

ASDAN Level 3 Certificate of Personal Effectiveness

1. Title

The following qualification has been accredited by the regulatory bodies in England, Wales and Northern Ireland (Ofqual, Qualifications Wales and CCEA).

ASDAN Level 3 Certificate of Personal Effectiveness
Accreditation Number: 100/3560/6

In England and N. Ireland it appears in the Register of Regulated Qualifications. In Wales it appears in the QiW (Qualifications in Wales) database. CoPE is also credit rated by the Scottish Qualifications Authority (SQA) and is listed in the Scottish Credit Qualifications Framework (SCQF).

This qualification also carries **UCAS Points: 16** (September 2017 tariff)

2. Location of the qualification within the subject/sector classification system

14.1 Foundations for Learning and Life

3. Total Qualification Time (TQT)

This is comprised of the number of Guided Learning Hours assigned to the qualification, and an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, self-study, research and other independent and unguided learning activities. The TQT allocated takes into account estimates and other relevant information gathered from a reasonable number of centres and third parties.

Number of Guided Learning Hours assigned 100 hours
Total Qualification Time 200 hours

4. Qualification Dates

Operational End Date: 31/12/2022

Certification End Date: 31/12/2024

Candidate registrations may not be accepted by ASDAN after the operational end date for a specific qualification if an extension is not obtained from the regulators. However, certification is allowed until the certification end date so that candidates have time to complete any programme of study. At least six months before the operational end date for a qualification, ASDAN will undertake a review of the qualification. This will be done in collaboration with stakeholders in order to take account of any changes necessary to continue to meet their needs. Once this review process is complete, ASDAN will consider the most appropriate course of action, which might include applying to the regulators for an extension to the regulation period, revising or creating a new qualification or withdrawing the qualification. Information relating to changes or extensions to qualifications will be posted on the ASDAN website www.asdan.org.uk.

5. Objective of the qualification

The ASDAN Level 3 Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from rich activities, rather than simply to experience them. This quantifies and formalises their preparedness to progress into Higher Education, employment, or vocational training and apprenticeships.

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6. Staffing requirements

This section is provided to give some guidance on the experience and qualifications needed to deliver and assess these qualifications; it is not however intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must ensure that they have sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively, and that appropriate judgements are made as to whether evidence being presented is valid, sufficient and reliable.

ASDAN cannot be held responsible for any difficulties that arise in the delivery or assessment process as a result of internal recruitment decisions. Recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of ASDAN qualifications are suitably qualified.

Examples of relevant qualifications: Assessor/Internal Verifier awards

Examples of work experience: Demonstrable experience of knowledge of the subject area.

The ASDAN Centre Guidance (Section 2.2, Roles and Responsibilities) outlines the range of functions necessary for candidate achievement, and the expectations for suitable qualifications/experience.

7. Units

The units listed below are available for the qualification.

Title	Level	Unit reference	Credit rating (if applicable)
Introduction to Working with Others	3	WO3	N/A
Introduction to Improving own Learning and Performance	3	LP3	N/A
Introduction to Problem Solving	3	PS3	N/A
Planning and Carrying out a Piece of Research	3	R3	N/A
Communicating through Discussion	3	D3	N/A
Planning and Giving an Oral presentation	3	OP3	N/A

8. Structure of the qualification

Candidates must complete all units to achieve the qualification. Candidates who do not achieve the full qualification requirements of 6 units will receive certification for those units which they have successfully completed.

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Equivalent units are units within other qualifications that have been judged to be similar enough in content to be counted instead of certain units within the qualification.

Exemptions are generally non-credit based units that can allow a candidate to be exempt from certain identified units. Where such opportunities exist, these are noted in the specifications for the unit.

Some of the units have equivalent units or exemptions identified against them. A Centre Claim form and guidance are provided on the website in order to manage credit claims and exemptions.

Evidence to fully meet the CoPE standards is generated by identifying and completing challenges from a selection of modules in the **AoPE/CoPE student book** or **ASDAN Personal Development Programmes student books** which comprise the core curriculum. Through these challenges candidates need to demonstrate skill development and must complete enough challenges to gain 15 curriculum (ASDAN) credits (requiring approximately 150 hours of work). Opportunities are available to build some credits from Short Courses or other curriculum programmes into CoPE.

Completion of the qualification involves three main strands:

- taking responsibility for planning, organising and carrying out a number of activities, or challenges, and evidencing this work in a portfolio
- developing and evidencing the skills represented by the CoPE assessment units
- completing skill-specific evidence records using ASDAN documentation

To demonstrate working at the appropriate level, candidates are required to use the **mandatory recording documents** provided by ASDAN, which support the consistent production of evidence.

