



Boosting learners' skills and confidence

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification. This leaflet provides examples of how CoPE can be delivered to foster core skills in learners as well as increasing engagement and confidence.

What is CoPE?

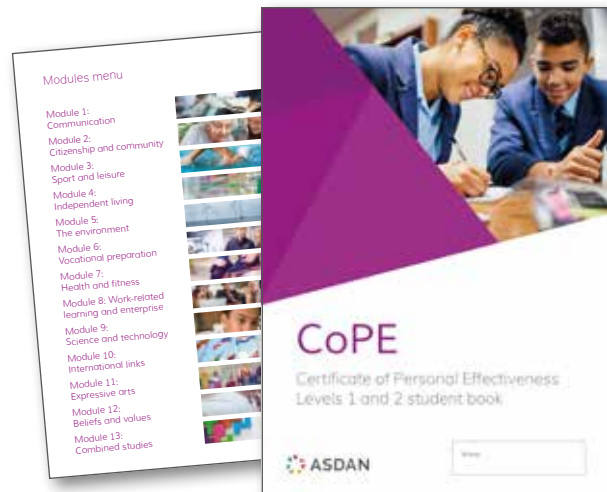
CoPE demonstrates capability in six skills:

- teamwork
- independent learning
- problem solving
- research
- discussion
- oral presentation

At Levels 1 and 2, CoPE involves engaging challenges across a choice of 12 modules including:

- Communication
- Independent living
- Science and technology
- Health and fitness
- Work-related learning and enterprise

Students complete 120 hours of activities, producing a portfolio of evidence to demonstrate their achievements.



Benefits for learners

In addition to developing the six skills listed opposite, CoPE has been shown to boost learners' motivation and self-esteem. The case studies overleaf demonstrate how the qualification has been a 'hugely positive experience' for young people, while the personalised learning element of the course has enabled students to experience success at school. CoPE has boosted the literacy skills of pupils and complemented academic learning through the fostering of new skills.

Success stories from CoPE centres

Learners' confidence transformed by CoPE

*First published July 2017. Written by Stewart Fraser,
ASDAN Co-ordinator, Kenton School*

We have 78 students undertaking CoPE in Years 9, 10 and 11 and the course is timetabled for two hours a week.

In our CoPE class at Kenton School in Newcastle-upon-Tyne, we work closely with teachers of other subjects, complementing learning happening elsewhere. For example, the learners were covering a particular theme in English and I worked with their teacher to build on this in our CoPE lessons. We undertook extra research on the subject and organised group discussions and oral presentations to deepen their understanding. The English teacher said he had seen a huge improvement in the learners' engagement with this topic and general performance in class thanks to the extra support and skills developed through CoPE.

The 'improving own learning and performance' skill that the students develop as part of CoPE has been particularly beneficial for the learners, enabling them to perform better academically. Through CoPE, they 'learn how to learn', taking responsibility for their education and meeting deadlines.

CoPE helps the learners develop excellent employability skills. People often get asked at interviews about problem solving skills and teamwork. Our students can answer difficult questions like these because they have developed these skills through CoPE.

Through CoPE, the learners can experience success in the classroom and this in turn improves attendance, engagement and motivation. I have seen pupils' confidence transform as a result of CoPE. They really enjoy the qualification and some go on to complete CoPE Level 3 in sixth form.

I really enjoy teaching CoPE and I would absolutely recommend other schools to deliver this qualification.

Read the full case study online:
www.asdan.org.uk/case-studies

CoPE gives students 'an edge' over their peers

"The students really love CoPE," says Carol Wallace, Teaching Assistant and Behaviour Inclusion Unit Manager at Cleeve School, Bishops Cleeve, Gloucestershire. "I've had students over the years who have told me that they only come to school in order to attend their CoPE class. The course is a hugely positive educational experience for our learners."

Many of the students undertaking CoPE at Cleeve School are at the 3 to 4 grade boundary at GCSE. Because these learners would struggle with a large number of academic subjects, they are given the option of undertaking CoPE in Year 10 and 11 in place of a course such as history, geography or a language. CoPE is timetabled for two classes of 50 minutes per week for the Year 10s and 11s.

"CoPE fits in really nicely with the students' GCSEs, giving them the option to learn in a different way as well as experiencing success in the classroom," explains Carol, who teaches CoPE in collaboration with her colleague Liam Edwards, Assistant Principal. "It complements their academic learning by helping them develop new skills such as communication, teamwork and problem solving. The Independent living module prepares them to survive on their own two feet once they leave home."

