

Section 1: Introduction

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1.1 Introduction to the Personal Effectiveness Qualifications

Welcome to ASDAN's Qualifications in Personal Effectiveness.

CoPE

The ASDAN Certificate of Personal Effectiveness, which has evolved through many years of development and experience of the ASDAN Youth and FE Awards, provides a formal accreditation of these programmes as a qualification within the Regulated Qualifications Framework (RQF). It is approved by Ofqual, Qualifications Wales and CCEA, and is listed on the register of Regulated Qualifications, with the following accreditation numbers:

- **Level 1 Qualification Accreditation Number** 100/3558/8 (SCQF Level 4)
- **Level 2 Qualification Accreditation Number** 100/3559/X (SCQF Level 5)
- **Level 3 Qualification Accreditation Number** 100/3560/6 (SCQF Level 6)

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 and Level 2 (requiring approximately 120 hours of work), and 15 curriculum (ASDAN) credits (requiring approximately 150 hours of work) at Level 3. 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 three wider key skills of working with others, improving own learning and performance and problem solving at the appropriate level. These provide an introduction to the national standards for wider key skills, and must include recording using ASDAN's plan, do and review documents (PDRs).
- developing and evidencing three other skills, based on the Communication key skill, of planning and carrying out a piece of research, communicating through discussion and planning and giving an oral presentation.

AoPE

The ASDAN Award of Personal Effectiveness, which has developed from the Certificate of Personal Effectiveness, builds upon the extensive experience that ASDAN has of creating and producing engaging and diverse forms of curriculum accreditation for a full range of learners. The Award of Personal Effectiveness provides a formal accreditation of the ASDAN Personal Development Bronze/Silver, Gold and Short Course programme awards as a qualification within the Regulated Qualifications Framework, and an alternative qualification outcome for learners working in the CoPE Record book. It is approved by Ofqual and the other national regulators, is available at Level 1, 2 and 3, and is listed on the Register of Regulated Qualifications with the following accreditation numbers:

- **Level 1 Qualification Accreditation Number** 500/5748/0
- **Level 2 Qualification Accreditation Number** 500/9553/5
- **Level 3 Qualification Accreditation Number** 600/2711/3

Evidence to fully meet the AoPE standards is generated by identifying and completing challenges from a selection of modules in the **Levels 1 & 2 Personal Effectiveness (AoPE/CoPE) student book**. Through these challenges candidates need to demonstrate skill development and must complete enough challenges to gain 6 curriculum (ASDAN) credits at Levels 1 and 2 (requiring approximately 60 hours of work), and 8 curriculum (ASDAN) credits at Level 3 (requiring approximately 80 hours of work).

The qualification is credit based and candidates must choose a combination of units from those listed in Section 1.2. Completion of the qualification involves three main strands:

1. taking responsibility for planning, organising and carrying out a number of activities or challenges, and evidencing this work in a portfolio
2. candidates must include skill-specific recording using the mandatory recording documents
3. developing and evidencing other skills of planning and carrying out research, group discussion, and preparing for and giving a presentation

1.2 The Personal Effectiveness Qualifications and Units

The Personal Effectiveness qualifications encourage candidates to demonstrate the following:

- Identifying the challenge by collecting background information in order to make informed decisions as to which challenges to undertake
- Working with an appropriate person (such as tutor, supervisor or advisor) to identify and agree the aims and objectives of the chosen challenges and set targets of expected outcomes and timescales to achieve these
- Undertaking challenges and managing time to achieve agreed outcomes
- Providing portfolio evidence appropriate to the chosen challenge

CoPE Units

Candidates must demonstrate the skills, knowledge and understanding, in the following units:

Unit WO:	Introduction to working with others (in a team)*
Unit LP:	Introduction to improving own learning and performance*
Unit PS:	Introduction to problem solving*
Unit R:	Planning and carrying out a piece of research
Unit D:	Communicating through discussion
Unit OP:	Planning and giving an oral presentation

Candidates must provide one example of meeting the standards for **each** of the three wider key skills, using the Plan, Do, Review sheets to help record the evidence. In the case of working with others, the example must provide evidence of working in a group or team.

For the **units R, D and OP** candidates must provide one example of meeting the standards for each of these units.

