ASDAN Award of Personal Effectiveness (AoPE) qualifications Levels 1, 2 and 3

Standards with guidance

![ASDAN logo]

ASDAN

Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Level 1 Award of Personal Effectiveness	80	100	500/5748/0
ASDAN Level 2 Award of Personal Effectiveness	80	100	500/9553/5
ASDAN Level 3 Award of Personal Effectiveness	70	90	600/2711/3

Award of Personal Effectiveness qualifications standards with guidance: Levels 1, 2 and 3

Review history		
Date	**Change detail**	**Section**
2012	Document created	All
2015	Updated cover design	Cover
January 2017	Corrected error – accreditation number for AoPE L3 is 600/2711/3	Introduction
January 2018	Updated introduction.	Introduction
September 2023	Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of July 2023. All unit learning outcomes and assessment criteria updated to replace gendered pronouns with gender neutral they/them pronouns.	All

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Introduction to the qualifications

The Award of Personal Effectiveness (AoPE) was developed from ASDAN's Certificate of Personal Effectiveness (CoPE) and builds on ASDAN's extensive experience of creating engaging and diverse forms of curriculum accreditation for a wide range of learners.

AoPE is available at three levels: Level 1, Level 2 and Level 3.

AoPE is accredited by Ofqual and CCEA, and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales, the AoPE Level 2 and 3 qualifications are accredited by Qualifications Wales and appear in the Qualifications in Wales (QiW) database.

The ASDAN Level 1, 2 and 3 AoPE qualifications are substantial and wide-ranging qualifications which enable 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 further education, training or employment.

To complete AoPE, candidates must undertake challenges from the appropriate student book:

- at Levels 1 and 2: CoPE Levels 1 and 2 student book or ASDAN Personal Development Programmes (Bronze, Silver, Gold) student book or Short Courses student book
- at Level 3: Level 3 Personal Effectiveness student book

Through these challenges, candidates need to demonstrate skill development and must complete enough challenges to gain ASDAN curriculum credits:

- at Levels 1 and 2: six ASDAN credits, requiring approximately 60 hours of work
- at Level 3: eight ASDAN credits, requiring approximately 80 hours of work

Guidance for assessing AoPE

Qualification end dates

The ASDAN AoPE qualifications have two end dates:
- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

Title and level	Accreditation number	Registration end date	Certification end date
ASDAN Level 1 Award of Personal Effectiveness	500/5560/4	31/12/2025 in England and Northern Ireland	31/12/2027 in England and Northern Ireland
ASDAN Level 2 Award of Personal Effectiveness	500/5559/8	31/12/2025 in England and Northern Ireland	31/12/2027 in England and Northern Ireland
ASDAN Level 3 Award of Personal Effectiveness	500/3606/3	30/09/2026 in Wales	30/09/2028 in Wales

Structure of the qualifications

There are a number of optional units available at each level (see tables on pages 6 and 7). Each unit is credit-rated (1 credit is broadly equivalent to 10 hours of learning)
- To achieve the AoPE qualification, candidates must achieve eight credits
- Single unit accreditation is available.

Unit titles and codes: Level 1

Qualification unit code	ASDAN unit code	Unit title	Credit value
J/500/5011	IWWO1	Introduction to working with others	2
J/500/5008	PRL1	Planning and reviewing learning	2
L/502/0464	DWP1	Dealing with problems in daily life	2
D/502/0971	PCR1	Planning and carrying out research	2
K/502/0973	GD1	Group discussion	1
H/502/0972	PGP1	Preparing for and giving a presentation	2
K/502/0469	DS1	Developing self	2

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Unit titles and codes: Level 2

Qualification unit code	ASDAN unit code	Unit title	Credit value
K/501/5143	TW2	Team working	3
H/501/5142	PRL2	Planning and reviewing learning	3
T/600/1241	DWP2	Dealing with problems in daily life	2
F/600/1243	PCR2	Planning and carrying out research	2
J/600/1244	GD2	Group discussion	1
L/600/1245	PGP2	Preparing for and giving a presentation	2
R/600/1246	DS2	Developing self	2

Unit titles and codes: Level 3

Qualification unit code	ASDAN unit code	Unit title	Credit value
A/501/5163	TW3	Team working	3
T/501/5162	PRL3	Planning and reviewing learning	3
J/501/5165	TP3	Tackling problems	3
R/501/5167	RS3	Research skills	3
Y/503/2326	ISP3	Improving skills in preparing and presenting information	4
F/503/2336	LWE3	Learning through work experience	3
L/501/5166	CE3	Career exploration	3

Guidance for assessing AoPE

Introduction to the guidance

This guidance focuses on the units that make up the ASDAN AoPE qualifications at Levels 1, 2 and 3, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the AoPE qualifications, together with a list of the mandatory and recommended evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

The guidance for these units has been written in a format that takes account of feedback received from practitioners and external moderators about previous versions. It emphasises what candidates should know, understand or be able to do independently when tackling a particular unit, and identifies when it is appropriate for tutors to provide advice. There is guidance on the quality and quantity of evidence assessors should expect to show that candidates are clearly meeting the required standard for the level they are working at.

