

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

Standards with  
guidance



# Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Level 1 Certificate of Personal Effectiveness	120	150	100/3558/8
ASDAN Level 2 Certificate of Personal Effectiveness	120	150	100/3559/X
ASDAN Level 3 Certificate of Personal Effectiveness	100	200	100/3560/6

## Certificate of Personal Effectiveness qualifications standards with guidance: Levels 1, 2 and 3

Review history		
Date	Change detail	Section
2012	Document created	All
2015	Updated cover design	Cover
January 2018	Updated introduction.	Introduction
September 2018	Corrected error – incorrect unit codes in assessment criteria for unit WO3	WO3
September 2023	<p>Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of August 2023.</p> <p>All unit learning outcomes and assessment criteria updated to reference the candidate, ie they will, they can, rather than speaking to the candidate, ie you will, you can. This aligns with the unit specifications.</p> <p>Minimum time frames moved to introduction. Progression to Wider Key Skills information updated to include end dates and AoPE transfer information added.</p>	All

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# Guidance for assessing CoPE

## Introduction to the qualifications

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

CoPE is accredited by Ofqual, Qualifications Wales and CCEA, and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales, the AoPE qualifications are accredited by Qualifications Wales and appear in the Qualifications in Wales (QiW) database.

The ASDAN Level 1, 2 and 3 CoPE qualifications 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 CoPE, 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 (Bronze, Silver, Gold) 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 ASDAN curriculum credits:

- at Levels 1 and 2: 12 ASDAN credits, requiring approximately 120 hours of work
- at Level 3: 15 ASDAN credits, requiring approximately 150 hours of work

# Guidance for assessing CoPE

## Qualification end dates

The ASDAN CoPE qualifications have two end dates:

- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

Title and level	Accreditation number	Registration end date	Certification end date
ASDAN Level 1 Certificate of Personal Effectiveness	100/3558/8	31/12/2025 in England and Northern Ireland	31/12/2027 in England and Northern Ireland
ASDAN Level 2 Certificate of Personal Effectiveness	100/3559/X		
ASDAN Level 3 Certificate of Personal Effectiveness	100/3560/6	30/09/2026 in Wales	30/09/2028 in Wales

## Structure of the qualifications

There are six mandatory units available at each level (see tables on pages 6 and 7).

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

## 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	

# Guidance for assessing CoPE

## Unit titles and codes: Level 2

Qualification unit code	ASDAN unit code	Unit title	MANDATORY UNITS
J/102/3421	WO2	Introduction to working with others (in a team)	
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	MANDATORY UNITS
K/102/3427	WO3	Introduction to working with others (in a team)	
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

## Introduction to the guidance

This guidance focuses on the units that make up the ASDAN CoPE qualifications at Levels 1, 2 and 3, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the CoPE qualifications, together with a list of the mandatory and recommended evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

The guidance for these units has been written in a format that takes account of feedback received from practitioners and external moderators about previous versions. It emphasises what candidates should know, understand or be able to do independently when tackling a particular unit, and identifies when it is appropriate for tutors to provide advice. There is guidance on the quality and quantity of evidence assessors should expect to show that candidates are clearly meeting the required standard for the level they are working at.

The function of the CoPE guidance is to:

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements for each unit (see Mandatory requirements and evidence on page 11)
- help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level



# Guidance for assessing CoPE

## Mandatory requirements and evidence

It is important to note that there are mandatory requirements within the guidance which must be met. For example, the requirement for more than one example of an activity to be completed, or for an activity to be completed over a specific period of time. This has been highlighted in bold where it applies.

Mandatory recording documents, eg ASDAN plan, do, review sheets, must be completed individually by candidates in their own words. These documents may be completed by a scribe, however this must be noted on the recording document to indicate that the document has been completed by a scribe using the candidate's own words.

Assessment checklists must be downloaded from the members area of the ASDAN website: [asdan.org.uk/member](https://asdan.org.uk/member). The checklists must be signed and dated by the candidate, the assessor and the internal moderator to confirm that the evidence is authentic and meets the standards.

## ASDAN assessment resources (optional)

Additional resource sheets have been developed by ASDAN to help candidates generate appropriate and focused evidence. These can be downloaded from the members area of the ASDAN website: [asdan.org.uk/member](https://asdan.org.uk/member).

Brief guidance on how they should be completed is included with the sheets and they can be adapted to meet the needs of individuals and groups (eg to increase accessibility for candidates or focus on a specific context). Use of these evidence-gathering resource templates is strongly recommended, but they do not have to be used if equivalent evidence is provided in other ways.