AoPE Level 1 Units

Candidates must demonstrate their skills, knowledge and understanding, in sufficient units, to make 8 credits:

Unit IWWO:	Introduction to working with others*	2 credits
Unit PRL:	Planning & Reviewing Learning*	2 credits
Unit DWP:	Dealing with problems in daily life*	2 credits
Unit PCR:	Planning and carrying out research	2 credits
Unit GD:	Group discussion	1 credit
Unit PGP:	Preparing for and giving a presentation	2 credits
Unit DS:	Developing Self	2 credits

AoPE Level 2 Units

Candidates must demonstrate their skills, knowledge and understanding, in sufficient units, to make 8 credits:

Unit TW:	Team working*	3 credits
Unit PRL:	Planning & Reviewing Learning*	3 credits
Unit DWP:	Dealing with problems in daily life*	2 credits
Unit PCR:	Planning and carrying out research	2 credits
Unit GD:	Group discussion	1 credit
Unit PGP:	Preparing for and giving a presentation	2 credits
Unit DS:	Developing Self	2 credits

AoPE Level 3 Units

Candidates must demonstrate their skills, knowledge and understanding, in sufficient units, to make 8 credits:

Unit TW:	Team working*	3 credits
Unit PRL:	Planning & Reviewing Learning*	3 credits
Unit TP:	Tackling Problems*	3 credits
Unit RS:	Research Skills	3 credits
Unit ISP:	Improving skills in preparing and presenting information	4 credits
Unit LWE:	Learning through work experience	3 credits
Unit CE:	Career exploration	3 credits

Candidates with guidance from an appropriate person such as a teacher, learning mentor or youth worker, must choose the combination of units (totalling 8 credits) that most suits their development needs. Each candidate must include one example of meeting the standards for **each** unit they choose. Use of the unit recording materials provided by ASDAN is necessary in order to fully meet the standards for each unit.

For both AoPE and CoPE, work is undertaken and evidenced in a portfolio with an assessment checklist to indicate the file reference of each piece of evidence. This is signed by the candidate, must be checked and signed by the assessor, and in turn by the internal moderator who will be confirming common standards throughout the centre. The work is then ready for independent and external moderation.

Full details of the standards and guidance relating to CoPE or AoPE can be found in separate 'Standards with Guidance' books and published Specifications. These can also be downloaded from the ASDAN website www.asdan.org.uk

1.3 Qualification Levels

CoPE Levels 1, 2 and 3

The three levels allow a student to demonstrate an increasing level of competence.

Level 1: helps candidates to develop the basic skills that are important for competence, and recognises their ability to apply these skills in meeting given purposes within routine situations.

Level 2: builds on Level 1 by requiring candidates to extend their basic skills. It recognises their ability to take responsibility for some decisions about how they select and apply these skills to meet the demands of largely straightforward tasks.

Level 3: marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised.

AoPE Levels 1 to 3

AoPE is also available at Levels 1, 2 and 3; it is important to understand how to identify the level at which a candidate is working in order to offer the appropriate qualification outcome.

Level 1: reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance as needed.

Level 2: reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction and guidance.

Level 3: reflects the ability to identify and use relevant understanding, methods and skills to complete the tasks and address problems that, while well-defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

For accreditation, the candidate's performance has to be judged against a set of prescribed standards that define the level of competence and the contexts in which that competence has to be demonstrated.

Significant features which reflect the nature of a competence-based approach to assessment are:

- Assessment is based on outcomes; i.e. the candidate's competence as measured against the assessment criteria. As it does not matter how this outcome is reached, training and development opportunities can be responsive to individual needs and there are no restrictions on styles of delivery. Development can occur in the environment most appropriate and useful to the candidate.

- No particular qualifications or experience are required for access to assessment. Different candidates are able to start at points appropriate to them.
- Candidates actively participate in the assessment process by gathering evidence of their own competence.
- The structure of the standards allows achievement to be recognised on the basis of individual qualifications e.g. AoPE. A candidate can gain accreditation for a single qualification, a group of qualifications at the same level, or qualifications at different levels. However each qualification can only be awarded at **one** level. For CoPE all of the units must be achieved at one level; AoPE allows candidates to be accredited at the level of the **majority** of the credits. For example, an AoPE Level 2 candidate may achieve three of the eight credits required at Level 1 so long as the remaining five credits are achieved at Level 2. This feature forms part of AoPE's "Rules of Combination".