The function of the AoPE guidance is to:

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements for each unit (see Mandatory requirements and evidence on page 11)
- help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level

Guidance for assessing AoPE

Mandatory requirements and evidence

It is important to note that there are mandatory requirements within the guidance which must be met. For example, the requirement for more than one example of an activity to be completed, or for an activity to be completed over a specific period of time. This has been highlighted in bold where it applies.

Mandatory recording documents, eg ASDAN plan, do, review sheets, must be completed individually by candidates in their own words. These documents may be completed by a scribe, however this must be noted on the recording document to indicate that the document has been completed by a scribe using the candidate's own words.

Assessment checklists must be downloaded from the members area of the ASDAN website: **asdan.org.uk/member**. The checklists must be signed and dated by the candidate, the assessor and the internal moderator to confirm that the evidence is authentic and meets the standards.

ASDAN assessment resources (optional)

Additional resource sheets have been developed by ASDAN to help candidates generate appropriate and focused evidence. These can be downloaded from the members area of the ASDAN website: **asdan.org.uk/member**.

Brief guidance on how they should be completed is included with the sheets and they can be adapted to meet the needs of individuals and groups (eg to increase accessibility for candidates or focus on a specific context). Use of these evidence-gathering resource templates is strongly recommended, but they do not have to be used if equivalent evidence is provided in other ways.

Guidance for assessing AoPE

Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.	Tutors guide candidates on the choice of units and practise activities to develop their skills. Tutors provide feedback on skills development.	
Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate recording documents. Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/audio recordings. Candidates organise all of their evidence in a portfolio and include blank assessment checklists.	Tutor guide candidates in choosing appropriate activities to evidence the selected assessment units and on completing the recording documents. Tutors/other relevant people complete observation checklists and witness statements. Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.	• Completed ASDAN recording documents, which are available to registered centres in the members area of the ASDAN website. • Supplementary evidence to support the recording documents.

Guidance for assessing AoPE

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Following internal assessment, candidates provide additional evidence, if required.	**Internal assessment** For each assessment unit, tutors/assessors judge each candidate's evidence against the learning outcomes and assessment criteria. **Internal moderation** A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation. Feedback is given to assessors.	Assessment checklists that reference the evidence for each unit and identify where it can be found in the portfolio. Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.
External moderation		

Unit IWWO1: Introduction to working with others

Aim	To develop skills in working cooperatively with others		
Level	Level 1	Credit value	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Confirm what the group is going to do and help plan how to do it	1.1.1 Describe how working in a group is different from working with one other person 1.1.2 Describe the ground rules for working with others 1.1.3 Check what the group's goal is 1.1.4 Identify the tasks that need to be done, and their responsibilities 1.1.5 Check and describe the arrangements for working together
1.2 Work with others towards achieving the shared goals	1.2.1 Get what they need to carry out tasks 1.2.2 Complete tasks without disrupting or offending others 1.2.3 Complete their tasks safely following the methods they has been shown 1.2.4 Check progress, and ask for help when appropriate 1.2.5 Offer support to others when appropriate
1.3 Identify ways they helped to work towards the group's goals, and how to improve their work with others	1.3.1 Identify what went well and what went less well when working with others 1.3.2 Identify how they helped to achieve things together 1.3.3 Suggest ways of improving working with others next time

Mandatory documents and evidence	Recommended documents and evidence
• IWWO: Ground rules and planning sheet • IWWO: Witness statement • IWWO: review	• Learning log, or activity log • Peer witness statements, including date, name, signature and context • Other evidence relevant to the unit

At this level...

At Level 1, candidates will develop familiarity with the basic knowledge, techniques and understanding involved in working with others as part of a group, and show they can apply their skills within routine and supportive situations.

Guidance for Level 1: Introduction to working with others (IWWO1)

Assessment and evidence

This unit is about the individual developing skills to work cooperatively with others in a small group of familiar people. The candidate will do this by being clear about the overall shared goal and taking part in planning how the group will achieve this goal. In carrying out tasks allocated to them, the candidate will work safely using resources provided and be able to report back on progress. The candidate should participate in reviewing the progress of the group and suggesting ways of improving their work with others in future.

