



## Transforming attainment, engagement and outcomes for all

ASDAN's Certificate of Personal Effectiveness (CoPE) and its broader curriculum offer a powerful, evidence-based solution to improving academic outcomes, learner engagement, and long-term employability – all of which align with the strategic priorities of Multi-Academy Trusts (MATs). Drawing on robust findings from three major studies – *Building a Culture of Achievement* (UWE, 2012), *Don't Know What You've Got 'til It's Gone?* (Harrison, James & Last, 2015), and *The Learning Skills Curriculum* (Mannion, 2021) – this document demonstrates how CoPE can significantly raise attainment, reduce NEET numbers, and enhance provision for English for Speakers of Other Languages (ESOL) learners. When integrated with ASDAN's Lift Off and Lifeskills Challenge programmes, CoPE offers a scalable and impactful strategy to foster essential life and academic skills throughout a learner's educational journey.

### Strategic value

#### 1. Proven impact on academic attainment:

- *UWE* (2012) found that students in CoPE schools were 10% more likely to achieve A\*-C grades in GCSE English and 5% more likely to secure five A\*-C GCSEs, including English and mathematics.
- *Harrison et al.* (2015), in a study of over 500,000 Key Stage 4 students, confirmed that CoPE participation consistently led to improved GCSE English performance.
- *Mannion* (2021) linked CoPE's emphasis on reflective learning and communication skills with stronger performance across traditional GCSE subjects.
- **English and mathematics advancement at Year 11+:** ASDAN's targeted courses offer additional support to students at Year 11+, ensuring they build on the skills developed through CoPE and are better prepared for post-16 pathways.

#### 2. Addressing educational inequality:

- **Disadvantaged learners:** Low-attaining students nearly doubled their GCSE English pass rates (21.5% vs. 13.0%).
- **SEND students:** CoPE provided targeted support, significantly improving outcomes for learners with special educational needs.
- **FSM and BME groups:** FSM-eligible and BME learners saw disproportionate benefits, narrowing the attainment gap and promoting equity across cohorts.

#### 3. Enhanced engagement, confidence, and attendance:

- CoPE boosts self-esteem, self-efficacy, and attendance (*UWE*, 2012), addressing risk factors for NEET status.
- The Plan-Do-Review (PDR) cycle encourages reflective learning and self-management, fostering resilience and metacognitive skills.
- Learners report CoPE as their first meaningful academic success, creating positive learner identities and improving school-wide engagement.



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### 4. Alignment with national policy and workforce goals:

- CoPE directly supports the UK's Get Britain Working initiative and the national goal of reducing NEET numbers by 2025.
- Its focus on transferable skills – communication, problem-solving, collaboration – aligns with employer demands for a future-ready workforce.
- Enhanced ESOL support through CoPE fosters integration and language development for learners facing linguistic barriers.

### 5. Whole-school impact and scalability:

- **Thin usage (<25% of cohort):** Targets high-need students but limits systemic impact.
- **Wide usage (25%-100% of cohort):** Builds a "culture of achievement" that normalizes essential skill development and fosters whole-school improvement.
- **Early Interventions:** ASDAN's Lift Off programme at Key Stage 2 supports SATs readiness and eases the transition to Year 7, laying a strong foundation for CoPE at Key Stage 4.
- **Lifeskills Challenge:** Complement early skill development, fostering communication, collaboration, and resilience.

### 6. Policy alignment and accountability:

- Excluding CoPE from league tables is a policy oversight. Evidence shows CoPE directly contributes to improved GCSE outcomes and aligns with Ofsted's focus on inclusive, impactful curricula.
- International comparisons (eg Finland) demonstrate the effectiveness of integrating skills-based learning into accountability frameworks to drive equitable, high-performing education systems.

### 7. Financially sustainable and cost-effective:

- CoPE reduces the need for costly remedial interventions by proactively supporting at-risk learners.
- Embedding CoPE within the existing curriculum maximizes return on investment by improving both academic outcomes and learner wellbeing.

## A call to action

We invite you to explore how integrating CoPE and ASDAN's broader curriculum across your MAT can:

- Drive sustained academic improvements and close attainment gaps.
- Support disadvantaged and at-risk learners with targeted, evidence-based interventions.
- Foster a resilient, future-ready student body aligned with national education and employment strategies.

Let's discuss how ASDAN can partner with your MAT to deliver these impactful outcomes and create lasting change for your learners.

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### References

- Harrison, N., James, D., & Last, K. (2015). *Don't Know What You've Got 'til It's Gone?* Research Report.
- Mannion, G. (2021). *The Learning Skills Curriculum: An Eight-Year Evaluation of a Complex Intervention.*
- UWE (2012). *Building a Culture of Achievement.*