Language restrictions

ASDAN's qualifications have been approved by the regulators to be offered, assessed and moderated in English only. Centres must therefore present candidates' work for external moderation in English. ASDAN will not accept work that has been translated from another language, except as contained in our published Access Arrangements.

1.4 Rules of Combination

Rules of Combination set out what a learner is required to do to be awarded a qualification in terms of the credits and units that need to be achieved. They also set out which units are barred against others, the potential for learners to transfer credit from other units, and any exemptions.

Barred units

For credit-based qualifications, candidates are not able to claim credit for the same unit at more than one level, or from two units that are deemed to be very similar. e.g. AoPE candidates claiming credit for Developing Self at Level 1 cannot also claim credit for Developing Self at Level 2.

Equivalent Units

These are similar units achieved within other qualifications. Credits from these units can in certain cases be counted instead of credits from AoPE units.

Exemptions

Similar to equivalent units, these are units that have been achieved within other, non-credit bearing, qualifications. e.g. A candidate who has the Wider Key Skill of Improving own Learning and Performance at Level 1 or 2 can claim exemption from the AoPE Level 1 unit, Planning and Reviewing Learning.

See Section 2.4, "The accumulation and transfer of credits"

1.5 Guidance and Support

Planning

Before introducing the skills to learners, it is necessary to identify opportunities for individuals to participate in initial assessment and development activities and opportunities to provide evidence that will demonstrate the required skills. The development of an overall plan for the delivery of the skills helps to ensure that sufficient opportunities exist for all the requirements to be met and that there is no unnecessary

duplication of effort. ASDAN requires CoPE and AoPE centres to create plans to show how each of the units will be assessed, to help facilitate this assessment plan templates can be found on the ASDAN website: www.asdan.org.uk

Staff development

Staff development is an essential component of a plan for implementing AoPE and/or CoPE and tutors and assessors will need time to reach a common understanding of the units. **As part of the approval process for AoPE and/or CoPE at least one member of staff must attend an ASDAN training session for the qualification.** Staff are strongly advised to attend AoPE and CoPE support meetings as a way of checking that their interpretation of the requirements is accurate.

After initial familiarisation on an individual basis, it is recommended that tutors and assessors get together in order to discuss the content of the assessment units and clarify anything that is unclear. Once the skills have been in use a little while, assessors should meet again to look at examples of evidence and to discuss and compare interpretation of standards; such discussions should form part of on-going practice.

Candidate induction

Candidates will need to become familiar with the qualification and the skills. Effective induction into the purpose and the content of the standards is vital to successful achievement. One strategy adopted by practitioners has been to introduce the relevant skills following an activity in which they were used. Examples of how evidence can meet the standards can then be discussed, drawing on individual or group experience. The relevance of particular skills to a variety of contexts, and/or individuals' future plans, can also be highlighted – often a key factor in motivating individuals.

Sources of information and support

ASDAN's **Regional Relationship Managers** are able to provide information and advice on the effective implementation of the Personal Effectiveness qualifications, through email, telephone contact and support and standardisation meetings, and through negotiated staff training. Fees may apply in the latter case.

Additional guidance and support materials are available from ASDAN: many of the support materials produced for the Certificate of Personal Effectiveness (CoPE) are suitable for assessors and candidates working towards AoPE. These include schemes of work and classroom resources to support challenge completion as well as masters of a range of recording documents and exemplar materials designed to support the production of valid assessment evidence at the appropriate level.

The mandatory recording documents (assessment checklists), **assessment guidance** and **resource sheets** are available to download from the ASDAN website: www.asdan.org.uk

ASDAN offers a range of free Support meetings throughout the year.

Themed Support meetings are held in the Autumn term to promote a common understanding of Awarding Organisation expectations across centres and to share good practice.

Qualification Support Meetings (Staff Professional Development)

These informal meetings are offered in the spring term. The activities combine information and training, depending on the needs and interests of the group, and offer opportunities to ask questions and look at portfolios, for the purpose of standardising evidence. Dates and venues are posted on the ASDAN website and centres should ensure that their Regional Manager is aware of their intention to attend.