The mandatory **Standards with Guidance** document, which is provided to support centres in the delivery and assessment of the qualification, provides additional guidance on the appropriate type, quality and quantity of evidence required in order for candidates to show they have met the required standard.

The mandatory **Centre Guidance** contains all the information centres need in order to successfully deliver, assess and internally moderate the qualification and submit candidates for certification.

9. Prior achievement and recognition of prior learning

There are no specific recommended prior learning requirements for this qualification. This qualification has been developed for candidates aged 14-16 in schools and colleges, but is also accessible to candidates post-16. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their candidates.

Recognition of Prior Learning (RPL)

RPL is where a candidate has achieved something relevant to the qualification without formal recognition such as a certificate. ASDAN has a policy on RPL which allows all claims to be considered on an individual basis.

10. Progression Opportunities

ASDAN Wider Key Skills Level 3

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11. Assessment and moderation

Candidates complete a **portfolio of evidence**, generated from appropriate challenges within the Student book and Suggested Problems booklet/s, which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. This is internally assessed by centre assessors against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard.

There is a mandatory **Assessment Checklist** provided for each unit (see example below). These can be downloaded from the ASDAN website and must be completed by the assessor when the candidate completes each unit. Each Assessment Checklist must be signed by the candidate, assessor and internal moderator to authenticate the work, and added to each candidate's portfolio of evidence.

Internal moderation is undertaken by the centre, following their own sampling strategy. The internal moderator provides the vital link between the assessors and the external moderator, and acts as the centre's quality assurance representative.

External moderation is carried out by ASDAN's External Moderators who look at the quality and compare the standards of a sample of candidates' work to ensure that national standards are being met, monitor assessment practice and, where problems are identified, take action to ensure that assessment conforms to national standards.

12. Assessment language

ASDAN qualifications are published and assessed in English only.

13. Standards

The standards for each unit are as follows:

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Title:	Introduction to Working with Others (in a team)	
Unique Reference Number:	K/102/3427	
Level:	3	
Credit Value (if any):	n/a	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Plan work with others	1.1 Agree realistic objectives for working together and what needs to be done to achieve them 1.2 Share relevant information to help agree roles and responsibilities 1.3 Agree suitable working arrangements with those involved	
3.2 Seek to develop co-operation and check progress towards their shared objectives	2.1 Organise and carry out tasks efficiently to meet their responsibilities 2.2 Seek effective ways to develop co-operation, including ways to resolve any conflict 2.3 Share accurate information on progress, agreeing changes where necessary to achieve objectives	
3.3 Review work with others and agree ways of improving collaborative work in the future	3.1 Agree the extent to which working with others has been successful and the objectives have been met 3.2 identify factors, including their role, in influencing the outcome 3.3 Agree ways of improving their work with others in the future, including interpersonal skills	
Additional information about the unit		
Organisation reference code	WO3	
Unit aim/purpose	This unit is about the individual developing and demonstrating skills in working co-operatively with others. The candidate does this by being clear about the objectives the team or group is working towards and their own role and responsibilities, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.	
Requirements about the way the units must be assessed (if appropriate)	n/a	
Guidance on suitable types of supporting evidence	Mandatory: Plan, Do, Review sheets; Own plan, with activities and deadlines; evidence of carrying out own role Other: Activity/learning log; witness testimony; peer reports; other relevant evidence	
Unit review date	30/06/2016	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit	
Equivalent ASDAN unit/s or exemptions	Working with Others L3 (WKS)	

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Title:	Introduction to Improving own Learning and Performance	
Unique Reference Number:	M/102/3428	
Level:	3	
Credit Value (if any):	n/a	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Set targets using information from appropriate people and plan how these will be met	1.1 Seek information on ways to achieve what they want to do and identify factors that might affect their plans 1.2 Use this information to set realistic targets and identify clear action points 1.3 Plan how they will manage their time, use support, review progress and overcome possible difficulties	
3.2 Take responsibility for their learning, using their plan to help meet targets and improve their performance	2.1 Manage their time effectively to meet deadlines, revising their plan as necessary 2.2 Choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands 2.3 Reflect on their progress, seeking feedback and relevant support to help them meet their targets	
3.3 Review progress and establish evidence of their achievements	3.1 Provide information on the ways they have used their learning to meet new demands and on factors affecting the quality of their outcome 3.2 Identify targets they have met and gather evidence of their achievements 3.3 Consult appropriate people to agree ways to further improve their performance	
Additional information about the unit		
Organisation reference code	LP3	
Unit aim/purpose	This unit is about developing skills as an independent learner. The candidate does this by being agreeing and working towards targets that will help them achieve their personal, learning or career goals. Planning learning, choosing different ways of learning and reviewing learning are important parts of this process.	
Requirements about the way the units must be assessed (if appropriate)	n/a	
Guidance on suitable types of supporting evidence	Mandatory: Preparation, Do, Review sheets; Own plan, with activities and deadlines; evidence of target achievement/extent of progress towards targets Other: Activity/learning log; annotated source materials; examples of work in progress; other relevant evidence	
Unit review date	30/06/2016	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit	
Equivalent ASDAN unit/s or exemptions	Improving own Learning and Performance L3(WKS)	

