

Certificate of Personal Effectiveness

(Enrichment Qualification)



Certificate of Personal Effectiveness

(CoPE)

Transition Pack

Welcome!

I`d like to take this opportunity to thank you for taking an interest and welcome you all on to the CoPE level 3 enrichment course. This transition pack will help you to develop a better understanding of the course and what needs to be done in order for you to complete your portfolio. It will also help you to get to grips with key terms and expectations.

This pack includes:

An overview of the CoPE course

In depth explanation of each skill including some tasks to help you start building your portfolio

An overview of CoPE

Duration and worth

This enrichment will take one year to complete and is equivalent to 16 UCAS points - (comparable to a B grade at AS Level).

Structure

You are required to build a portfolio of evidence to show how you have practised and developed the six skills while completing a selection of activities from the CoPE student book.

Each activity can take 20, 30 or 50 hours to complete and the qualification as a whole takes approximately 150 guided learning hours. Activities are chosen from the following modules:

Active Citizenship

Work Related Activities

Career Planning

Global Awareness

Enrichment Activities

Extended Project

There are a wide variety of activities available, from carrying out a detailed research project or taking on a leadership role to work experience, volunteering placements and overseas expeditions. (These are explained later on in the pack)

Purpose

The Level 3 Certificate of Personal Effectiveness is a substantial and wide-ranging qualification the purpose of which is to enable you to develop and demonstrate a range of personal, key and employability skills, to broaden your experience and manage your learning in a variety of real-life contexts.

It is therefore "Applied General" in nature, and aims to teach you to understand, take responsibility for and learn from rich activities, rather than simply to experience them. You are required to provide, through these activities, evidence of understanding and skills development against a set of standards.

This quantifies and formalises your preparedness to progress into Higher Education, or employment, or vocational training and apprenticeships.

Assessment

Once your portfolio is complete, your work will be internally moderated and then passed on to ASDAN (examining body) for external moderation.

You will be awarded a PASS or FAIL for your portfolio and ASDAN will issue certificates following external moderation.

Your portfolio will consist of the following SIX skills for which you need to provide evidence. They are explained below in further detail:

1. Working with others
2. Improving your own learning and performance
3. Problem solving
4. Planning and carrying out a piece of research
5. Communicating through discussion
6. Planning and giving an oral presentation

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 2.1.3 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	2.3.1 Agree the extent to which working with others has been successful and objectives have been met 2.3.2 Identify factors, including your role, in influencing the outcome 2.3.3 Agree ways of improving your work with others in the future, including interpersonal skills

Your tasks:

- ❖ Think about a project that you may want to carry out with a group of friends such as raising money for a charity, baking and selling cakes or even a mile run for sports relief. Briefly jot down how you would carry out this project.
- ❖ Using the information, you have written down from your previous task, explain YOUR role in this project. Explain why you chose your role and what your duties would include
- ❖ Why does this role suit you best?
- ❖ If a group member did not complete a task on time, how do you think you would respond? Explain the reason for your response
- ❖ If you saw that a member of your group was struggling with an assigned task, what would you do and how would you justify your actions?

REMINDER: Please read the table above to understand the requirements for this skill. This information may also help you complete your tasks.

Unit LP3: Introduction to Improving own Learning and Performance

In improving own learning and performance, evidence must show you can:

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
LP3.1	Set targets using information from appropriate people and plan how these will be met	3.1.1	Seek information on ways to achieve what you want to do and identify factors that might affect your plans
		3.1.2	Use this information to set realistic targets and identify clear action points
		3.1.3	Plan how you will manage your time, use support, review progress and overcome possible difficulties
LP3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance	3.2.1	Manage your time effectively to meet deadlines, revising your plan as necessary
		3.2.2	Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands
		3.2.3	Reflect on your progress, seeking feedback and relevant support to help you meet your targets
LP3.3	Review progress and establish evidence of your achievements	3.3.1	Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome
		3.3.2	Identify targets you have met and gather evidence of your achievements
		3.3.3	Consult appropriate people to agree ways to further improve your performance

Your tasks:

- ❖ Over the years, what have you got better at for example, maths, drawing, running, a game, writing an essay etc. Make a note of this
- ❖ Explain how you got better at this specific thing. Think about the following: did you set yourself a target, did you test yourself, did you use examples?
- ❖ How did you test/monitor your progress?
- ❖ What type of evidence would you use to prove your progress?
- ❖ If you were given feedback, how do you think you would respond in relation to this topic. Explain your answer

REMINDER: Please read the table above to understand the requirements for this skill. This information may also help you complete your tasks.

Unit PS3: Introduction to Problem Solving

In problem solving, evidence must show you can:

Learner outcomes	Assessment criteria
The learner will:	The learner can:
PS3.1 Explore a problem and identify different ways of tackling it	3.1.1 Identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved 3.1.2 Select and use a variety of methods to come up with different ways of tackling the problem 3.1.3 Compare the main features and risks of each approach, and justify the method you decide to use
PS3.2 Plan and implement at least one way of solving the problem	3.2.1 Plan your chosen way of solving the problem and get the go-ahead from an appropriate person 3.2.2 Put your plan into action, effectively using support and feedback from others to help tackle the problem 3.2.3 Check regularly progress towards solving the problem, revising your approach as necessary
PS3.3 Check if the problem has been solved and review your approach to problem solving	3.3.1 Apply systematically methods agreed with an appropriate person to check if the problem has been solved 3.3.2 Describe fully the results and draw conclusions on how successful you were in solving the problem 3.3.3 Review your approach to problem solving, including whether other approaches might have proved more effective

❖ Think about a problem that you have had to solve in the past. It could be anything like; wanting to make something but not having money to buy the right equipment/products, raising money for a charity or even wanting to organise an event but having no – one to help you. The problem could be anything even as little as having to use maps to get home but your phone battery dying.

