

## ASDAN - CERTIFICATE OF PERSONAL EFFECTIVENESS (COPE) - KS4

### OUR AIMS

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.

### 1 Year Programme of Study

\*The delivery of the assessed skills units (LP, D, OP, R, WO) can be adjusted and delivered during different terms dependant on the cohort and modules selected by staff\*

<u>Term</u>	<u>Unit of Study</u>	<u>Key Skills Learning</u>
	<p>Modules are selected and adapted for each cohort. Challenges are selected and adapted to meet the requirements of the six assessment units.</p> <p>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.</p>	<p>Through the selected challenges candidates need to demonstrate skill development and must complete enough challenges to gain 12 curriculum (ASDAN) credits at Level 2. Opportunities are available to build some credits from Short Courses or other curriculum programmes into CoPE.</p> <p>Completion of the qualification involves three main strands:</p> <ul style="list-style-type: none"> <li>• taking responsibility for planning, organising and carrying out a number of activities, or challenges, and evidencing this work in a portfolio</li> <li>• developing and evidencing the skills represented by the CoPE assessment units</li> <li>• completing skill-specific evidence records using ASDAN documentation</li> </ul>

<p><b>Term 1</b> LP Introduction to Improving own Learning and Performance</p>	<p>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</p> <p>2.1 Help set targets with an appropriate person and plan how these will be met</p> <p>2.2 Take responsibility for some decisions about their learning, using their plan to help meet targets and improve their performance</p> <p>2.3 Review progress with an appropriate person and provide evidence of their achievements</p>	<p>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</p> <p>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</p> <p>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</p>
<p><b>Term 1</b> D Communicating through Discussion</p>	<p>This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should</p>	

	<p>communicate clearly and respond appropriately to others</p> <p>2.1 Make clear and relevant contributions in a way that suits the purpose and situation</p> <p>2.2 Listen and respond appropriately to what others say</p> <p>2.3 Help to move the discussion forward</p>	<p>1.1 Find out about the subject and prepare for the discussion</p> <p>1.2 Make contributions that are relevant to the subject and purpose of the discussion</p> <p>1.3 Give information clearly and in appropriate detail</p> <p>1.4 Present points of view persuasively using supportive statements and evidence</p> <p>1.5 Use language to suit the situation 1.6 Judge when to contribute and when to let others take part</p> <p>2.1 Demonstrate listening skills by making appropriate interjections and using appropriate body language</p> <p>2.2 Respond to questions appropriately</p> <p>2.3 Ask questions to elicit further information or clarify positions held by others</p> <p>3.1 Develop points made by others</p> <p>3.2 Use strategies to maintain the focus of the discussion on its original purpose, e.g. asking questions, making links, summarising key points</p>
<p><b>Term 2</b> OP Planning and Giving an Oral Presentation</p>	<p>This unit is about preparing for and delivering a short presentation.</p> <p>2.1 Prepare for the talk</p> <p>2.2 Speak clearly and use language that suits the subject, purpose and situation</p>	<p>1.1 Research the chosen topic</p> <p>1.2 Make notes of the main points to be made in the talk</p> <p>1.3 Ensure supporting material, such as images or data, is available and prepare any resources needed for the talk</p> <p>2.1 Use clear language, always explaining any technical terms used</p> <p>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...')</p>

<p><b>Term 2</b> R Planning and Carrying out a Piece of Research</p>	<p>2.3 Use appropriate ways to support the main points of the talk</p> <p>This unit is about planning and carrying out research for a specific purpose, using appropriate techniques.</p> <p>2.1 Undertake research into an area that is of special interest</p> <p>2.2 Carry out the research, largely independently, using appropriate information and data</p> <p>2.3 Present the findings of the research appropriately and review</p>	<p>2.3 Vary tone of voice to draw attention to the main points of the talk, and give examples to clarify the points made</p> <p>3.1 Use relevant images from graphs, photographs, pictures, diagrams or models to support the talk</p> <p>3.2 Use other methods of support, such as handouts or quotations</p> <p>1.1 Identify a broad area of interest and divide it up into different sections</p> <p>1.2 Choose one of these sections and plan how to carry out the research</p> <p>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</p> <p>2.1 Carry out the research using at least one of the following strategies - testing, observing, analysing viewpoints</p> <p>2.2 Keep a record of how information and data was collected</p> <p>2.3 Demonstrate an understanding of the chosen subject and explain conclusions</p>
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<p><b>Term 3</b>  <b>WO</b>          Introduction to Working with Others (in a team)</p>	<p>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.</p> <p>2.1 Plan work with others</p> <p>2.2 Work co-operatively towards achieving the identified objectives</p> <p>2.3 Review their contributions and agree ways to improve work with others</p>	<p>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</p> <p>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</p> <p>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</p>

<p><b>Term 3</b> <b>PS</b></p>	<p>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.</p> <p>2.1 Identify a problem, with help from an appropriate person, and identify different ways of tackling it</p> <p>2.2 Plan and try out at least one way of solving the problem</p> <p>2.3 Check if the problem has been solved and identify ways to improve their problem-solving skills</p>	<p>1.1 Provide information to help identify a problem, accurately describing its main features</p> <p>1.2 Identify how they will know the problem has been solved</p> <p>1.3 Come up with different ways of tackling the problem</p> <p>2.1 Confirm with an appropriate person how they will try to solve the problem</p> <p>2.2 Plan what they will need to do, identifying the methods and resources they will use</p> <p>2.3 Use their plan effectively, getting support and revising their plan when needed to help tackle the problem</p> <p>3.1 Check if the problem has been solved by accurately using the methods they have been given</p> <p>3.2 Describe clearly the results, including the strengths and weaknesses of how they tackled the problem</p> <p>3.3 Identify ways of improving their problem solving skills</p>

## **ENRICHMENT OPPORTUNITIES**

The ASDAN CoPE award lends itself to many cross curricular events held throughout the school which look to modules covered throughout the course including; Citizenship and community; Sport and leisure; Independent living; Vocational preparation; Health and fitness; Work-related learning and enterprise; Science and technology; International links;

In addition to developing the six key skills, CoPE has been shown to boost learners' motivation and self-esteem. The case studies demonstrate how the qualification has been a 'hugely positive experience' for young people, while the personalised learning element of the course has enabled students to experience success at school. CoPE has boosted the literacy skills of pupils and complemented academic learning through the fostering of new skills

## **HOW TO SUPPORT YOUR CHILD'S LEARNING**

Read up on the key reading material and encourage your child to actively engage in any enrichment activities provided by the school and/or out in the local community. Supporting part-time work/work experience will also benefit the students progress throughout the course.

## **WHAT TO READ and ONLINE RESOURCES:**

CoPE Information Leaflet - [https://www.asdan.org.uk/media/421ktma2/cope\\_informationleaflet\\_feb20.pdf](https://www.asdan.org.uk/media/421ktma2/cope_informationleaflet_feb20.pdf)

CoPE Level 2 Full Specification - [https://www.asdan.org.uk/media/ssjd3fwp/spec\\_cope\\_l2\\_v5.pdf](https://www.asdan.org.uk/media/ssjd3fwp/spec_cope_l2_v5.pdf)

CoPE case studies leaflet - [https://www.asdan.org.uk/media/3kph4zlc/copecasestudies\\_sep18\\_webflyer.pdf](https://www.asdan.org.uk/media/3kph4zlc/copecasestudies_sep18_webflyer.pdf)