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Title:	Introduction to Problem Solving
Unique Reference Number:	T/102/3429
Level:	3
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Explore a problem and identify different ways of tackling it	1.1 Identify, analyse and accurately describe the problem, and agree with others how they will know it has been solved 1.2 Select and use a variety of methods to come up with different ways of tackling the problem 1.3 Compare the main features and risks of each approach, and justify the method they decide to use
3.2 Plan and implement at least one way of solving the problem	2.1 Plan their chosen way of solving the problem and get the go-ahead from an appropriate person 2.2 Put their plan into action, effectively using support and feedback from others to help tackle the problem 2.3 Check regularly progress towards solving the problem, revising their approach as necessary
3.3 Check if the problem has been solved and review their approach to problem solving	3.1 Apply systematically methods agreed with an appropriate person to check if the problem has been solved 3.2 Describe fully the results and draw conclusions on how successful they were in solving the problem 3.3 Review their approach to problem solving, including whether other approaches might have proved more effective
Additional information about the unit	
Organisation reference code	PS3
Unit aim/purpose	This unit is about the candidate demonstrating a systematic approach to tackling problems. It involves the candidate thinking about a problem and about approaches to tackling it. The candidate plans how they will sort out the problem, then carries through the plan and looks back to decide how well they went about the problem-solving process.
Requirements about the way the units must be assessed (if appropriate)	n/a
Guidance on suitable types of supporting evidence	Mandatory: Plan, Do, Review sheets; evidence of carrying out the plan; evidence that the problem has been resolved Other: Activity/learning log; other relevant evidence
Unit review date	30/06/2016
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit
Equivalent ASDAN unit/s or exemptions	Tackling problems L3 (AoPE) Problem Solving L3 (WKS)

