ASDAN Level 1 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).

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Accreditation Number: 100/3558/8

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).

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 120 hours
Total Qualification Time 150 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 1 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 further education, employment, or vocational training and apprenticeships.

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	1	WO1	N/A
Introduction to Improving own Learning and Performance	1	LP1	N/A
Introduction to Problem Solving	1	PS1	N/A
Planning and Carrying out a Piece of Research	1	R1	N/A
Communicating through Discussion	1	D1	N/A
Planning and Giving an Oral presentation	1	OP1	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 successfullly 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 **Levels 1 & 2 Personal Effectiveness (AoPE/CoPE) student book** or **ASDAN Personal Development Programmes student books**. Through these challenges candidates need to demonstrate skill development and must complete enough challenges to gain 12 curriculum (ASDAN) credits at Level 1 (requiring approximately 120 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 CoPE Level 2
ASDAN AoPE Level 2
ASDAN Wider Key Skills Level 1, Level 2

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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:	T/102/3415
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Confirm they understand the given objectives and plan for working together	1.1 Check that they clearly understand what they have to achieve together 1.2 Identify what needs to be done and their individual responsibilities 1.3 Make sure they understand the arrangements for working together
1.2 Work with others towards achieving the given objectives	2.1 Carry out tasks to meet their responsibilities 2.2 Work safely, following the working methods they have been given 2.3 Check progress, asking for help and offering support to others, where appropriate
1.3 Identify ways they helped to achieve things and how to improve their work with others	3.1 Identify what went well and what went less well in working with others 3.2 identify how they helped to achieve things together 3.3 Suggest ways of improving their work with others for next time

Additional information about the unit	
Organisation reference code	WO1
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, identifying their own role within the group task, 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 (including witness statement); evidence of carrying out own role Other: Activity/learning log; 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	Introduction to Working with Others L1 (AoPE) Team working L2 (AoPE) Working with Others L1 (WKS) Working with Others L2 (WKS)

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Title:	Introduction to Improving own Learning and Performance
Unique Reference Number:	A/102/3416
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Confirm their targets and plan how to meet these with the person setting them	1.1 Make sure targets clearly show what they want to achieve 1.2 Identify clear action points and deadlines for each target 1.3 Identify how to get the support they need and the arrangements for reviewing their progress
1.2 Follow their plan to help meet targets and improve their performance	2.1 Work through their action points to complete them on time 2.2 Use ways of learning suggested by their supervisor , making changes when needed to improve their performance 2.3 Use support given by others to help them meet their targets
1.3 Review their progress and achievements in meeting targets, with an appropriate person	3.1 Say what they learned and how they learned, including what has gone well and what has gone less well 3.2 Identify targets they have met and their achievements 3.3 Check what they need to do to improve their performance
Additional information about the unit	
Organisation reference code	LP1
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 to achieve their personal, learning or career goals. Planning learning, trying different ways of learning and reviewing learning are all 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: Plan, Do, Review sheets; evidence of target achievement/extent of progress towards targets Other: Activity/learning log; other relevant evidence, e.g. drafts/notes made during learning, annotated source materials
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	Planning and reviewing learning L1(AoPE) Improving own learning and performance L1 (WKS) Improving own learning and performance L2 (WKS)

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Title:	Introduction to Problem Solving
Unique Reference Number:	F/102/3417
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Confirm with an appropriate person that they understand the given problem and identify different ways of tackling it	1.1 Check they clearly understand the problem they have been given 1.2 Check how they will know the problem has been solved 1.3 Come up with different ways of tackling the problem
1.2 Confirm with an appropriate person what they will do and follow their plan for solving the problem	2.1 Help decide how they will try to solve the problem 2.2 Plan what they will need to do 2.3 Follow their plan, working safely and using support given by others to help tackle the problem
1.3 Check with an appropriate person if the problem has been solved and how to improve their problem solving skills	3.1 Check if the problem has been solved using the methods they have been given 3.2 Identify clearly what went well and less well in tackling the problem 3.3 Check what they need to do to improve their problem solving skills

Additional information about the unit	
Organisation reference code	PS1
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 different ways to tackle it. The candidate then plans how to sort out the problem, 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 of the problem being solved 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	Problem Solving L1 (WKS) Problem solving L2 (WKS) Dealing with problems in daily life L2 (AoPE)

