



Personal Effectiveness at Level 3

Certificate and Award of
Personal Effectiveness

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Qualifications in Personal Effectiveness at Level 3

Award of Personal Effectiveness (**AoPE**) and Certificate of Personal Effectiveness (**CoPE**)

AoPE and CoPE aim to:

- Enable you to develop and demonstrate a range of skills, which will help to support your future study, employment or community involvement
- Provide a way for you to gain accreditation for enrichment and personal development activities you are undertaking as part of your Study Programme

AoPE and CoPE can:

- Help you manage your learning effectively and reduce your dependence on teachers and lecturers
- Broaden your experience for your CV
- Contribute towards your UCAS application
- Demonstrate your employability skills

AoPE and CoPE are assessed:

- Through external moderation of your evidence portfolio, which can be a hard copy or stored electronically

Before starting out it is important that you read through pages 3-17 so that you can:

- Understand the difference between the Award (**AoPE**) and the Certificate (**CoPE**)
- Spend some time choosing activities and planning your qualification

Introduction to AoPE Level 3

The **AoPE Level 3 qualification** is about the size of half an AS level and you should expect to spend 80 hours on the course. It has been evaluated by UCAS and given a tariff of 8 points.

AoPE is a qualification in skills. Personal effectiveness skills are those that everyone needs to be a successful learner, employee and citizen.

The assessment and award for AoPE are based on meeting the standards required in **at least three** of the following skills:

Code	Skills
Unit TW	Team Working
Unit PRL	Planning and Reviewing Learning
Unit TP	Tackling Problems
Unit RS	Research Skills
Unit ISP	Improving Skills in Preparing and Presenting Information
Unit LWE	Learning through Work Experience
Unit CE	Career Exploration

You will complete activities (also referred to as ‘challenges’) that enable you to **develop** and **improve** your skills, and you will **demonstrate** that you have reached Level 3 competence (as defined by the standards) with evidence in a portfolio. This will be assessed.

Summary of AoPE Level 3 requirements

- **Over 80 hours**, complete a selection of challenges* from the six modules in this book
 - Through your activities, demonstrate **Level 3 competence in at least three of the skills**
 - Present evidence of your activities and skills in a **portfolio for assessment**
- * Choose two, three or four challenges, spending a minimum of 20 hours and a maximum of 50 hours on each. You may end up doing more than 80 hours but you can't do less. Candidates who have achieved CoPE Level 2 can count this as 20 of the 80 hours required.

Getting started

- Look at the **Record of Progress** on page 5. This is what you will use to keep track of the challenges you have completed and the time you have spent on them.
- Read through the explanation of the **AoPE skills** on page 6.
- **Study the guidance** on pages 8-17. This will help you to understand how to choose your challenges, evidence the skills you have developed and build your portfolio.
- Choose which **challenges** you will do from the modules on pages 19-43. You should make a plan of what you intend to do using the AoPE Plan on page 10.

Introduction to CoPE Level 3

The **CoPE Level 3 qualification** is of a similar size and status to a good grade AS Level and you should expect to spend about 150 hours on the course. It has been evaluated by UCAS and given a tariff of 16 points.

CoPE is a qualification in skills. Personal effectiveness skills are those that everyone needs to be a successful learner, employee and citizen.

The assessment and certificate for CoPE are based on meeting the standards required in **all** of the following skills:

Code	Skills
Unit WO	Working with Others
Unit LP	Improving own Learning and Performance
Unit PS	Problem Solving
Unit R	Research
Unit D	Discussion
Unit OP	Oral Presentation

You will complete activities (also referred to as 'challenges') that enable you to **develop** and **improve** your skills, and you will **demonstrate** that you have reached Level 3 competence (as defined by the standards) with evidence in a portfolio. This will be assessed.