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Title:	Planning and Carrying out a Piece of Research	
Unique Reference Number:	K/102/3430	
Level:	3	
Credit Value (if any):	n/a	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Undertake research into an area that is of special interest	1.1 Identify a broad area of interest and possible aspects for research 1.2 Choose one of the aspects, identifying appropriate objectives for detailed research, and plan how to carry out the research 1.3 Select a variety of sources (three or more) to gather relevant information, and identify appropriate methods and techniques to carry out the research	
3.2 Carry out the research, largely independently, using appropriate information and data	2.1 Carry out the research using appropriate strategies to meet the identified objectives (e.g. testing, observing, analysing viewpoints) 2.2 Review material collected and identify information and data most relevant to the research objectives 2.3 Demonstrate an in-depth understanding of the chosen subject and justify conclusions	
3.3 Present the findings of the research appropriately and review	3.1 Prepare for presenting the results of the research, ensuring the content and structure of the presentation are adapted to the needs of the audience 3.2 Present the information in a clear, concise and appropriate format, using more than one presentational method 3.3 Seek feedback from the audience to help evaluate the presentation and the research	
Additional information about the unit		
Organisation reference code	R3	
Unit aim/purpose	This unit is about identifying objectives for the research, and planning and carrying out activities for specific purpose(s) – i.e. the research is not just to find out general information about a topic but will lead to a conclusion based on findings.	
Requirements about the way the units must be assessed (if appropriate)	n/a	
Guidance on suitable types of supporting evidence	Mandatory: Student Research Evidence sheet (includes Tutor statement); Annotated source materials; raw data/results; evidence of presentation of the research Other: Activity/learning log; feedback sheets; other relevant evidence	
Unit review date	30/06/2016	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Communicating through Discussion (in a group)
Unique Reference Number:	M/102/3431
Level:	3
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Make clear and relevant contributions in a way that suits the purpose and situation	1.1 Prepare for the discussion so that the contribution made is relevant to its purpose 1.2 Make relevant contributions and use appropriate vocabulary to suit the purpose of the discussion (e.g. when presenting the argument, expressing complex ideas, explaining events) 1.3 Adapt how and when contributions are made to respond to different situations (e.g. formality of the setting, nature of the group, sensitivity of the topic)
3.2 Listen and respond sensitively to others, and develop points and ideas	2.1 Show listening skills by making relevant comments and using body language 2.2 Respond in ways that show consideration for others' feelings 2.3 Ask questions that help develop ideas
3.3 Create opportunities for others to contribute	3.1 Invite others to contribute 3.2 Support points made by others and ask follow-up questions
Additional information about the unit	
Organisation reference code	D3
Unit aim/purpose	This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should communicate clearly, respond appropriately to others and be supportive of other members of the group.
Requirements about the way the units must be assessed (if appropriate)	n/a
Guidance on suitable types of supporting evidence	Mandatory: Student Discussion Evidence sheet; Observation Checklist; Evidence of candidate's preparation for discussion (e.g. notes, evidence of finding out about the topic) Other: Peer statements; other relevant evidence
Unit review date	30/06/2016
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Planning and Giving an Oral Presentation	
Unique Reference Number:	T/102/3432	
Level:	3	
Credit Value (if any):	n/a	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Prepare the presentation to suit the purpose	1.1 Research the chosen topic in detail 1.2 Plan how they will structure the presentation 1.3 Identify appropriate supporting material and ensure it is available, and prepare any other resources needed for the presentation	
3.2 Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience	2.1 Use clear language and appropriate vocabulary with precision 2.2 Structure what is said to help listeners to follow the sequence of main points and ideas (e.g. use terms such as 'firstly...', 'secondly...', 'in conclusion...') 2.3 Vary tone to stress the main points of the presentation	
3.3 Use a variety of methods to engage the audience	3.1 Give examples to illustrate complex points, relating the talk to the audience's experience 3.2 Use relevant images from graphs, photographs, pictures, diagrams or models to illustrate points 3.3 Use at least one additional method to engage the audience	
Additional information about the unit		
Organisation reference code	OP3	
Unit aim/purpose	This unit is about preparing for, and delivering a presentation.	
Requirements about the way the units must be assessed (if appropriate)	n/a	
Guidance on suitable types of supporting evidence	Mandatory: Student Presentation Evidence sheet; Observation Checklist; evidence of candidate's preparation for the presentation (e.g. notes, research); Evidence of the preparation itself (including image and support materials) Other: Peer statements; other relevant evidence	
Unit review date	30/06/2016	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Mandatory unit	
Equivalent ASDAN unit/s or exemptions	Improving skills in preparing and presenting information L3 (AoPE)	

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Sample Assessment Checklist:

Candidate Name:

Establishment:

Challenges completed <input checked="" type="checkbox"/> 15 credits of challenges (from CoPE Level 3 book) <input type="checkbox"/>	Portfolio of Evidence <input checked="" type="checkbox"/> A portfolio of evidence presented <input type="checkbox"/> showing organisation and completion of activities appropriate to Level 3	
CoPE through... <input type="checkbox"/> (Please indicate the specific subject area)		
Units	Evidence	File page ref.
WO Introduction to Working with Others – evidence of Level 3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence <i>Challenge Ref:</i>	Action Planning	
	Record of Activity (<i>Doing</i>)	
	Reviewing	
	Supporting Evidence	
LP Introduction to Improving Own Learning and Performance - evidence of Level 3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence <i>Challenge Ref:</i>	Action Planning	
	Record of Activity (<i>Doing</i>)	
	Reviewing	
	Supporting evidence	
PS Introduction to Problem Solving - evidence of Level 3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence	Action Planning	
	Record of Activity (<i>Doing</i>)	
	Reviewing	
	Supporting evidence	
R Planning and carrying out a piece of Research – evidence of Level 3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence <i>Challenge Ref:</i>	Planning Research	
	Carrying out Research	
	Presenting results	
	Supporting evidence	
D Communicating through Discussion - evidence of Level 3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence <i>Challenge Ref:</i>	Making relevant contributions	
	Listening and responding	
	Creating opportunities for contributions	
	Supporting evidence	
OP Planning and giving an Oral Presentation - evidence of Level 3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence <i>Challenge Ref:</i>	Planning and preparation	
	Presenting to suit audience	
	Using appropriate techniques	
	Supporting evidence	

Assessor Declaration: I confirm that the details above are correct and that the evidence presented is the candidate's own work:

Candidate Declaration: "I confirm that the evidence in this portfolio is all my own work."

(For CoPE through... portfolios only) I confirm that the evidence for the six Assessment Units is in the context of the specific subject area

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Candidate signature:

Date:

Assessor signature:

Date:

Checked by Internal Moderator (*signature*):

Date: