

ASDAN Level 3 Award 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 Award of Personal Effectiveness
Accreditation Number: 600/2711/3

In England and N. Ireland it appears in the Register of Regulated Qualifications. In Wales it appears in the QiW (Qualifications in Wales) database.

This qualification also carries **UCAS Points: 8**

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 candidate 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 70 hours
Total Qualification Time 90 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 Award of Personal Effectiveness (AoPE) is a substantial and wide-ranging qualification which enables candidates to develop and demonstrate a range of personal, key and employability skills, leading to personal effectiveness. The purpose is to develop generic personal, learning and thinking skills through a broad range of enrichment activities provided by ASDAN challenges. The AoPE assessment units encourage the development of the skills required for progression to higher education, training or employment.

6. Staffing requirements

This section is provided to give some guidance on the experience and qualifications needed to

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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)
Team Working	3	TW3	3
Planning and Reviewing Learning	3	PRL3	3
Tackling Problems	3	TP3	3
Research Skills	3	RS3	3
Improving Skills in Preparing and Presenting Information	3	ISP3	4
Learning through Work Experience	3	LWE3	3
Career Exploration	3	CE3	3

8. Structure of the qualification

The qualification is credit-based and candidates must choose a combination of units from those listed above. All units are optional. Candidates must complete 9 credits worth of units to achieve the qualification.

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.

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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 AoPE standards is generated by identifying and completing challenges from a selection of modules in the **Level 3 Personal Effectiveness (AoPE/CoPE) student book**. Through these challenges candidates need to demonstrate skill development and must complete enough challenges to gain eight curriculum (ASDAN) credits at Level 3 (requiring approximately 80 hours of work).

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 chosen AoPE assessment units
- completing skill-specific evidence records using ASDAN documentation

Candidates who do not achieve the full qualification requirements will receive certification for those units which they have successfully completed.

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 Certificate of Personal Effectiveness (CoPE) Level 3
ASDAN Wider Key Skills Level 3

11. Assessment and moderation

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

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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:	Team Working
Unique Reference Number:	A/501/5163
Level:	L3
Credit Value:	3
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Be able to plan collaborative work with others	1.1 Describe the skills needed to work well in a team 1.2 Agree objectives for working together and identify what needs to be done to achieve them 1.3 Share relevant information to help agree roles and responsibilities 1.4 Agree suitable working arrangements with other team members
3.2 Be able to develop and maintain co-operative ways of working to achieve agreed objectives	2.1 Organise and complete own tasks to agreed standards and timescales 2.2 Seek ways to work co-operatively such as ways to resolve conflict and ways to maintain open communication 2.3 Share accurate information on progress and agree changes where necessary to achieve objectives
3.3 Be able to review work with others and agree ways of improving collaborative work in the future	3.1 Provide a detailed account of what went well and less well from own point of view 3.2 Identify factors influencing the outcome of working with others, including own role 3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future
Additional information about the unit	
Organisation reference code	TW3
Unit aim/purpose	To develop teamwork skills through planning and carrying out activities to achieve shared objectives. This includes developing ways to work cooperatively and reviewing and improving collaborative work.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: TW Preparation, Do and Review sheets; own plan with roles and deadlines Optional: Learning log; peer and witness statements; annotated photographs; evidence of role completion; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	Working with Others L3 (WKS) Introduction to Working with Others L3 (CoPE)

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Title:	Planning and reviewing learning
Unique Reference Number:	T/501/5162
Level:	L3
Credit Value:	3
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Be able to set targets using information from appropriate people	1.1 Seek information on ways to achieve what they want to do 1.2 Identify factors that might affect their plans 1.3 Use this information to set realistic targets
3.2 Be able to plan how targets will be met	2.1 Identify clear action points 2.2 Plan how to: <ul style="list-style-type: none"> ▪ manage time ▪ use support ▪ review progress ▪ overcome possible difficulties 2.3 Explain how constructive feedback and reflection can help to improve learning
3.3 Be able to take responsibility for own development using their plan to help meet targets and improve performance	3.1 Describe strategies for effective time management 3.2 Manage time to meet deadlines, revising plan as necessary 3.3 Choose appropriate ways to improve their performance, adapting approaches to meet new demands 3.4 Reflect on progress, seeking feedback and support to help meet targets
3.4 Be able to review progress and evidence of achievements and agree ways to improve	4.1 Review approaches to the learning undertaken and identify factors affecting the quality of learning 4.2 Describe targets met and evidence of achievements 4.3 Consult appropriate people and agree ways to further improve own performance
Additional information about the unit	
Organisation reference code	PRL3
Unit aim/purpose	To develop independence in managing own learning through setting targets and planning how to meet them, being proactive when engaging in the learning process, reflecting on progress, reviewing achievements and agreeing ways to continue to improve.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: PRL Preparation, Do, Review sheets; own plan with activities and deadlines Optional: Learning log; Witness statements; annotated photographs; previous and revised test scores; video or products; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an	Optional unit

