



# CoPE



Certificate of Personal Effectiveness Levels 1 & 2



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## Introducing the Certificate of Personal Effectiveness - CoPE

### Welcome to CoPE

#### The aims of the qualification are:

- To help you to develop and demonstrate a range of skills
- To provide a way in which you can gain credit for what you have learnt from the wide variety of activities you are undertaking both inside and outside formal education

#### The Certificate of Personal Effectiveness can:

- Recognise your personal achievements
- Help you to manage your own learning
- Broaden your experience
- Develop your employability skills and personal effectiveness
- Help you build your record of achievement
- Add to your GCSE qualifications

#### To gain the Certificate of Personal Effectiveness you must:

- Take responsibility for planning, organising and carrying out a number of activities or challenges
- Develop and provide evidence of working with others, improving own learning and performance and problem solving
- Develop and provide evidence of the skills of research, discussion and presentation
- Produce evidence of your achievements in a Portfolio (file or folder)



## Choosing Modules and Challenges

This booklet contains 12 modules (topics or areas of interest), and each module is divided into three sections.

**Each section should take you at least 10 hours to complete - 10 hours is worth one credit. You will need at least 12 credits to gain the Certificate of Personal Effectiveness.**

You need to choose sections which will be interesting and useful, then complete the challenges required.

The sections are written to help you demonstrate skills for both CoPE Level 1 and CoPE Level 2.

- **The evidence needed for CoPE Level 1 can come from sections A, B and C in this book**
- **For CoPE Level 2, at least six of the credits must be chosen from sections B and C**

**It is important to choose modules and challenges that allow you to provide evidence of the six skills units at the appropriate level for you:**

- Introduction to Working with Others
- Introduction to Improving your Own Learning and Performance
- Introduction to Problem Solving
- Planning and Carrying Out Research
- Communicating through Discussion
- Planning and Giving an Oral Presentation

You need to discuss with your tutor which challenges provide evidence for which units. Some challenges can provide evidence for more than one unit.

The challenges may be completed in a variety of situations - in school or college, in the community, in the workplace and also in the home. You do not need to do all the challenges, but you must discuss your plans and progress with your tutor.

## Undertaking the Challenges

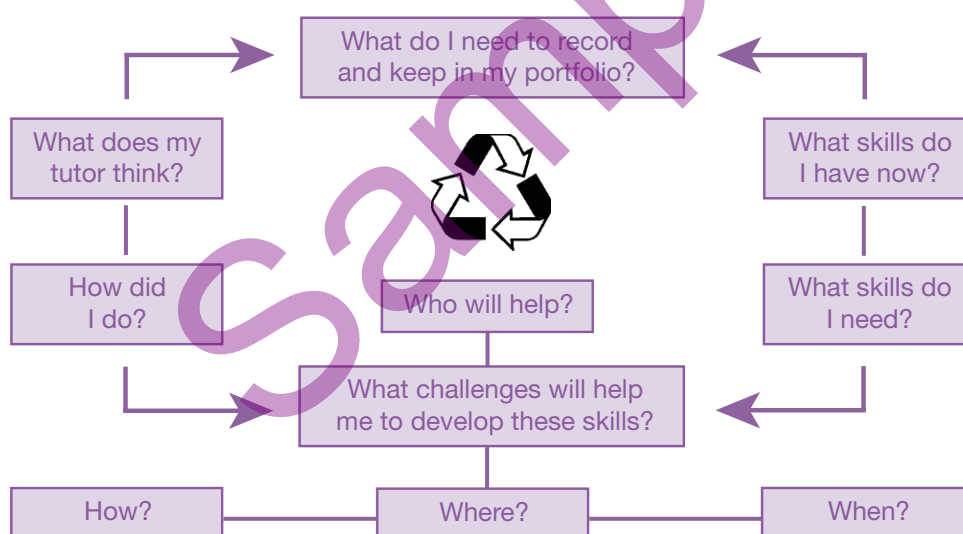
For chosen challenges, as well as completing the activity itself, you must:

- Complete Action Plan, Do and Review (PDR) sheets to show evidence of how you have demonstrated the Wider Key Skills at either Level 1 or Level 2
- Complete a Student Planning and Evidence sheet to show how you have developed skills for Research, Discussion and Presentation at either Level 1 or Level 2
- Collect together some supporting evidence in your Portfolio to demonstrate what you have achieved

For Level 1, these recording sheets can be used with any chosen challenge; **for Level 2 they should be used with challenges from Sections B and C.**

### Action Planning, Reviewing and Recording

Planning, recording and reviewing your work is a very important part of CoPE. As you make progress through this book it may be helpful to ask yourself the questions below:



#### To help you to do this:

- Ask your tutor which recording documents can help you provide good evidence at the right level
- Ask your tutor to check and sign your Action Plan
- Carry out the challenge, collecting evidence as you do it
- Complete the Review sheet to say how you have got on and ask your tutor to check and sign it
- Fill in your completed challenge on the Record of Progress (page 5)