Summary of CoPE Level 3 requirements

- **Over 150 hours**, complete a selection of challenges* from the six modules in this book
- Through your activities, demonstrate **Level 3 competence in all six skills**
- Present evidence of your activities and skills in a **portfolio for assessment**

* Choose at least three different challenges, spending a minimum of 20 hours and a maximum of 50 hours on each. You may end up doing more than 150 hours but you can't do less. Candidates who have achieved CoPE Level 2 can count this as 50 of the 150 hours required.

Getting started

- Look at the **Record of Progress** on page 5. This is what you will use to keep track of the challenges you have completed and the time you have spent on them.
- Read through the explanation of the **CoPE skills** on page 7.
- **Study the guidance** on pages 8-17. This will help you to understand how to choose your challenges, evidence the skills you have developed and build your portfolio.
- Choose which **challenges** you will do from the modules on pages 19-43. You should make a plan of what you intend to do using the CoPE Plan on page 11.

You may choose to undertake all of your challenges from just two modules, or you may decide to broaden your experience by undertaking challenges from up to four modules (for AoPE) or from all six modules (for CoPE). One advantage of choosing to do a greater number of modules is that you can engage with a wider variety of activities and may find it easier to gather evidence of the AoPE/CoPE skills.

It should be noted that the time taken to produce your portfolio of evidence and provide evidence of your skills is included in the 80 hours for AoPE or 150 hours for CoPE.

Here are some **examples** of how you could choose your challenges:

AoPE (Total: 80 hours, three AoPE skills evidenced)

Module 3 Challenge B – 50 hours Skill evidenced: **ISP**
 Module 5 Challenge A – 30 hours Skills evidenced: **TP, PRL**

AoPE (Total: 80 hours, three AoPE skills evidenced)

Module 1 Challenge A – 20 hours Skill evidenced: **TW**
 Module 2 Challenge A – 30 hours Skill evidenced: **LWE**
 Module 3 Challenge A – 30 hours Skill evidenced: **CE**

CoPE (Total: 150 hours, all six CoPE skills evidenced)

Module 1 Challenge B – 30 hours Skill evidenced: **PS**
 Module 1 Challenge C – 20 hours Skill evidenced: **WO**
 Module 3 Challenge A – 50 hours Skills evidenced: **R, D**
 Module 6 Challenge A – 50 hours Skills evidenced: **OP, LP**

CoPE (Total: 150 hours, all six CoPE skills evidenced)

Module 1 Challenge A – 20 hours Skill evidenced: **R**
 Module 2 Challenge B – 30 hours Skill evidenced: **WO**
 Module 3 Challenge B – 20 hours Skill evidenced: **D**
 Module 4 Challenge C – 30 hours Skill evidenced: **OP**
 Module 5 Challenge A – 30 hours Skill evidenced: **PS**
 Module 6 Challenge A – 20 hours Skill evidenced: **LP**

Award of Personal Effectiveness (AoPE) Level 3:

Research skills: Planning

RS3.1

What is your broad area of interest? What issues could you research?

3.1.1

My area of interest is playground equipment – my group has raised some money for a primary school nearby and I want to look into the best way to spend the money. I could look at costs and installation of equipment, which kind of equipment is most educationally valuable, which bits of equipment are most popular with children or what the risks are for different bits of equipment.

The one issue I have chosen to research in depth is:

Which equipment is most popular with children and is within the price range of our group?

What are your research objectives or the questions you are trying to answer?

3.1.2

- Which age group needs the equipment most?
- Which play equipment is most popular with this age group?
- How much of this equipment can be paid for out of the money we have raised?

Which strategy (e.g. testing, observing or analysing viewpoints) will be most appropriate?

3.1.4

I am mainly going to use observations of children in playgrounds.

What sources of information are you going to use? (e.g. Internet, published research, results of an experiment, interviews) Choose at least three types of sources.

3.1.3

- interview with the headteacher at the primary school
- prices of equipment from two different suppliers
- observations of how much bits of equipment are used at existing playgrounds

What action steps do you need to take and what are your deadlines?