A group is defined as **at least three** familiar people (peers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. For example, a group of three students working together on planning and delivering a talk would probably provide the context for suitable evidence for the unit, whereas an individual giving a talk to a group or helping primary pupils to write a story would not be appropriate assessment opportunities. It is important that each candidate has a clearly defined role or responsibility. **It is not acceptable for tutors or assessors to be part of the team/group.**

1.1 Confirm what the group is going to do and help plan how to do it. At Level 1, the context for working together is given by the tutor; the make-up of the group may be chosen by the tutor to maximise effectiveness. The activities should be clearly defined and achievable in the time frame with the resources that are available to the candidate. The task should be straightforward and involve familiar situations. The candidate must be clear about their own responsibilities

and demonstrate an understanding of the working arrangements (the 'where' and 'when'). The candidate must also have sufficient experience of working with others before assessment to be able to describe useful ground rules for working in a group, and describe at least one way in which working with a larger group is different to working with just one other person.

1.2 Work with others towards achieving the shared goals. Candidates should be closely supervised in carrying out tasks, following methods given to them that they have had the opportunity to practise. They should know when they are expected to try to sort things out for themselves and when it is essential to refer to others. Candidates are required to demonstrate that they have not disrupted or offended others and that they have checked progress during the task, it is important that tutors provide examples of how this was done in the Witness Statement part of the recording sheet and do not simply tick or write yes.

1.3 Identify ways they helped to work towards the group's goals, and how to improve their work with others. When reviewing progress, the candidate should be able to recognise when things have worked well and when things have gone less well in working together. Responses that cover only the practical aspects of the task will not be sufficient. Candidates should be able to show some understanding of how their individual role has contributed to achieving the shared goal, and suggest **at least one** way in which they can improve their skills in working as part of a group, eg checking exactly what they have to do, keeping other people informed.

Unit TW2:
Team working

Aim	To develop teamwork skills		
Level	Level 2	Credit value	3

Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Plan work with others	2.1.1 Describe what makes groups or teams effective
	2.1.2 Identify what the team needs to achieve together
	2.1.3 Share relevant information to clarify what needs to be done, and individual responsibilities
	2.1.4 Confirm the arrangements for working as a team
2.2 Work cooperatively towards achieving identified objectives	2.2.1 Organise and carry out tasks to meet own responsibilities: a safely b using appropriate methods
	2.2.2 Describe how individual behaviour can have a positive or a negative effect on a team achieving its objectives
	2.2.3 Check progress, seeking advice from an appropriate person when required
	2.2.4 Describe how they supports cooperative ways of working
2.3 Recognise own contribution to teamwork and agree ways to improve work with others	2.3.1 Identify own role in helping to achieve things together
	2.3.2 Share relevant information on what went well and less well when working with others
	2.3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future

Mandatory documents and evidence	Recommended documents and evidence
• TW: Planning sheet • TW: Doing sheet • TW: Reflection sheet • TW: Review sheet	• Learning Log (or activity log) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level...

At Level 2, candidates are required to extend their use of basic techniques when working with others. This recognises their ability to take some responsibility for selecting and applying their skills to meet the demands of largely straightforward tasks.

Guidance for Level 2: Team working (TW2)

Assessment and evidence

This unit is about the candidate developing the skills and understanding to work cooperatively in groups or teams towards shared goals.

The candidate will do this by engaging in discussions to clarify a shared goal and planning the actions required to achieve it. In carrying out the work, the candidate will meet their own responsibilities and demonstrate cooperative working by supporting others. The candidate will review the success of the activity with the group, identifying what went well and what went less well in working together, and how their own input helped the group to achieve its goal. The candidate will be able to suggest ways in which improving their interpersonal skills could make teamwork more effective in the future.

A group/team is defined as at least three familiar people (peers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. For example, a team of three students working together on planning and producing a magazine would probably provide the context for suitable evidence for the unit, whereas an individual teaching a specific skill to a group or listening to younger pupils read would not provide appropriate assessment opportunities. It is important that each candidate has a clearly defined role or responsibility. **It is not acceptable for tutors or assessors to be part of the team/group.**

2.1 Plan work with others. At Level 2, candidates will take more responsibility for group/team formation and planning the approach to the shared task. They should have sufficient experience of working in groups/teams to be able to describe some of the things that make groups effective. The candidate will produce a plan that shows what needs to be done, clarifying individual responsibilities and stating the arrangements for working together.

2.2 Work cooperatively towards achieving identified objectives. Candidates must meet their own responsibilities for obtaining the resources they need and must be able to provide evidence of working safely using appropriate methods. They should have sufficient experience of working in teams to be able to describe how individual behaviours can have a positive or negative effect on the team and give examples of how they personally have supported cooperative working. For example, by providing information/support in anticipation of it being needed by others, by describing how they helped to sort out a disagreement. Candidates should know when and how to check progress towards the group objectives.