## Recording Sheets

✓ Portfolio  
Page Ref:

- **Assessment Checklist**

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- Action Plan for **Working with Others**

--	--

- 'Do' for **Working with Others**

--	--

- Review for **Working with Others**

--	--

- Action Plan for **Improving Own Learning and Performance**

--	--

- 'Do' for **Improving Own Learning and Performance**

--	--

- Review for **Improving Own Learning and Performance**

--	--

- Action Plan for **Problem Solving**

--	--

- 'Do' for **Problem Solving**

--	--

- Review for **Problem Solving**

--	--

- Student **Research** planning and evidence sheet

--	--

- Piece of **Research**

--	--

- Student **Discussion** planning and evidence sheet

--	--

- Observation checklist for **Discussion**

--	--

- Student **Oral Presentation** planning and evidence sheet

--	--

- Observation checklist for **Oral Presentation**

--	--

## Record of Progress

Use this page to keep a careful record of the challenges completed, and credits you have gained.

MODULE	Challenge Requirement for 1 Credit											Challenges Completed	Credit Gained Level 1	Credit Gained Level 2
	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9			
1. Communication	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
2. Citizenship and Community	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	1 for 1 or 2	Challenge:											
	C	1	Challenge:											
3. Sport and Leisure	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
4. Independent Living	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
5. The Environment	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
6. Vocational & Diploma Preparation	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	1 for 1 or 2	B1	B2	B3									
	C	1	Challenge:											
7. Health & Fitness	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	1 for 1 or 2	Challenge:											
	C	1	Challenge:											
8. Work Related Learning & Enterprise	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	1 for 1 or 2	B1	B2	B3									
	C	1	Challenge:											
9. Science & Technology	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
10. International Issues	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
11. Expressive Arts	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											
12. Beliefs and Values	A	5	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10		
	B	2	B1	B2	B3	B4	B5							
	C	1	Challenge:											

### Tutor Record

Organised Portfolio of Evidence		No. of Credits
Credits from Modules in this book		
Credits from other ASDAN-approved Awards and Programmes (see page 56)		

Total Credits

I confirm that the work required for  
**CoPE Level 1**  **CoPE Level 2**   
 has been completed satisfactorily

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Date: \_\_\_\_\_

## The Modules Menu: **Modules 1-6**



Module 1: **Communication**



Module 2: **Citizenship and Community**



Module 3: **Sport and Leisure**



Module 4: **Independent Living**



Module 5: **The Environment**



Module 6: **Vocational & Diploma Preparation**



## The Modules Menu: **Modules 7-12**

Module 7: **Health and Fitness**



Module 8: **Work Related Learning & Enterprise**



Module 9: **Science & Technology**



Module 10: **International Links**



Module 11: **Expressive Arts**



Module 12: **Beliefs & Values**



## Module 1 : Communication

### Section A: Complete **FIVE** challenges for one credit

1. Give an illustrated talk about a topic of interest to a group of people and answer any questions.

Evidence Ref:

Verified by / date:

2. Show that you can obtain information on a topic you are interested in, from at least two of the following:

- Using the telephone
- Using the internet
- Listening to a radio or TV programme
- Newspapers/magazines
- Interviewing someone

Evidence Ref:

Verified by / date:

3. As part of a group:

- a) Entertain a number of people to tea or coffee  
**Or**  
 b) Welcome visitors and show them around your establishment.

Evidence Ref:

Verified by / date:

4. Prepare for and then take part in a group discussion and make notes on the main points raised.

**Topic:** \_\_\_\_\_

**Group size:** \_\_\_\_\_

Evidence Ref:

Verified by / date:

5. Find out how to use a piece of equipment or make something that is new to you.

Make notes and use images to help you demonstrate/present this new skill to others.

Evidence Ref:

Verified by / date:

6. Plan two journeys using a different kind of map for each:

- A street map
- A road map
- An ordnance survey map

Describe your journeys.

Evidence Ref:

Verified by / date:

7. Find out what benefits you are entitled to if you are unemployed.

**Either:**

- a) Discuss with others how you would feel if you found yourself in this situation

**Or**

- b) Produce an information sheet to help others in your situation.

Evidence Ref:

Verified by / date:

8. Communicate with someone from another centre and find out what kinds of things they do, e.g. on their CoPE course.

Compare your experiences.

Evidence Ref:

Verified by / date:

9. Role play or discuss a situation where a friend comes to you for help on one of the following situations:

- S/he has been sexually or racially harassed
- S/he wants to leave home
- A fellow student has been bullying her/him on the way home
- S/he has been advised to have a test for HIV/AIDS

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 1 : Communication

### Section B: Complete **TWO** challenges for one credit

1. Write an illustrated short story for a younger age group and arrange to read your story to a group of children.

Evidence Ref:

Verified by / date:

2. Work with an older person to produce a piece of creative writing on 'memories'.

Evidence Ref:

Verified by / date:

3. Present information from magazine or newspaper articles on a current issue.

Evidence Ref:

Verified by / date:

Use graphs and tables to support your presentation.