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Title:	Planning and Carrying out a Piece of Research
Unique Reference Number:	J/102/3418
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Research into a special area of interest, with help from an appropriate person	1.1 Identify a broad area of interest and divide it up into different sections 1.2 Choose one of these sections and plan how to carry out the research 1.3 Agree where to get information for research
1.2 Carry out the research, using help as required	2.1 Follow the research plan 2.2 Keep a record of sources of information and of research activities 2.3 Show an understanding of the chosen subject by describing what was learnt
1.3 Present research to others in a suitable way, using help as required	3.1 Prepare for presenting the research 3.2 Present the research using a suitable method 3.3 Review the presentation with a suitable person

Additional information about the unit	
Organisation reference code	R1
Unit aim/purpose	This unit is about planning and carrying out research for a selected purpose (i.e. to find out relevant information about a topic).
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; evidence of presentation of the research 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	Planning and carrying out research L1 (AoPE) Planning and carrying out research L2 (AoPE)

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Title:	Communicating through Discussion (in a group)
Unique Reference Number:	L/102/3419
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Provide information that is relevant to the subject and purpose of the discussion	1.1 Find out about the subject and make contributions that are relevant and suit the purpose of the discussion 1.2 Judge when to contribute and how much to contribute
1.2 Communicate clearly in a way that suits the situation	2.1 Make contributions demonstrating a manner that suits the situation (e.g. formal/informal, class discussion, discussion with new people) 2.2 Use words that everyone can understand
1.3 Listen and respond appropriately to what others say	3.1 Show listening skills in at least one of the following ways: making relevant comments, using appropriate body language 3.2 Ask questions to clarify points

Additional information about the unit	
Organisation reference code	D1
Unit aim/purpose	This unit is about preparing for, and participating in, a group discussion.
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	Group discussion L1 (AoPE) Group discussion L2 (AoPE)

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Title:	Planning and Giving an Oral Presentation
Unique Reference Number:	F/102/3420
Level:	1
Credit Value (if any):	n/a

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Prepare for the talk	1.1 Find out about the chosen topic 1.2 Make notes of the main points to be made in the talk 1.3 Prepare any resources needed for the talk
1.2 Speak clearly and use language that suits the situation	2.1 Use words that everyone can understand 2.2 Keep to the subject
1.3 Use at least one image to support the main points of the talk	3.1 Choose images relevant to the chosen subject, such as graphs, photographs, pictures, diagrams or models 3.2 Refer to the image/s in the talk

Additional information about the unit	
Organisation reference code	OP1
Unit aim/purpose	This unit is about preparing for and delivering a short 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, evidence of finding out about the topic); Evidence of the preparation itself (including image) 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	Preparing for and giving a presentation L1 (AoPE)

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Sample Assessment Checklist

Candidate Name: Establishment:

Challenges completed ☑	Portfolio of Evidence ☑
12 credits of challenges (from CoPE Level1/2book) ☐	*A portfolio of evidence presented* ☐ *showing organisation and completion of activities appropriate to Level 1*

CoPE through… ☐ *(Please indicate the specific subject area)*

Units	Evidence	File page ref.
WO Introduction to Working with Others – *evidence of Level 1 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Action Planning	
	Record of Activity (*Doing*)	
	Reviewing	
	Supporting Evidence	
LP Introduction to Improving Own Learning and Performance - *evidence of Level 1 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Action Planning	
	Record of Activity (*Doing*)	
	Reviewing	
	Supporting evidence	
PS Introduction to Problem Solving - *evidence of Level 1 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Action Planning	
	Record of Activity (*Doing*)	
	Reviewing	
	Supporting evidence	
R Planning and carrying out a piece of Research – *evidence of Level 1 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Planning Research	
	Carrying out Research	
	Presenting results	
	Supporting evidence	
D Communicating through Discussion - *evidence of Level 1 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Providing relevant information	
	Communicating clearly	
	Listening and responding	
	Supporting evidence	
OP Planning and giving an Oral Presentation - *evidence of Level 1 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence* *Challenge Ref:*	Planning and preparation	
	Giving the talk	
	Using images	
	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: