



COPE

Certificate of Personal Effectiveness
Levels 1 and 2 student book



Name:

CoPE Levels 1 and 2 student book

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Name:
Centre:
Tutor:

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Introduction to CoPE

The aims of the qualification

The Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification. The purpose of CoPE is to enable you to:

- develop and demonstrate a range of personal, key and employability skills
- broaden your experience
- manage your learning in a variety of real-life contexts

CoPE aims to teach you to understand, take responsibility for and learn from rich activities – rather than simply to experience them.

The Certificate of Personal Effectiveness can:

- recognise your personal achievements
- help you to manage your own learning
- broaden your experience
- develop your employability skills and personal effectiveness
- help you build your record of achievement

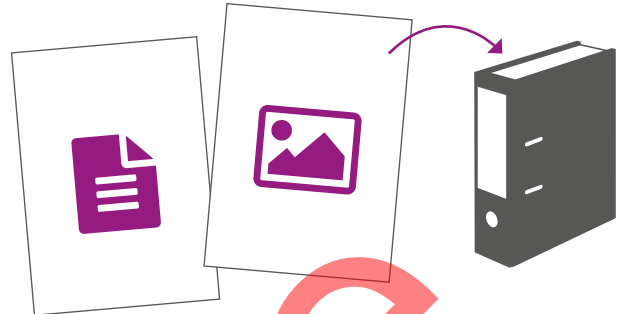
To gain the Certificate of Personal Effectiveness you must:

- take responsibility for planning, organising and carrying out a number of activities or challenges
- develop and provide evidence of working with others, improving own learning and performance and problem solving
- develop and provide evidence of the skills of research, discussion and presentation
- produce evidence of your achievements in a portfolio (file or folder)

How does CoPE work?

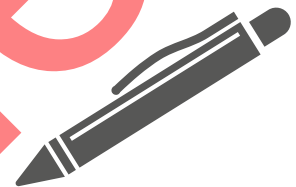
For each challenge you will need to

- 1 Carry out the challenge, collecting evidence as you do it
File your evidence in your portfolio

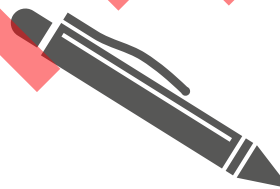


- 2 Complete the evidence reference box next to the challenge
This shows where the evidence can be found in your portfolio

Evidence ref: 1A1
Verified by:
Date:



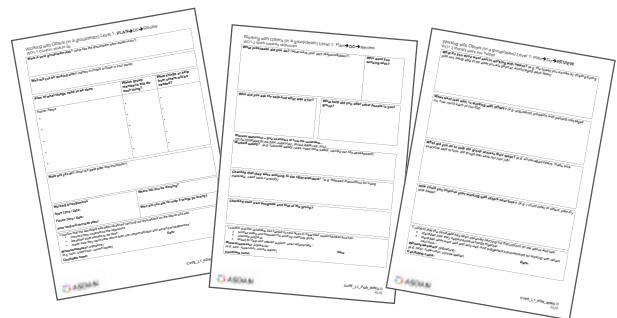
- 3 Ask your tutor to complete the verified by and date boxes next to the challenge



Evidence ref: 1A1
Verified by: S.Lawrence
Date: 22.09.2017

- 4 Complete the relevant recording documents if the challenge is being used as evidence for a CoPE skills unit

See page 6 for information about the different types of recording documents



- 5 Fill in your completed challenge on the record of progress (page 7)

You can use this page to keep a careful record of challenges completed and the credits you have gained

Challenge	Response	Completed	Credits
Module 11			
Module 12			
Module 13			
Module 14			
Module 15			
Module 16			
Module 17			
Module 18			
Module 19			
Module 20			
Module 21			
Module 22			
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Module 100			



Module 1

Communication

Section A: Complete FIVE challenges over 10 hours for 1 credit

1 Give an **illustrated** talk about a topic of interest to a group of people and answer any questions.

Evidence ref:

Verified by:

Date:

2 Show that you can obtain information on a topic you are interested in, using **at least two** of the following methods:

- a telephone conversation
- the Internet
- a radio or TV programme
- newspapers or magazines
- interviewing someone
- social media

Evidence ref:

Verified by:

Date:

3 As part of a group:

- entertain a number of people to tea or coffee
- Or**
- welcome visitors and show them around your establishment

Evidence ref:

Verified by:

Date:

4 Prepare for, and then take part in, a group discussion and make notes on the main points raised.

Topic: _____

Group size: _____

Evidence ref:

Verified by:

Date:

5 Find out how to use a piece of equipment or make something that is new to you.

Make notes and use images to help you demonstrate or present this new skill to others.

Evidence ref:

Verified by:

Date:



- 6 Plan **two** journeys using a different kind of map for each:
- a road map
 - an Ordnance Survey map

Describe your journeys. Compare this to using an automated mapping system, such as sat nav or web-based maps.

Evidence ref:

Verified by:

Date:

- 7 Find out what help is available for people with disabilities in your area. You should include transport, social, employment and income support.

- Organise the information you find into a guide that would help others in this situation.

Or

- Identify any gaps in the support available in your area for people who have disabilities. Discuss with others how the provision could best be improved.

Evidence ref:

Verified by:

Date:

- 8 Communicate with someone from another centre and find out what kinds of things they do (e.g. on their CoPE course).

Compare your experiences.

Evidence ref:

Verified by:

Date:

- 9 Role play or discuss a situation where a friend comes to you for help on **one** of the following situations:

- they have been sexually or racially harassed
- they want to leave home
- they have been bullied on their way home
- they have been advised to have a test for an STI

Evidence ref:

Verified by:

Date:

- 10 Other agreed challenge:

Evidence ref:

Verified by:

Date:

Module 3

Sport and leisure

Section A: Complete FIVE challenges over 10 hours for 1 credit

- 1 Make a chart to show how you use your time during the week. Compare it with charts produced by several other people.
Discuss your findings and give a short presentation on how you spend your leisure time.

Evidence ref:
Verified by:
Date:

- 2 Visit **two** of the following and report back on them:
- museum
 - library
 - theme park
 - other agreed visit
 - sports centre
 - wildlife centre
 - club for your age group

Evidence ref:
Verified by:
Date:

- 3 Identify a leisure activity that you would like to try.
Find out more about it and how you could get involved. Try it out.

Evidence ref:
Verified by:
Date:

- 4 Show that you have taken part in **at least two** of the following indoor activities over a period of time and met agreed targets:
- table tennis
 - badminton
 - squash
 - snooker or pool
 - volleyball
 - other agreed activity
 - ice or roller skating
 - bowling
 - board or card game
 - indoor football
 - basketball

Evidence ref:
Verified by:
Date:

- 5 Take part in a sport as a member of a team over a period of time.

Evidence ref:
Verified by:
Date:



6 Show that you have taken part in **at least two** of the following outdoor activities over a period of time and met agreed targets:

- sailing or canoeing
- rock climbing
- fishing
- horse riding
- other agreed activity
- cycling
- country walking
- athletics
- cross-country running

Evidence ref:

Verified by:

Date:

7 Show that you have taken part in swimming activities on **at least two** occasions and have met **two** agreed targets.

Evidence ref:

Verified by:

Date:

8 Interview an amateur or professional sportsperson. Find out about their training programme.

Evidence ref:

Verified by:

Date:

9 Research the options for leisure activities in your area and recommend suitable activities for different groups of people (e.g. under-fives, elderly people, wheelchair users).

Evidence ref:

Verified by:

Date:

10 Other agreed challenge:

Evidence ref:

Verified by:

Date:

Module 3

Sport and leisure

Section B: Complete TWO challenges over 10 hours for 1 credit

- 1 Take part in activities at a residential centre.
Record your achievements.

Evidence ref:

Verified by:

Date:

- 2 Take an organisational role in **one** of the following:
- running a sporting competition (e.g. five-a-side football)
 - coaching or umpiring
 - youth or community centre activity
- Keep a record of your involvement.

Evidence ref:

Verified by:

Date:

- 3 Take part in some taster sessions to discover and experience **one or more** new leisure activities.
Summarise your experiences.

Evidence ref:

Verified by:

Date:

- 4 Show an improvement in an outdoor or indoor sport over an agreed period of time.

Evidence ref:

Verified by:

Date:

- 5 Learn how to play **one** of the following traditional board games:
- chess
 - draughts
 - Monopoly
 - go
 - other traditional game

Evidence ref:

Verified by:

Date:

When you are good enough, teach several other people how to play the game.

Set up a championship with your group.

Module 12

Beliefs and values

Section B: Complete TWO challenges over 10 hours for 1 credit

1 Carry out an in-depth study on **one** of the following faiths:

- Christianity
- Islam
- Judaism
- other faith
- Hinduism
- Sikhism
- Buddhism

Produce a report on your findings which uses a variety of visual and written information, and which covers **at least two** of the following:

- beliefs
- holy books or writings
- festivals
- sacred buildings and places
- key figures and leaders
- moral codes

Evidence ref:

Verified by:

Date:

2 Research issues and attitudes on **one** of the following issues:

- abortion
- euthanasia
- marriage
- other
- capital punishment
- immigration
- charity

Evidence ref:

Verified by:

Date:

3 Identify the possible causes of **one** of the following and present your findings:

- poverty
- racism
- drug abuse
- other
- a war or conflict
- third world debt
- radicalisation

Evidence ref:

Verified by:

Date:

4 Select **one** of the following issues and present detailed arguments for and against:

- population control
- genetic engineering or cloning
- other
- GM foods
- biological weapons
- space colonisation

Evidence ref:

Verified by:

Date:

5 Write an introduction, appropriate to your age group, to **one** of the great religious scriptures (e.g. the Bhagavad Gita, Bible, Qur'an).

Evidence ref:

Verified by:

Date:

Section C: Complete ONE challenge over 10 hours for 1 credit

1 This is an opportunity to further develop your skills and knowledge through an extended beliefs and values project of your choice.

Possibilities include:

- Undertake a course in thinking skills, philosophy, psychology or other area agreed with your tutor
- Research a great philosopher or theologian (e.g. Plato, Sartre, Confucius, Gandhi). Outline their life and try to describe their key ideas
- Write an article on religion and politics for the school magazine
- Investigate a religion or sect and its impact on young people today
- Choose a moral issue that you consider to be important today. Review the arguments presented through the media and other sources, including the views of people you have talked to. Present your own viewpoint
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.




Challenge description:	Evidence ref:
	Verified by:
	Date:

Credit transfer

If you have undertaken other ASDAN courses, such as the Personal Development Programmes (Bronze, Silver, Gold), Short Courses, Accelerating Progress, Key Steps or a Customised course, you can count credits from these towards your Certificate of Personal Effectiveness qualification.

The credits you can claim from ASDAN courses to replace credits from this book are as follows:

- **Key Steps:** 2 credits
- **Customised course:** up to 3 credits
- **Short Courses:** up to 6 credits
- **Accelerating Progress:** up to 6 credits
- **Bronze Credits:** up to 5 credits
- **Bronze Personal Development Programme:** 6 credits
- **Silver or Gold Personal Development Programme:** 12 credits at Level 1, 6 credits at Level 2

For externally moderated courses (e.g. Bronze, Silver and Gold Personal Development Programmes), you must include the relevant certificates in your CoPE portfolio.	
For internally moderated programmes (e.g. Bronze Credits, Short Courses, Accelerating Progress, Customised courses, Key Steps), you must include the certificates and original portfolio evidence in your CoPE portfolio.	 

If you are using credits from an ASDAN course, please enter the information in the table below. Your tutor will record this information on page 7.



Title of course	Credit value	Date completed	Certificate in portfolio ✓	Evidence in portfolio ✓
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

Sample



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