# Guidance for assessing CoPE

## 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 underlying skills and practise 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 recording documents.</p> <p>Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/ audio recordings.</p> <p>Candidates organise all of their evidence in a portfolio and include blank assessment checklists.</p>	<p>Tutor guide candidates in choosing appropriate activities to evidence the assessment units and on completing the recording documents.</p> <p>Tutors/other relevant people complete observation checklists and witness statements.</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"> <li>• Completed ASDAN recording documents, which are available to registered centres in the members area of the ASDAN website.</li> <li>• Supplementary evidence to support the recording documents.</li> </ul>

# Guidance for assessing CoPE

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Following internal assessment, candidates provide additional evidence, if required.</p>	<p><b>Internal assessment</b></p> <p>For each assessment unit, tutors/assessors judge each candidate's evidence against the learning outcomes and assessment criteria.</p> <p><b>Internal moderation</b></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>Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.</p>
<p><b>External moderation</b></p>		

# Unit WO1: Introduction to working with others (in a team)

<b>Aim</b>	This unit is about the individual developing and demonstrating skills in working cooperatively 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.		
<b>Level</b>	Level 1	<b>Credit value</b>	N/A

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

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• WO: Plan sheet</li> <li>• WO: Do sheet</li> <li>• WO: Review sheet</li> <li>• Evidence of carrying out own role</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Peer witness statements, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

At Level 1, candidates will develop familiarity with the basic knowledge, techniques and understanding involved in working with others and 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

A group is defined as **at least three** people, eg 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 to produce 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.

### **1.1 Confirm they understand the given objectives and plan for working together.**

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, eg 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, ie the who, where and when.

**1.2 Work with others towards achieving the given objectives.** 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, found on the WO do sheet, to confirm that the candidate worked safely, followed the given methods correctly and checked their own and the group's progress.

**1.3 Identify ways they helped to achieve things and how to improve their work with others.** 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 WO review sheet in the first person, eg I need to check exactly what I have to do, I should make sure I keep other people informed).

Successful achievement of the unit may be possible even if the shared objectives for working together have not been met. For example, factors outside of the candidates' control 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)

<b>Aim</b>	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.		
<b>Level</b>	Level 2	<b>Credit value</b>	N/A

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

<b>Mandatory documents and evidence</b>	<b>Recommended documents and evidence</b>
<ul style="list-style-type: none"> <li>• WO: Plan sheet</li> <li>• WO: Do sheet</li> <li>• WO: Review sheet</li> <li>• Evidence of carrying out own role</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log, or activity log</li> <li>• Witness testimony</li> <li>• Peer reports, including date, name, signature and context</li> <li>• Other evidence relevant to the unit</li> </ul>

## At this level...

Level 2 builds on Level 1, by requiring candidates to extend their use of basic techniques when working with others. Candidates will 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

A group is defined as **at least three** people, eg 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.**

**2.1 Plan work with others.** The tasks that candidates undertake should be mostly straightforward, eg 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 those for which they are accountable to others.

**2.2 Work co-operatively towards achieving the identified objectives.** 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; when taking responsibility for obtaining the articles and photos for the sports page of a magazine. Candidates should follow the methods in which they have been instructed, and which they have had the opportunity to practise.

**2.3 Review their contributions and agree ways to improve work with others.** When reviewing the work, the candidate is expected to be able to describe their own contribution to the final outcome of the joint project, ie 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, eg I could communicate more clearly, as well as improvements they could make related to managing tasks, eg 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)

<b>Aim</b>	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.		
<b>Level</b>	Level 3	<b>Credit value</b>	N/A

<b>Learner outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3.1 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
3.2 Seek to develop cooperation and check progress towards their shared objectives	3.2.1 Organise and carry out tasks efficiently to meet their 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
3.3 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 the objectives have been met 3.3.2 identify factors, including their role, in influencing the outcome 3.3.3 Agree ways of improving their work with others in the future, including interpersonal skills



# Unit WO3: Introduction to working with others (in a team)

Mandatory documents and evidence	Recommended documents and evidence
<ul style="list-style-type: none"><li>• WO: Plan sheet</li><li>• Own plan with activities and deadlines</li><li>• WO: Do sheet</li><li>• WO: Review sheet</li><li>• Evidence of carrying out own role</li></ul>	<ul style="list-style-type: none"><li>• Learning log, or activity log</li><li>• Witness testimony</li><li>• Peer reports, including date, name, signature and context</li><li>• Other evidence relevant to the unit</li></ul>

## At this level...

Level 3 marks a shift from working on straightforward tasks to being capable of responding to the demands of more complex activities. Candidates will demonstrate more explicit reasoning ability, and take personal responsibility in making decisions about how tasks are organised when working with others.

Sample

# Guidance for Level 3: Introduction to working with others (in a team)

## Assessment and evidence

A group is defined as **at least three** people, eg 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.**

**3.1 Plan work with others.** 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. Candidates should be capable of agreeing responsibilities based on what each person can do, eg 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.

**3.2 Seek to develop cooperation and check progress towards their shared objectives.** 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 cooperative 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, eg in team meetings, and candidates are responsible for exchanging information about the extent to which work is meeting deadlines and quality requirements, and agreeing any necessary changes.

**3.3 Review work with others and agree ways of improving collaborative work in the future.** Candidates should provide a balanced account of their own contribution to the work of the group, ie what they did and how they interacted with others, as well as identifying other factors that have influenced the outcome, eg 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, eg I need to practice my negotiation skills, as well as improvements they could make in managing tasks, eg 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.

Sample

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