❖ Now, write down different ways in which you could have possibly solved the problem.

❖ What was the best option? Explain why?

❖ Did you encounter any sub – problems? If so, explain them.

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Unit R3: Planning and Carrying out a Piece of Research

In planning and carrying out a piece of research, evidence must show you can:

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
R3.1	Undertake research into an area that is of special interest	3.1.1	Identify a broad area of interest and possible aspects for research
		3.1.2	Choose one of the aspects, identifying appropriate objectives for detailed research, and plan how to carry out the research
		3.1.3	Select a variety of sources (three or more) to gather relevant information, and identify appropriate methods and techniques to carry out the research
R3.2	Carry out the research, largely independently, using appropriate information and data	3.2.1	Carry out the research using appropriate strategies to meet the identified objectives (e.g. testing, observing, analysing viewpoints)
		3.2.2	Review material collected and identify information and data most relevant to the research objectives
		3.2.3	Demonstrate an in-depth understanding of the chosen subject and justify conclusions
R3.3	Present the findings of the research appropriately and review	3.3.1	Prepare for presenting the results of the research, ensuring the content and structure of the presentation are adapted to the needs of the audience
		3.3.2	Present the information in a clear, concise and appropriate format, using more than one presentational method
		3.3.3	Seek feedback from the audience to help evaluate the presentation and the research.

Your tasks:

- ❖ If you were asked to carry out an independent research project on something you enjoy/like, what would you choose? This MUST be something you have a passion/love for example, shopping, nature, playing a sport, gardening etc.
- ❖ How would you gather information in relation to your chosen topic?
- ❖ Explain the different ways in which you would present your research?
- ❖ To get other people's opinions you will need to carry out a survey. Create a sample questionnaire that you may use to get other people's opinions on your chosen topic.

REMINDER: Please read the table above to understand the requirements for this skill. This information may also help you complete your tasks.

Unit D3: Communicating Through Discussion (in a group)

In communicating through discussion, evidence must show you can:

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
D3.1	Make clear and relevant contributions in a way that suits the purpose and situation	3.1.1	Prepare for the discussion so that the contribution made is relevant to its purpose
		3.1.2	Make relevant contributions and use appropriate vocabulary to suit the purpose of the discussion (e.g. when presenting an argument, expressing complex ideas, explaining events)
		3.1.3	Adapt how and when contributions are made to respond to different situations (e.g. formality of the setting, nature of the group, sensitivity of the topic)
D3.2	Listen and respond sensitively to others, and develop points and ideas	3.2.1	Show listening skills by making relevant comments and using body language
		3.2.2	Respond in ways that show consideration for others' feelings
		3.2.3	Ask questions that help develop ideas
D3.3	Create opportunities for others to contribute	3.3.1	Invite others to contribute
		3.3.2	Support points made by others and ask follow-up questions

Your tasks:

- ❖ This will link to your previous skill – Working with Others.
- ❖ When working with others, you will have to discuss your targets, options, timing and in some cases money. If you were leading the group discussion, how would you structure the discussion? What would your opening sentences be? How would you get everyone involved?
- ❖ How would you prepare for the discussion? Explain this
- ❖ Would you make notes of the discussion/meeting or would you ask someone else in the group to do it? Explain your answer

REMINDER: Please read the table above to understand the requirements for this skill. This information may also help you complete your tasks.

Unit OP3: Planning and Giving an Oral Presentation

In planning and giving an oral presentation, evidence must show you can:

Learner outcomes The learner will:	Assessment criteria The learner can:
OP3.1 Prepare the presentation to suit the purpose	3.1.1 Research the chosen topic in detail 3.1.2 Plan how you will structure the presentation 3.1.3 Identify appropriate supporting material and ensure it is available, and prepare any other resources needed for the presentation
OP3.2 Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience	3.2.1 Use clear language and appropriate vocabulary with precision 3.2.2 Structure what is said to help listeners to follow the sequence of main points and ideas (e.g. use terms such as 'firstly...', 'secondly...', 'in conclusion...') 3.2.3 Vary tone to stress the main points of the presentation
OP3.3 Use a variety of methods to engage the audience	3.3.1 Give examples to illustrate complex points, relating the talk to the audience's experience 3.3.2 Use relevant images from graphs, photographs, pictures, diagrams or models to illustrate points 3.3.3 Use at least one additional method to engage the audience

Your tasks:

- ❖ This will link to your previous skill – Carrying out a piece of Research
- ❖ If you had to present your research project and explain it in 10 minutes, what method would you use? Explain your chosen method
- ❖ What resources would you provide your audience? Explain why these will be beneficial
- ❖ How would you engage with the audience?
- ❖ Think about the different ways in which you could get feedback from the audience. Write these down and choose the one way you would prefer and why?

REMINDER: Please read the table above to understand the requirements for this skill. This information may also help you complete your tasks.

Thank you for working through the tasks in this transition pack. Doing so will undoubtedly help you make a good start to the CoPE course in September.

Please bring all of the work you have completed to your first lesson. We look forward to seeing you in September and helping you develop your knowledge.