3.1.5

Contact Mrs Johnson at the primary school and arrange an interview	End of Jan
Look up equipment prices using websites to find out what we can afford	21 Jan
Contact police to make them aware I will be sitting in the playground outside the swimming pool on two Saturday mornings	4 Feb
Write to St Paul's Primary for permission to observe their playground	4 Feb
Make chart to record observations	11 Feb
Write up my findings for the fundraising group (as a PowerPoint)	26 Feb
Make a big drawing or diagram of the equipment to show the children	4 March

Personal Effectiveness Challenges Start Here!



Module 1: Active Citizenship
Pages 20 - 23



Module 2: Work Related Activities
Pages 24 - 27



Module 3: Career Planning
Pages 28 - 31



Module 4: Global Awareness
Pages 32 - 35



Module 5: Enrichment Activities
Pages 36 - 39



Module 6: Extended Project
Pages 40 - 43

Module 1: Active Citizenship

Challenge A: Community Action

Aim:

To increase your knowledge and understanding of other people's needs; to contribute towards meeting those needs through a practical project, while developing your social enterprise skills.

Objectives:

- Identify a particular need of an individual or group
- Design, plan and implement a practical project in response to this need
- Report back on the project

Examples:

- Identify the needs of a small group or an individual, then design and make something to meet their needs
- Research an issue of concern to a local group and present findings and conclusions, which include practical suggestions for dealing with the chosen issue
- Undertake a project to improve the environment or living conditions of others

Suggested Skills Units for this Challenge

CoPE: WO/PS, R, D

AoPE: TW/TP, RS

I confirm that has successfully completed this challenge and has provided appropriate portfolio evidence.

Tutor Signature: **Date:**

Student Signature: **Date:**

Module 3: Career Planning

Challenge B: Preparation for Higher Education, Apprenticeship or Employment

Aim:

To take your careers choice forward by expanding your knowledge and understanding of relevant application processes and completing them.

Objectives:

- Assess your personal interests and aptitudes
- Gather information and evaluate the options available at a variety of universities or with a range of employers
- Prepare for your application to university via UCAS or for employment

Examples:

- Complete your school or college career planning programme
- Research your options using:
 - Higher Education events/roadshows, summer schools at universities, day visits to colleges, etc.
 - local government websites offering apprenticeships
 - UCAS website
 - impartial careers adviser or Careers library
 - post-16 tutors or subject teachers
 - Higher Education websites
 - the local Chamber of Commerce
 - student ambassadors
 - career academies

Suggested Skills Units for this Challenge

CoPE: LP, D

AoPE: PRL, ISP, CE

I confirm that has successfully completed this challenge and has provided appropriate portfolio evidence.

Tutor Signature: **Date:**

Student Signature: **Date:**

Module 6: Extended Project

Challenge C: Free Option

Aim:

This Challenge is for you to devise your own option if:

- you are already engaged in an activity that does not clearly fall within the scope of either Challenge A or Challenge B
- you have a particularly original idea for an activity that does not fit into any of the other modules in this book and that you would like to use as a way of developing or evidencing your skills
- the activity you are engaged in will take significantly longer than 50 hours. You can use this Challenge to record the additional hours completed for either Challenge A or Challenge B

It is *really important* to describe your ideas fully to your tutor so that you can agree how this activity will contribute to your Personal Effectiveness qualification.

Sample

I confirm that has successfully completed this challenge and has provided appropriate portfolio evidence.

Tutor Signature: Date:

Student Signature: Date:

Final Moderation of your Work

Have you:

- completed the required number of hours and skills units for your qualification?
- checked that your evidence is complete and well organised?
- signed the student book with your tutor?
- completed an Assessment Checklist to show where the relevant evidence is located for each Skills Unit?
- submitted your completed evidence portfolio to your tutor for assessment and internal moderation?

If so then your work is ready for external moderation. This takes place at a moderation meeting; your tutor will need to enter your name for moderation at least one month before the meeting so it is important that you meet any deadlines set by your tutor.

If the external moderator agrees that your work satisfies the standards required, your tutor will be informed, at the moderation meeting, that you have successfully achieved your Personal Effectiveness qualification.

Sample

Sample



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