

ASDAN Level 2 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: 100/3559/X

In England and N. Ireland it appears in the Register of Regulated Qualifications. In Wales it appears in the QiW (Qualifications in Wales) database.

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: 31/12/2025

Certification End Date: 31/12/2027

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 2 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.

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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	2	WO2	N/A
Introduction to Improving own Learning and Performance	2	LP2	N/A
Introduction to Problem Solving	2	PS2	N/A
Planning and Carrying out a Piece of Research	2	R2	N/A
Communicating through Discussion	2	D2	N/A
Planning and Giving an Oral presentation	2	OP2	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 successfully 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 2 (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 3

ASDAN AoPE Level 3

ASDAN Wider Key Skills Level 2, Level 3 (Northern Ireland only)

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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 Improving own Learning and Performance
Unique Reference Number:	L/102/3422
Level:	2
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Help set targets with an appropriate person and plan how these will be met	1.1 Provide information to help set realistic targets for what they want to achieve 1.2 Identify clear action points for each target and how they will manage their time 1.3 Identify how to get the support they need and the arrangements for reviewing their progress
2.2 Take responsibility for some decisions about their learning, using their plan to help meet targets and improve their performance	2.1 Use their action points to help manage their time well, revising their plan when needed 2.2 Choose ways of learning to improve their performance, working for short periods without close supervision 2.3 Identify when they need support and use this support effectively to help them meet targets
2.3 Review progress with an appropriate person and provide evidence of their achievements	3.1 Identify what they learned and how they used their learning in another task 3.2 Identify targets they have met and evidence of their achievements 3.3 Identify ways they learn best and how to further improve their performance
Additional information about the unit	
Organisation reference code	LP2
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	Improving own learning and performance L2 (WKS) Improving own learning and performance L3 (WKS)

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Title:	Introduction to Working with Others (in a team)
Unique Reference Number:	J/102/3421
Level:	2
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Plan work with others	1.1 Identify what they need to achieve together 1.2 Share relevant information to identify what needs to be done and their individual responsibilities 1.3 Confirm the arrangements for working together
2.2 Work co-operatively towards achieving the identified objectives	2.1 Organise and carry out tasks safely, using appropriate methods, to meet their responsibilities 2.2 Support co-operative ways of working to help achieve the objectives for working together 2.3 Check progress, seeking advice from an appropriate person when needed
2.3 Review their contributions and agree ways to improve work with others	3.1 Share relevant information on what went well and less well in working with others 3.2 identify their role in helping to achieve things together 3.3 Agree ways of improving their work with others
Additional information about the unit	
Organisation reference code	WO2
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 ; evidence of carrying out own role Other: Activity/learning log; witness testimony; peer reports; 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	Team working L2 (AoPE) Working with Others L2 (WKS) Working with Others L3 (WKS)

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Title:	Introduction to Problem Solving	
Unique Reference Number:	R/102/3423	
Level:	2	
Credit Value (if any):	n/a	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it	1.1 Provide information to help identify a problem, accurately describing its main features 1.2 Identify how they will know the problem has been solved 1.3 Come up with different ways of tackling the problem	
2.2 Plan and try out at least one way of solving the problem	2.1 Confirm with an appropriate person how they will try to solve the problem 2.2 Plan what they will need to do, identifying the methods and resources they will use 2.3 Use their plan effectively, getting support and revising their plan when needed to help tackle the problem	
2.3 Check if the problem has been solved and identify ways to improve their problem solving skills	3.1 Check if the problem has been solved by accurately using the methods they have been given 3.2 Describe clearly the results, including the strengths and weaknesses of how they tackled the problem 3.3 Identify ways of improving their problem solving skills	
Additional information about the unit		
Organisation reference code	PS2	
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 of tackling 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 that the problem has been resolved 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 L2 (WKS) Problem solving L3 (WKS) Dealing with problems in daily life L2 (AoPE) Tackling problems L3 (AoPE)	

