



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

Standards with Guidance 2012

Introduction updated January 2018

Qualification codes

ASDAN Level 1 Award of Personal Effectiveness	500/5748/0
ASDAN Level 2 Award of Personal Effectiveness	500/9553/5
ASDAN Level 3 Award of Personal Effectiveness	600/2711/3

Sample

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Guidance for assessing AoPE

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.

It is accredited by Ofqual, Qualifications Wales and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales they 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 the Award 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 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 6 curriculum (ASDAN) credits, requiring approximately 60 hours of work.

Structure of the qualifications

There are a number of optional units available at each level (see tables below and opposite).

- 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

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Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.</p>	<p>Tutors guide candidates on the choice of units and practice activities to develop their skills.</p> <p>Tutors provide feedback on skills development.</p>	
<p>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.</p> <p>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.</p> <p>Candidates organise all of their evidence in a portfolio and include blank Assessment Checklists.</p>	<p>Tutors guide candidates on appropriate activities to evidence the chosen assessment units and on completing the resource sheets.</p> <p>Tutors/other relevant people complete observation checklists, witness statements, etc.</p> <p>Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.</p>	<ul style="list-style-type: none"> • 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
<p>Following internal assessment, candidates provide additional evidence, if required.</p>	<p>Internal assessment</p> <p>For each assessment unit tutors judge each candidate's evidence against the learning outcomes and assessment criteria.</p> <p>Internal moderation</p> <p>A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation.</p> <p>Feedback is given to assessors.</p>	<p>Assessment Checklists that reference the evidence for each unit and identify where it can be found in the portfolio.</p> <p>Checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
<p>External moderation</p>		

Unit IWWO1:

Introduction to working with others

Aim	To develop skills in working co-operatively with others		
Level	1	Credit value	2

Learner outcomes		Assessment criteria	
The learner will:		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 is the group's goal
		1.1.4	Identify the tasks that need to be done, and his/her 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 he/she needs to carry out tasks
		1.2.2	Complete tasks without disrupting or offending others
		1.2.3	Complete his/her tasks safely following the methods he/she 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 he/she helped to work towards the group's goals, and how to improve his/her work with others	1.3.1	Identify what went well and what went less well when working with others
		1.3.2	Identify how he/she helped to achieve things together
		1.3.3	Suggest ways of improving working with others next time

Mandatory evidence	Recommended documents
<ul style="list-style-type: none"> • IWWO: Ground rules and planning sheet • IWWO: Witness Statement • IWWO: Review 	<ul style="list-style-type: none"> • 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 as part of a group and to show they can apply their skills within routine and supportive situations.

Guidance for Level 1:

Introduction to working with others

Assessment and evidence

This unit is about the individual developing skills to work co-operatively with others in a small group of familiar people. The candidate does 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 him/her the candidate works safely using resources provided and is 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 three or more 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.

IWWO1.1

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.

IWWO1.2

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. 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'.

IWWO1.3

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 (e.g. checking exactly what they have to do, keeping other people informed).

Unit TW2:

Team working

Aim	To develop teamwork skills		
Level	2	Credit value	3

Learner outcomes	Assessment criteria
The learner will:	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 co-operatively 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 he/she supports co-operative 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 evidence	Recommended documents
<ul style="list-style-type: none"> • TW: Planning sheet • TW: Doing sheet • TW: Reflection sheet • TW: Review sheet 	<ul style="list-style-type: none"> • 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

Assessment and evidence

This unit is about the candidate developing the skills and understanding to work co-operatively in groups or teams towards shared goals. The candidate does 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 co-operative 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 that improving their interpersonal skills could make teamwork more effective in the future.

A group/team is defined as three or more 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 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.

TW2.1

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.

TW2.2

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 (e.g. 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.

TW2.3

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, they should consider interpersonal aspects of the work (e.g. ways they could be more supportive to other team members, how communication skills might be improved).

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	3	Credit value	3

Learner outcomes	Assessment criteria
The learner will:	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 co-operative 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 co-operatively 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

Mandatory evidence	Recommended documents
<ul style="list-style-type: none"> • TW: Preparation • Own plan with roles and deadlines • TW: Do • TW: Review 	<ul style="list-style-type: none"> • Learning Log (or activity log) • Other evidence relevant to the unit (e.g. 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 co-operation 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

Assessment and evidence

This unit is about the candidate developing the skills and understanding to work co-operatively 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 three or more 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 the context for suitable evidence 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 timescale (about 10 to 12 weeks) sufficient to demonstrate this. Individuals should have the opportunity to be proactive in addressing difficulties or problems as the plan is put into action and support each other in working towards the objectives. Candidates should know how to give and receive constructive feedback.

It is not necessary for the objectives to be met; this may depend on factors outside the control of the candidate(s). However, the extent to which the objectives have been met – and factors that affected this – should be fully described in the review.

TW3.1

Candidates must plan collaborative work with others, including agreeing team objectives and identifying what needs to be done so these 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 over which they, and others, have control and those for which they are accountable to others.

TW3.2

Candidates must show that they can work co-operatively 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 (e.g. taken a lead role in anticipating the needs of others for information or support, been active in seeking ways to resolve disputes or causes of tension).

TW3.3

When reviewing group activities with other team members, candidates must identify 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 (e.g. listening more carefully when negotiating revisions to plans or allocating tasks in a way that is more supportive to less confident members of the team).

Sample



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