"I tell my students that undertaking CoPE has given them an edge over their peers who have not done this course. This is because of the opportunities they have to develop important core skills that are not necessarily developed elsewhere in the curriculum. The skills and personal development gained through CoPE also help the learners in other subjects. We have seen improvements in the students' literacy in particular, which has arisen through the building of the CoPE portfolio."

Cleeve School has been delivering CoPE for 10 years and remains committed to the course largely because of its flexibility: "CoPE enables us to tailor the challenges and the difficulty level to suit the learner."

 *First published October 2017*

Read the full case study online:
www.asdan.org.uk/case-studies

Learners improve literacy skills through CoPE

First published October 2017. Written by Trish Rickaby, ASDAN Co-ordinator, Corfe Hills School

CoPE is timetabled for one hour every day in Key Stage 4 at Corfe Hills School, Broadstone, Dorset. Evidence from their CoPE portfolios shows that the literacy skills of this year's Year 11 cohort improved enormously.

The sheer volume of work they produced and the detailed feedback we gave them in class enhanced their writing skills. The majority of the candidates met or exceeded their target grades in English language and literature during the summer 2017 exams, putting them in a strong position for progression to post-16 education.

One of our excellent former CoPE students came to us with significant literacy difficulties but he gradually improved his literacy skills. He progressed to complete CoPE Level 2, followed this with successful sixth form study before receiving an offer of a place at Bath Spa University. I am certain that CoPE played a key role in this learner's success as well as boosting his confidence enormously.

Through CoPE, learners develop good communication and presentation skills as well as the ability to solve problems. They also learn how to work independently – each student has a checklist for the project they are working on and it is their responsibility to work methodically through their tasks. They are expected to manage their own workload and, instead of coming to us with a problem, we encourage them to come to us with solutions.

CoPE helps learners to progress to the next stage, whether this is education, training or the workplace. Whatever learners' academic ability, they are better prepared for the workplace if they have completed CoPE because it equips them with the essential skills employers say they want from young people.

We have been delivering CoPE for more than 12 years now at Corfe Hills School. Senior leadership remains committed to the course year after year because they see the benefits it brings to learners. I would recommend that other schools deliver CoPE to provide students with a challenging yet enjoyable curriculum, which prepares them for further education and beyond.

Read the full case study online: www.asdan.org.uk/case-studies

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*Trish Rickaby,
ASDAN Co-ordinator,
Corfe Hills School, Dorset*



CoPE is core part of the curriculum at outstanding school

Because of the international dimension to Hockerill Anglo-European College, most students study two languages at GCSE. However, for some learners, the demands of studying a second language are too onerous and the school delivers the Certificate of Personal Effectiveness (CoPE) Level 2 as an alternative.

Hockerill, an Ofsted-rated outstanding school in Bishop's Stortford, Hertfordshire, has been delivering CoPE since 2010. Undertaken by students in Years 10 and 11, the qualification is timetabled for five lessons a fortnight with each lesson lasting an hour.

Alison McCulloch, Assistant Principal, teaches CoPE in collaboration with a colleague. "Where students may have failed in a second GCSE language, they are succeeding in CoPE," says Alison.

"I have never had a student who did not want to come to their CoPE class. The choice they have about their learning engages and motivates them."

"The personalised learning element of the course is very important to students. In all the years we have been delivering this qualification, I have never had a student who did

not want to come to their CoPE class. The choice they have about their learning engages and motivates them. CoPE isn't just for those struggling with a second language, we have also had highly academic students undertaking the qualification. All our students have greatly benefited from it and have found it challenging and rewarding."

Developing and accrediting skills

Alison says students gain many skills such as the ability to communicate effectively and give good oral presentations. They also start to realise how they already have skills and knowledge from experiences outside school that they can accredit through the course.

"We cover careers guidance which helps students consider their options after school," says Alison. "CoPE boosts the learners' ability to write CVs because they are able to articulate the importance of essential skills having discussed and developed them through the course. Our students can talk about skills in interviews whereas those who have not taken the course might struggle in this regard because they have not had the same skills development experience."

Portfolio of evidence

Alison says the CoPE method of formative assessment through the building of a portfolio of evidence boosts students' self-esteem, enabling them to achieve and experience success.

"The creation of the portfolio is a great way of working for our learners. It helps them improve their organisational ability in particular, a skill which benefits them in other subjects as well as when they go on to college and further study elsewhere. The students take great pride in their portfolios."

 First published November 2017

Read the full case study online:
www.asdan.org.uk/case-studies

Find out more and download free sample student book

Our customer service team and programme advisers are available to provide more information and discuss how CoPE can meet the needs of your learners. Please call **0117 941 1126** or email qualifications@asdan.org.uk

Visit our website to download a free sample copy of the student book and view exemplar portfolios of evidence: www.asdan.org.uk/cope