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Title:	Planning and Carrying out a Piece of Research
Unique Reference Number:	Y/102/3424
Level:	2
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Undertake research into an area that is of special interest	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 Select a variety of sources (two or more) to gather relevant information to help research and identify the methods or techniques which will be used to carry out the research
2.2 Carry out the research, largely independently, using appropriate information and data	2.1 Carry out the research using at least one of the following strategies – testing, observing, analysing viewpoints 2.2 Keep a record of how information and data was collected 2.3 Demonstrate an understanding of the chosen subject and explain conclusions
2.3 Present the findings of the research appropriately and review	3.1 Prepare for presenting the results of the research 3.2 Present the information in a clear format using at least one presentational method 3.3 Seek feedback from the audience to help review the presentation
Additional information about the unit	
Organisation reference code	R2
Unit aim/purpose	This unit is about planning and carrying out research for a specific purpose, using appropriate techniques. NB The activity is not merely to find out general 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; raw data/results; evidence of presentation of the research Other: Activity/learning log; feedback sheets; 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 L2 (AoPE)

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Title:	Communicating through Discussion (in a group)
Unique Reference Number:	D/102/3425
Level:	2
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Make clear and relevant contributions in a way that suits the purpose and situation	1.1 Find out about the subject and prepare for the discussion 1.2 Make contributions that are relevant to the subject and purpose of the discussion 1.3 Give information clearly and in appropriate detail 1.4 Present points of view persuasively using supportive statements and evidence 1.5 Use language to suit the situation 1.6 Judge when to contribute and when to let others take part
2.2 Listen and respond appropriately to what others say	2.1 Demonstrate listening skills by making appropriate interjections and using appropriate body language 2.2 Respond to questions appropriately 2.3 Ask questions to elicit further information or clarify positions held by others
2.3 Help to move the discussion forward	3.1 Develop points made by others 3.2 Use strategies to maintain the focus of the discussion on its original purpose, e.g. asking questions, making links, summarising key points
Additional information about the unit	
Organisation reference code	D2
Unit aim/purpose	This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should communicate clearly and respond appropriately to others
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 L2 (AoPE)

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Title:	Planning and Giving an Oral Presentation
Unique Reference Number:	H/102/3426
Level:	2
Credit Value (if any):	n/a
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Prepare for the talk	1.1 Research the chosen topic 1.2 Make notes of the main points to be made in the talk 1.3 Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk
2.2 Speak clearly and use language that suits the subject, purpose and situation	2.1 Use clear language, always explaining any technical terms used 2.2 Keep to the subject, and structure what is said to help listeners follow the line of thought (e.g. use terms such as 'firstly'", 'secondly...', 'in conclusion...') 2.3 Vary tone of voice to draw attention to the main points of the talk, and give examples to clarify the points made
2.3 Use appropriate ways to support the main points of the talk	3.1 Use relevant images from graphs, photographs, pictures, diagrams or models to support the talk 3.2 Use other methods of support, such as handouts or quotations
Additional information about the unit	
Organisation reference code	OP2
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 and support materials) 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	Improving skills in preparing and presenting information L3 (AoPE)

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Example Assessment Checklist:

Assessment Checklist – CoPE Level 2 qualification				
Unit LP2: Introduction to Improving own Learning and Performance				
Learning outcome	You will:		You can:	Evidence (page no.)
LP2.1	Help set targets with an appropriate person and plan how these will be met	2.1.1	Provide information to help set realistic targets for what you want to achieve	
		2.1.2	Identify clear action points for each target and how you will manage your time	
		2.1.3	Identify how to get the support you need and the arrangements for reviewing your progress	
LP2.2	Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance	2.2.1	Use your action points to help manage your time well, revising your plan when needed	
		2.2.2	Choose ways of learning to improve your performance, working for short periods without close supervision	
		2.2.3	Identify when you need support and use this support effectively to help you meet targets	
LP2.3	Review progress with an appropriate person and provide evidence of your achievements	2.3.1	Identify what you learnt and how you used your learning in another task	
		2.3.2	Identify targets you have met and evidence of your achievements	
		2.3.3	Identify ways you learn best and how to further improve your performance	
<p>Assessor Declaration: <i>"I confirm that the details above are correct, that the evidence submitted is the candidate's own work and the candidate meets all of the requirements for certification of this unit."</i></p> <p>Candidate Declaration: <i>"I confirm that the evidence in this portfolio is all my own work."</i></p>				
Candidate name:		Candidate signature:		Date:
Assessor name:		Assessor signature:		Date:

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Internal moderator name:	Internal moderator signature:	Date:
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