for them.

To assess these learning outcomes, you can use a variety of methods, such as self-assessment questionnaires, reflective journals, portfolios, presentations, or peer feedback.

For each learning outcome, you can use the following guidance:

1.1 Describe their own strengths and/or abilities

This outcome helps students to recognise and appreciate their own strengths and/or abilities and to build their self-confidence and self-esteem. It also allows them to learn from each other and to appreciate diversity. You can ask students to list their strengths and/or abilities in different domains (e.g., academic, personal, social, etc.) and share them with the class or a partner. You can provide some examples or prompts to help them (e.g., "I am good at...", "I enjoy...", "I can..."). You can also ask students to reflect on how they identified their strengths and/or abilities and how they felt about sharing them.

1.2 Choose an area for self-development

This outcome helps students to set realistic and meaningful goals for their self-development and to identify the reasons and motivations behind them. It also encourages them to think critically and creatively about how they can achieve their goals and overcome potential obstacles. You can ask students to choose one area that they would like to develop further and explain why they chose it. You can give them some criteria or questions to guide them (e.g., "What are your goals?", "What are the benefits of improving this area?", "What are the challenges or barriers you might face?"). You can also ask students to write down their goals and action plans and review them periodically.

1.3 Describe the importance of this area for their own self-development

This outcome helps students to understand the value and relevance of their self-development goals and how they relate to their values, interests, aspirations, or well-being. It also helps them to develop a positive attitude towards learning and growth. You can ask students to describe why this area is important for their own self-development and how it affects their personal or professional life. You can encourage them to use evidence or examples to support their claims (e.g., "This area is important for me because...", "This area will help me to...", "This area reflects my..."). You can also ask students to evaluate their progress and achievements and celebrate their successes.

2.Be able to plan for their self-development

2.1 Plan for an identified area of self-development

This outcome helps students to choose an area of self-development that is relevant and meaningful for them and to plan how they will achieve it. You can ask students to use the SMART criteria to define their goals and to write them down clearly and concisely. You can also ask students to explain why they chose this area and how it relates to their values, interests, aspirations, or well-being.

2.2 List activities, targets, and timelines for their own self-development

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This outcome helps students to break down their goals into smaller and manageable steps and to assign specific activities, targets, and timelines for each step. You can ask students to use a template or a tool (e.g., a calendar, a planner, a spreadsheet, etc.) to organize their action plans and to make them realistic and flexible. You can also ask students to consider the resources and support they will need and how they will access them.

2.3 Plan how to review progress towards achieving their targets

This outcome helps students to monitor and evaluate their self-development process and outcomes and to identify the strengths and areas for improvement. You can ask students to plan how they will review their progress (e.g., when, how often, with whom, etc.) and what criteria or indicators they will use (e.g., feedback, results, satisfaction, etc.). You can also ask students to plan how they will document their progress (e.g., using a journal, a portfolio, a presentation, etc.) and how they will use the feedback or evidence to improve their action plans or goals.

2.4 Work through the agreed plan towards achieving their self-development targets

This outcome helps students to implement their action plans and to work towards their self-development targets. You can ask students to follow their plans and timelines and to complete the activities they have set for themselves. You can also ask students to review their progress regularly and to adjust their plans or goals if necessary. You can also ask students to celebrate their achievements and to reflect on what they have learned from the process.

3.Review their self-development and plan for the future

3.1 Review their own self-development plan

This outcome helps students to assess their self-development process and outcomes and to identify the strengths and areas for improvement. You can ask students to use the criteria or indicators they have set for themselves (e.g., feedback, results, satisfaction, etc.) to evaluate their progress and achievements. You can also ask students to reflect on what they have learned from the process and how it has affected their personal or professional life.

3.2 Describe how to make changes and improve the plan

This outcome helps students to make changes and improvements to their self-development plan based on their evaluation and feedback. You can ask students to describe how they will modify their goals, activities, targets, or timelines to make them more realistic, relevant, or challenging. You can also ask students to describe how they will address the challenges or barriers they have faced or might face in the future.

3.3 Outline ways to continue with their self-development in the future

This outcome helps students to outline ways to continue with their self-development in the future and to maintain a positive attitude towards learning and growth. You can ask students to outline some short-term or long-term goals that they would like to pursue in the future and how they will achieve them. You can also ask students to outline some strategies or habits that they will use to keep themselves motivated, focused, and resilient.

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