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accredited qualification (e.g. Mandatory or optional etc.)	
Equivalent ASDAN unit/s or exemptions	Improving own Learning and Performance L3 (WKS) Introduction to Improving own Learning and Performance L3 (CoPE)

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Title:	Tackling problems
Unique Reference Number:	J/501/5165
Level:	L3
Credit Value:	3
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Understand how to tackle problems and the consequences of leaving them unresolved	1.1 Explain the processes involved in tackling problems 1.2 Give examples of personal and workplace issues which may be resolved using problem solving skills 1.3 Give examples of the possible consequences of leaving problems unresolved
3.2 Be able to explore a problem	2.1 Identify, analyse and accurately describe a problem 2.2 Agree with others how they will know the problem has been resolved 2.3 Explore different ways of resolving the problem 2.4 Compare the main features and risks of each approach
3.3 Be able to tackle the problem	3.1 Plan their chosen way of resolving the problem and get the go-ahead from an appropriate person 3.2 Implement plan of action, effectively using support and feedback from others to help tackle the problem 3.3 Regularly check progress towards resolving the problem, revising approach as necessary
3.4 Be able to check whether the problem has been resolved and review approach to tackling problems	4.1 Check whether the problem has been resolved 4.2 Analyse the results and draw conclusions on the success of the problem solving process 4.3 Review own approach to tackling problems, including whether other approaches might have proved more effective
Additional information about the unit	
Organisation reference code	TP3
Unit aim/purpose	To develop skills in tackling problems and apply these skills systematically in different settings. This includes exploring a problem relevant to the candidate's situation, comparing different approaches, planning and carrying out one approach, and reviewing the outcomes.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: TP Explore, Plan/Do, Review sheets Optional: Learning log; witness statements; annotated photographs; feedback from customers; total raised; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	Problem Solving L3 (WKS) Introduction to Problem Solving L3 (CoPE)

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Title:	Research skills
Unique Reference Number:	R/501/5167
Level:	L3
Credit Value:	3
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to plan research	1.1 Explore a range of issues relevant to own situation and identify one to research 1.2 Agree appropriate objectives for research 1.3 Select a variety of sources to gather relevant information 1.4 Identify appropriate methods and techniques which will be used to carry out the research 1.5 Produce a plan on how to carry out research
2 Be able to carry out research	2.1 Carry out the research using appropriate strategies to meet identified objectives 2.2 Review material collected and identify information and data most relevant to the research objectives 2.3 Explain research outcomes and justify conclusions
3 Be able to present the findings of the research and evaluate research activities	3.1 Present findings and recommendations clearly and in an appropriate format 3.2 Seek feedback and use it to support own evaluation of research skills
Additional information about the unit	
Organisation reference code	RS3
Unit aim/purpose	To develop research skills in an academic or work related context, including identifying research objectives, planning and carrying out research activities, presenting findings and evaluating own performance
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: RS Plan, Carry Out, Tutor statement sheets; Research findings/presentation Optional: Learning log; annotated source material; data collected; feedback from audience/peers; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	Planning and carrying out a piece of research L3 (CoPE)

