Certificate of Personal Effectiveness (CoPE) Levels 1, 2 and 3

Standards with Guidance 2012

Introduction updated January 2018

ASDAN

Qualification codes

ASDAN Level 1 Certificate of Personal Effectiveness	100/3558/8
ASDAN Level 2 Certificate of Personal Effectiveness	100/3559/X
ASDAN Level 3 Certificate of Personal Effectiveness	100/3560/6

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Introduction to the qualifications

The Certificate of Personal Effectiveness (CoPE) is available at three levels: Level 1, Level 2 and Level 3.

It is accredited by Ofqual, Qualifications Wales and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales it appears in the Qualifications in Wales (QiW) database. It is also credit rated by the Scottish Qualifications Authority (SQA) and is listed in the Scottish Credit and Qualifications Framework (SCQF).

The Level 1, 2 and 3 Certificates of Personal Effectiveness are substantial and wide-ranging qualifications, 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. They therefore aim 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 or higher education, employment, or vocational training and apprenticeships.

To complete the Certificate of Personal Effectiveness, 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 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 12 curriculum (ASDAN) credits at Level 1 and 2 (requiring approximately 120 hours of work) or 15 curriculum (ASDAN) credits at Level 3 (requiring approximately 150 hours of work).

Structure of the qualifications

There are six mandatory units at each level (see p.5).

To achieve the CoPE qualification, candidates must complete all six units. Single unit accreditation is available.

Guidance for assessing CoPE

Unit titles and codes: Level 1

Qualification unit code	ASDAN unit code	Unit title	
T/102/3415	WO1	Introduction to Working with Others (in a team)	MANDATORY UNITS
A/102/3416	LP1	Introduction to Improving own Learning and Performance	
F/102/3417	PS1	Introduction to Problem Solving	
J/102/3418	R1	Planning and Carrying out a Piece of Research	
L/102/3419	D1	Communicating Through Discussion (in a group)	
F/102/3420	OP1	Planning and Giving an Oral Presentation	

Unit titles and codes: Level 2

Qualification unit code	ASDAN unit code	Unit title	
J/102/3421	WO2	Introduction to Working with Others (in a team)	MANDATORY UNITS
L/102/3422	LP2	Introduction to Improving own Learning and Performance	
R/102/3423	PS2	Introduction to Problem Solving	
Y/102/3424	R2	Planning and Carrying out a Piece of Research	
D/102/3425	D2	Communicating Through Discussion (in a group)	
H/102/3426	OP2	Planning and Giving an Oral Presentation	

Unit titles and codes: Level 3

Qualification unit code	ASDAN unit code	Unit title	
K/102/3427	WO3	Introduction to Working with Others (in a team)	MANDATORY UNITS
M/102/3428	LP3	Introduction to Improving own Learning and Performance	
T/102/3429	PS3	Introduction to Problem Solving	
K/102/3430	R3	Planning and Carrying out a Piece of Research	
M/102/3431	D3	Communicating Through Discussion (in a group)	
T/102/3432	OP3	Planning and Giving an Oral Presentation	

Guidance for assessing CoPE

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 practice 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 resource sheets. Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could be products of tasks undertaken, reports and witness statements, photographs, video/audio recordings, etc. Candidates organise all of their evidence in a portfolio and include blank assessment checklists.	Tutors guide candidates on appropriate activities to evidence the chosen assessment units and on completing the resource sheets. Tutors/other relevant people complete observation checklists, witness statements, etc. 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 resource sheets, which are available to registered centres in the members area of the ASDAN website • Supplementary evidence to support the resource sheets
Following internal assessment, candidates provide additional evidence, if required.	**Internal assessment** For each assessment unit tutors 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. Checklists must be signed off by the candidate, the assessor and the internal moderator.
External moderation		