2.3 Recognise own contribution to teamwork and agree ways to improve work with others. In reviewing their work, candidates are expected to identify what has gone well and what has gone less well in working as a team and how their contribution helped to achieve the shared goal. In explaining how they can improve the effectiveness of their contributions to teamwork in the future, candidates should consider interpersonal aspects of the work, eg ways in which they could be more supportive to other team members, or how they might improve communication skills..

Unit TW3:
Team working

Aim	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.		
Level	Level 3	**Credit value**	3

Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Be able to plan collaborative work with others	3.1.1 Describe the skills needed to work well in a team
	3.1.2 Agree objectives for working together and identify what needs to be done to achieve them
	3.1.3 Share relevant information to help agree roles and responsibilities
	3.1.4 Agree suitable working arrangements with other team members
3.2 Be able to develop and maintain cooperative ways of working to achieve agreed objectives	3.2.1 Organise and complete own tasks to agreed standards and timescales
	3.2.2 Seek ways to work cooperatively such as ways to resolve conflict and ways to maintain open communication
	3.2.3 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	3.3.1 Provide a detailed account of what went well and less well from own point of view
	3.3.2 Identify factors influencing the outcome of working with others, including own role
	3.3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future

Sample

Unit TW3:
Team working

Mandatory documents and evidence	Recommended documents and evidence
• TW: preparation • Own plan with roles and deadlines • TW: Do • TW: Review	• Learning log, or activity log • Other evidence relevant to the unit, eg peer and witness statements, annotated photographs, evidence of role completion

At this level...

At Level 3, candidates are required to identify and use relevant understanding, methods and skills to complete tasks and address problems that arise. When working in a team, this includes collaborative planning using knowledge of individual strengths; selecting methods to organise and complete their own tasks to an acceptable standard; and seeking ways to develop cooperation and communication.

Candidates will exercise autonomy and judgment when deciding how to meet their own responsibilities and when to offer or ask for support from team members.

Guidance for Level 3: Team working (TW3)

Assessment and evidence

This unit is about the candidate developing the skills and understanding to work cooperatively with others towards agreed objectives, and to review and improve collaborative work. The ability to work effectively in a group/team is highly valued by employers and is relevant to project work in both Higher Education and work-related contexts.

A group/team is defined as **at least three** familiar people (peers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. For example, a group of three students working together on planning and producing a school or college prospectus, or a marketing team working on a publicity campaign, would provide a suitable context for this unit. However, an individual teaching a specific skill to a group would not be an appropriate assessment opportunity. It is important that each candidate has clearly defined responsibilities. **It is not acceptable for tutors/assessors to be part of the team/ group.**

When the group is discussing and agreeing shared objectives, the tutor should check that the activities being considered have sufficient complexity to provide scope for evidencing team working skills at the required level. At Level 3, candidates are expected to take responsibility for addressing issues as they arise, show initiative and have advanced organisational skills. The assessment activity must have a sufficient timescale to demonstrate this, ie **10 to 12 weeks**. Individuals should have the opportunity to be proactive in addressing difficulties or problems as the plan is put into action and to support each other in working towards the objectives. Candidates should know how to give and receive constructive feedback.

Successful achievement of the unit may be possible even if the objectives have not been met. For example, factors outside of the candidate's control may impact on a successful outcome. However, the extent to which the objectives have been met, and the factors that affected this, should be fully described in the review.

3.1 Be able to plan collaborative work with others. Candidates must plan collaborative work with others, including agreeing team objectives and identifying what needs to be done so that the objectives can be met. This will involve sharing information, prioritising tasks, identifying resources and timescales, and agreeing how individuals will work with other team members. Candidates should have sufficient experience of working in groups/teams to be able to describe the skills needed for effective teamwork. The candidate must produce a plan that shows what needs to be done, clarifies individual responsibilities and states the arrangements for working together. Candidates need to be clear about the areas of work that they, and other people, have control over, as well as the areas for which they are accountable to other people.

Guidance for Level 3: Team working (TW3)

3.2 Be able to develop and maintain cooperative ways of working to achieve agreed objectives. Candidates must show that they can work cooperatively with team members when carrying out tasks and following their plan. They must show that they can work in an efficient way to meet their responsibilities, by working safely and using appropriate working methods. Candidates must share information on progress and agree changes to the plan where appropriate. Progress should be reviewed on **at least two** occasions. Candidates must give examples of how they personally have supported cooperative working, eg taking a lead role in anticipating the needs of others for information or support, actively seeking ways to resolve disputes or causes of tension.

3.3 Be able to review work with others and agree ways of improving collaborative work in the future. When reviewing group activities with other team members, candidates must identify the factors that affected the outcome of the team's efforts, including their own contribution. They must provide an in-depth account of what went well and what went less well from their own perspective. Candidates need to be able to explain how improved interpersonal skills could contribute to more effective collaborative working in the future, eg listening more carefully when negotiating revisions to plans, allocating tasks in a way that is more supportive to less confident members of the team.