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Title:	Improving skills in preparing and presenting information	
Unique Reference Number:	Y/503/2326	
Level:	L3	
Credit Value:	4	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Understand what skills are needed for the effective presentation of information	1.1 Evaluate how information has been presented by others for different purposes such as communicating the outcomes of research or applying for a job 1.2 Use conclusions drawn from the evaluation to describe the skills that are needed to present information for different purposes 1.3 Observe a presentation and give feedback which identifies strengths and areas to improve	
3.2 Be able to plan how to improve own presentation skills	2.1 Identify own strengths and weaknesses in presenting information and give examples that explain these conclusions 2.2 Agree targets to improve presentation skills 2.3 Plan how to develop the knowledge and skills needed to meet targets including activities and timelines	
3.3 Be able to present information on own skills, qualities and achievements in a way which is fit for purpose	3.1 Describe a context in which information about own skills, qualities and achievements needs to be communicated 3.2 Identify and select information appropriate to the context 3.3 Organise information to take account of the audience and situation 3.4 Present information in draft form 3.5 Use feedback to monitor progress towards targets for improving presentation skills 3.6 Make amendments to draft if appropriate	
3.4 Be able to prepare to deliver a presentation based on research he/she has undertaken	4.1 Identify and select information relevant to the purpose of the presentation 4.2 Organise the content of the presentation taking account of the audience and situation 4.3 Prepare appropriate supporting materials and ensure resources are available when required 4.4 Rehearse the presentation 4.5 Use feedback to monitor progress towards targets for improving presentation skills	
3.5 Be able to deliver a presentation	5.1 Use clear language and appropriate vocabulary explaining technical terms where necessary 5.2 Structure the presentation to help the audience follow the sequence of points and ideas 5.3 Vary tone and pace to maintain the interest of the audience and stress the main points 5.4 Use anecdotes and/or examples to relate key points	

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	to the experience of the audience 5.5 Use images to illustrate key points 5.6 Select and use techniques to engage the audience such as video clips, music, interactive questioning
3.6 Be able to evaluate progress towards improving presentation skills	6.1 Evaluate performance and describe the knowledge and skills which have been developed and improved 6.2 Describe the extent to which targets have been achieved 6.3 Agree ways to continue to develop presentation skills
Additional information about the unit	
Organisation reference code	ISP3
Unit aim/purpose	To develop and demonstrate skills in presenting information for different purposes such as communicating research outcomes or promoting their own skills and qualities when applying for a job. This includes evaluation, target-setting, planning and presenting information for different purposes and using feedback to continue to improve performance.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: ISP Evaluating Presentations, Targets and Planning, Feedback and Evaluation sheets; Material presented for ISP 3.3, 3.4; observation checklists Optional: Learning log; annotated source material; draft and amended material; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Learning through work experience	
Unique Reference Number:	F/503/2336	
Level:	L3	
Credit Value:	3	
Learning outcomes The learner will:	Assessment criteria The learner can:	
3.1 Understand how to identify and set up a suitable work experience placement	1.1 Explain what types of placement would be appropriate to own self-development 1.2 Identify sources of guidance and support in setting up a placement 1.3 Describe the processes required to organise a placement 1.4 Describe what practical issues need to be taken into account when deciding on a suitable placement	
3.2 Be able to organise and prepare for a work experience placement	2.1 Carry out the processes required to organise a placement 2.2 Agree what learning will be gained from the placement, including <ul style="list-style-type: none"> • The main risks to health and safety associated with this type of workplace • An understanding of how legislation impacts on the way that a workplace operates • The role of workers other than self • Opportunities for training and progression associated with this occupational sector 2.3 Set a goal for own personal development to work towards during the placement	
3.3 Be able to carry out activities in the workplace	3.1 Describe the health and safety requirements associated with own role at the placement 3.2 Carry out tasks and activities to the required standard 3.3 Explain how own responsibilities contribute to the work of the organisation	
3.4 Be able to review what has been learnt from the workplace experience	4.1 Use examples from the work experience to explain what has been learnt during the placement, including <ul style="list-style-type: none"> • The importance of compliance with health and safety requirements • How compliance with policies and procedures is monitored • The importance of communication between workers with different roles • The potential for progression in the sector 4.2 Review the extent to which the personal development goal was achieved 4.3 Explain how the experience has influenced ideas about own learning and work preferences in the future	
Additional information about the unit		
Organisation reference code	LWE3	
Unit aim/purpose	To prepare for setting up a work experience placement	