Unit WO1: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

Learner outcomes The learner will:	Assessment criteria The learner can:	
WO1.1 Confirm you understand the given objectives and plan for working together	1.1.1	Check that you clearly understand what you have to achieve together
	1.1.2	Identify what needs to be done and **your** individual responsibilities
	1.1.3	Make sure you understand the arrangements for working together
WO1.2 Work with others towards achieving the given objectives	1.2.1	Carry out tasks to meet **your** responsibilities
	1.2.2	Work safely, following the working methods **you** have been given
	1.2.3	Check progress, asking for help and offering support to others, when appropriate
WO1.3 Identify ways you helped to achieve things and how to improve your work with others	1.3.1	Identify what went well and what went less well in working with others
	1.3.2	Identify how you helped to achieve things together
	1.3.3	Suggest ways of improving your work with others for next time

Mandatory evidence	Recommended documents
• WO: Plan sheet • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role	• Learning log (or activity log) • Peer witness statements (including date, name, signature and context) • Other evidence relevant to the unit

At this level

Level 1 helps candidates to develop familiarity with the basic knowledge, techniques and understanding involved in working with others and helps to show they can apply their skills within routine and supportive situations.

Guidance for Level 1: Introduction to Working with Others (in a team)

Assessment and evidence

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.

A group is defined as three or more people (e.g. peers, co-workers) 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 would not be an appropriate assessment opportunity. It is not acceptable for tutors/assessors to be part of the team/ group.

The person supervising the work should be familiar with the candidates and care should be taken when forming groups. Account should be taken, where possible, of gender, social and cultural factors that may affect an individual's ability to meet the assessment criteria.

WO1.1

At Level 1, the objectives for working together are given by the tutor. They should be clearly defined and achievable in the context in which the candidates are working. The tasks candidates undertake should be straightforward (e.g. able to be broken down into easily managed steps, involving familiar resources and situations). The candidate must be clear about their own responsibilities and demonstrate an understanding of the working arrangements (the 'who','where' and 'when').

WO1.2

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. Tutors must complete a witness statement (on the Do sheet) to confirm that the candidate worked safely, followed the given methods correctly and checked their own and the group's progress.

WO1.3

Candidates should be able to recognise when things have worked and where there have been problems, and should have some understanding of the reasons why. They should be able to show some understanding of how their individual role contributed to the final outcome of the joint project. Candidates should think about ways of improving how they worked together and record their ideas on the Review sheet in the first person (e.g. 'I need to check exactly what I have to do', 'I should make sure I keep other people informed').

In some circumstances, successful achievement of the unit may be possible even if the shared objectives for working together are not met. For example, factors outside the control of the individual candidate(s) may impact on a successful outcome but the candidate could still have met all the assessment criteria.

Unit WO2: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

Learner outcomes The learner will:	Assessment criteria The learner can:	
WO2.1 Plan work with others	2.1.1	Identify what you need to achieve together
	2.1.2	Share relevant information to identify what needs to be done and individual responsibilities
	2.1.3	Confirm the arrangements for working together
WO2.2 Work co-operatively towards achieving the identified objectives	2.2.1	Organise and carry out tasks safely, using appropriate methods, to meet your responsibilities
	2.2.2	Support co-operative ways of working to help achieve the objectives for working together
	2.2.3	Check progress, seeking advice from an appropriate person when needed
WO2.3 Review your contributions and agree ways to improve work with others	2.3.1	Share relevant information on what went well and less well in working with others
	2.3.2	Identify **your** role in helping to achieve things together
	2.3.3	Agree ways of improving your work with others

Mandatory evidence	Recommended documents
• WO: Plan sheet • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role	• Learning log (or activity log) • Witness testimony • Peer reports (including date, name, signature and context) • Other evidence relevant to the unit

At this level

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

Guidance for Level 2: Introduction to Working with Others (in a team)

Assessment and evidence

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.

A group is defined as three or more people (e.g. peers, co-workers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. The objectives may be suggested by the candidate, by the people with whom they are working or by the tutor. It is not acceptable for tutors/assessors to be part of the team/group.

WO2.1

The tasks that candidates undertake should be mostly straightforward (e.g. those able to be broken down into easily managed steps, involving familiar resources and situations). Each candidate must be able to state what their own responsibilities are within the group. They should be clear about the areas of work over which they have some control and for which they are accountable to others.

WO2.2

Each candidate should meet their own responsibilities for obtaining the resources needed, completing tasks on time and carrying out tasks safely. For example: when designing, producing and distributing posters to advertise an event or when taking responsibility for obtaining the articles and photos for the sports page of a magazine. Candidates should follow methods in which they have been instructed, and which they have had the opportunity to practise.

WO2.3

When reviewing the work, the candidate is expected to be able to describe their own contribution to the final outcome of the joint project (i.e. what they did, how they did it and how they interacted with others in the group). Candidates should consider improvements they, individually, could make in terms of interpersonal aspects of the work (e.g. 'I could communicate more clearly') as well as improvements they could make related to managing tasks (e.g. 'I need to do more detailed planning so that I complete my responsibilities on time').

Unit WO3: Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

Learner outcomes The learner will:	Assessment criteria The learner can:	
WO3.1 Plan work with others	3.1.1	Agree realistic objectives for working together and what needs to be done to achieve them
	3.1.2	Share relevant information to help agree roles and responsibilities
	3.1.3	Agree suitable working arrangements with those involved
WO3.2 Seek to develop cooperation and check progress towards your agreed objectives	3.2.1	Organise and carry out tasks efficiently to meet your responsibilities
	3.2.2	Seek effective ways to develop co-operation, including ways to resolve any conflict
	3.2.3	Share accurate information on progress, agreeing changes where necessary to achieve objectives
WO3.3 Review work with others and agree ways of improving collaborative work in the future	3.3.1	Agree the extent to which working with others has been successful and objectives have been met
	3.3.2	Identify factors, including **your** role, in influencing the outcome
	3.3.3	Agree ways of improving your work with others in the future, including interpersonal skills

Mandatory evidence	Recommended documents
• WO: Plan sheet • Own plan with activities and deadlines • WO: Do sheet • WO: Review sheet • Evidence of carrying out own role	• Learning log (or activity log) • Witness testimony • Peer reports (including date, name, signature and context) • Other evidence relevant to the unit

At this level

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 when working with others.

Guidance for Level 3: Introduction to Working with Others (in a team)

Assessment and evidence

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 and their own role and responsibilities, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.

A group is defined as three or more people (e.g. peers, co-workers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. It is not acceptable for tutors/assessors to be part of the team/group.

WO3.1

The candidate should offer suggestions and listen to others to agree realistic objectives, prioritise tasks and identify resources and timescales. Objectives should relate both to the shared outcome and to the way the team members intend to work together. They should be capable of agreeing responsibilities based on what each person can do (e.g. their relevant skills, qualities and knowledge) and of discussing contributions in a way that helps people feel involved, confident and motivated. Candidates should be clear about their own responsibilities and the areas of work over which they have control and for which they are accountable to others.

WO3.2

The candidate should take responsibility for organising and pacing their work to meet deadlines, to make the best use of resources and to produce the quality of work required. Correct techniques and approaches should be used to carry out tasks, taking account of health and safety procedures at all times. They should seek support from relevant people when needed.

The candidate should actively look for ways to develop and support co-operative working, including helping to resolve conflict. In carrying out their work, they should consider the rights and feelings of others, and be able to act assertively – when necessary – to protect their own rights and feelings. Progress should be reviewed on at least two occasions, e.g. in team meetings, and candidates are responsible for exchanging information about the extent to which work is meeting deadlines and quality requirements, and to agree any necessary changes.

WO3.3

Candidates should provide a balanced account of their own contribution to the work of the group (i.e. what they did and how they interacted with others) as well as identifying other factors that have influenced the outcome (e.g. work processes, external changes and interpersonal aspects). They should know how to give, as well as receive, constructive feedback. Candidates should consider improvements they, individually, can make in terms of interpersonal aspects of the work (e.g. 'I need to practice my negotiation skills) as well as improvements they could make in managing tasks (e.g. 'I could try out different time management techniques'). For example: improved negotiation skills could help the work of the team run more smoothly when agreeing revisions to the plan; more effective time management could free up the individual to take on more responsibilities or offer help to other team members.