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	and to take responsibility for initiating and completing a placement. The candidate will review the learning acquired and use this knowledge to inform career decisions.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: LWE Identify, Organise, review sheets; Employer report Optional: Learning log or placement log; comparison of placements; evidence of personal development; report on the placement; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Career exploration
Unique Reference Number:	L/501/5166
Level:	L3
Credit Value (if any):	3
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Be able to explore career opportunities in different sectors	1.1 Identify sources of information about career opportunities in different sectors 1.2 Use appropriate criteria to judge the quality and relevance of different sources of information used 1.3 Analyse information from a variety of sources to compare career options 1.4 Describe the opportunities available from choosing a particular career option 1.5 Describe the advantages and disadvantages of that career option
3.2 Be able to develop a career plan	2.1 Explain the importance of developing an individual career plan 2.2 Assess the type of skills required for a particular career 2.3 Evaluate own strengths and weaknesses associated with these skills 2.4 Describe the personal qualities required to perform in a particular career 2.5 Evaluate own strengths and weaknesses in relation to these qualities 2.6 Produce a plan to improve the skills and qualities needed to develop own career
Additional information about the unit	
Organisation reference code	CE3
Unit aim/purpose	To explore career opportunities across different sectors and to develop a plan focused on improving the skills and qualities needed for a career relevant to their own interests.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Mandatory: CE Exploration and Sources, Skills and Qualities, Plan sheets Optional: Learning log; annotated source material; witness statements; evidence to support assessment of skills and qualities; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.
Equivalent ASDAN unit/s or exemptions	N/A

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Sample Assessment Checklist

Candidate Name:

Establishment:

8 curriculum credits (from Personal Effectiveness/CoPE Level 3 book) <input type="checkbox"/> Min 3 Assessment Units completed <input type="checkbox"/>		
A portfolio of evidence presented showing organisation and completion of activities appropriate to Level 3 <input type="checkbox"/>		
Units	Mandatory Evidence	File page ref.
TW3 (3 QCF credits) Team working Examples of supporting evidence: Learning Log (recommended); Peer and witness statements; Evidence of role completion <i>Challenge Ref:</i>	TW (p1) Preparation	
	Own plan with roles & deadlines	
	TW (p2) Do	
	TW (p3) Review	
	Supporting evidence	
PRL3 (3 QCF credits) Planning and reviewing learning Examples of supporting evidence: Learning Log (recommended); Witness Statement; Evidence of targets being met <i>Challenge Ref:</i>	PRL (p1): Preparation	
	Own plan with activities & deadlines	
	PRL (p2): Do	
	PRL (p3): Review	
	Supporting evidence	
TP3 (3 QCF credits) Tackling problems Examples of supporting evidence: Learning Log (recommended); Witness Statements; Evidence of the extent to which the problem is resolved <i>Challenge Ref:</i>	TP (p1): Explore	
	TP (p2): Plan/Do	
	TP (p3): Review	
	Supporting evidence	
RS3 (3 QCF credits) Research skills Examples of supporting evidence: Learning Log (recommended); Annotated source material; Data collected; Feedback from the audience/assessor <i>Challenge Ref:</i>	RS (p1): Plan	
	RS (2): Carry Out	
	Research findings/presentation	
	RS (p3): Tutor Statement	
	Supporting evidence	
ISP3 (4 QCF credits) Improving skills in preparing and presenting information Examples of supporting evidence: Learning Log (recommended); Annotated source material; Draft and amended material; Peer evaluations <i>N.b. There are significant differences between ISP and OP: transfer is not recommended</i>	ISP (p1): Evaluating Presentations	
	ISP (p2): Targets and Planning	
	Material presented for ISP3.3 and 3.4	
	Observation Checklist (s)	
	ISP (p3): Feedback and Evaluation	

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<i>Challenge Ref:</i>	Supporting evidence	
LWE3 (3 QCF credits) Learning through work experience Examples of supporting evidence: Learning/placement Log (recommended); Comparison of placements; Evidence of personal development; Report on the placement	LWE (p1): Identify	
	LWE (p2): Organise	
	Employer Report	
	LWE (p3): Review	
	<i>Challenge Ref:</i>	Supporting evidence
CE3 (3 QCF credits) Career Exploration Examples of supporting evidence: Learning Log (recommended); Annotated source material; Witness statements; Evidence to support assessment of skills and qualities	CE (p1): Exploration and Sources	
	CE (p2): Skills and Qualities	
	CE (p3): Plan	
	<i>Challenge Ref:</i>	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"*

Candidate signature:

Date:

Assessor signature:

Date:

Checked by Internal Moderator (*signature*):