4. Develop your understanding of the position of asylum seekers in Britain today.

Evidence Ref:

Verified by / date:

Discuss whether their human rights are being upheld.

Evidence Ref:

5. Design a way of presenting the Declaration of Human Rights in an interesting way to a younger audience.

Verified by / date:

## Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your communication and interpersonal skills through an extended activity/challenge you have chosen.**

Possibilities include:

- Write a regular column or taking an editorial role for a newspaper or magazine that is produced by an organisation you are connected with e.g. youth group/school/college/church
- Produce an information video or PowerPoint presentation illustrating a particular topic of interest to you
- Manage a bulletin board
- Assist in the production of pages on a website
- Investigate the use of social networking sites.
- Write an obituary of a famous person, e.g. a politician, scientist, artist, celebrity.
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 2 : Citizenship and Community

### Section A: Complete **FIVE** challenges for one credit

- |  |  |
|--|--|
| <p>1. Work on your own or in a group and plan how to find out the main organisations which help people in your community.</p> <p>Follow your plan to provide a short description of what they do.</p> <p>Find out more about one of them and present your findings.</p>  | <div style="border: 1px solid black; padding: 5px; width: fit-content;">Evidence Ref:</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">Verified by / date:</div> |
| <p>2. Collect newspaper cuttings or access website information on one social or local issue, such as:</p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Vandalism</li> <li>• Homelessness</li> <li>• Asylum seekers</li> <li>• Other agreed issue</li> </ul> | <div style="border: 1px solid black; padding: 5px; width: fit-content;">Evidence Ref:</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">Verified by / date:</div> |
| <p>3. Invite a local councillor/MP/MEP to talk to your group about their work.</p>   | <div style="border: 1px solid black; padding: 5px; width: fit-content;">Evidence Ref:</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">Verified by / date:</div> |
| <p>4. Compare contrasting media coverage of an event of your choice e.g. football match; world disaster; celebrity news.</p> <p>Produce a mural, display, video or PowerPoint presentation to share your findings.</p>   | <div style="border: 1px solid black; padding: 5px; width: fit-content;">Evidence Ref:</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">Verified by / date:</div> |
| <p>5. Working with others, carry out an investigation into different modes of transport and compare them.</p> <p>Look at cost, convenience, and environmental impact.</p>  | <div style="border: 1px solid black; padding: 5px; width: fit-content;">Evidence Ref:</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;">Verified by / date:</div> |



6. Find out about the opportunities for voluntary work. Produce information for others.

Evidence Ref:

Verified by / date:

7. Find out how people may get help and advice about legal matters.

Interview a member of an organisation which deals with legal matters, about their work and report your findings.

Evidence Ref:

Verified by / date:

8. Identify organisations which carry out development or relief work overseas.

Find out more about one of these organisations.

Evidence Ref:

Verified by / date:

9. Choose to visit and report back on two of the following:

- Health Centre
- CAB
- Magistrates Court
- A council department
- A police station
- A voluntary services office
- Other agreed visit

Evidence Ref:

Verified by / date:

10. Complete a task negotiated with your tutor which will help you to increase your awareness of community issues.

Evidence Ref:

Verified by / date:

Sample

## Module 2 : Citizenship and Community

Section B: Complete community work over **10 hours** for one credit or **20 hours** for two credits

**This should include:**

- Careful preparation so that your targets clearly show what you need to achieve
- What support you will need
- Following a plan to meet your targets
- Reviewing what you have learnt

**Supporting evidence could include:**

- A record or diary of your experience
- Background information on the community project you are involved with
- Observation checklists and witness statements

**The following are only examples of what you could do for your challenge.**

Talk to your tutor about the kind of community work you would like to try:

- Help to raise money for a good cause
- Carry out voluntary work for a charity
- Help with a play scheme or young persons' group
- Help to organise a Christmas party for children/the elderly/disabled groups
- Help run a community event
- Assist in a residential home for the elderly
- Other task negotiated with your tutor

Challenge description:	
Evidence Ref:	Verified by / date:





### Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your awareness about community/political issues and human rights and responsibilities on a local, national and international level, through an extended activity/challenge you have chosen.**

Possibilities include:

- Research local community needs and ways of meeting them
- Consider the UN Universal Declaration of Human Rights and discuss its relevance to you, your community and those in other countries
- Investigate the meaning of a 'free press', comparing countries which do and do not have one
- Examine the effects of poverty on the individual and the community both nationally and internationally
- Prepare information for an illustrated presentation on the huge variety of ethnic groups in your area or in the UK as a whole
- Identify voting statistics in your ward/constituency and suggest ways in which you might increase the percentage of people voting
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 3 : Sport and Leisure

### Section A: Complete **FIVE** challenges for one credit

1. Make a chart to show how you use your time during the week. Compare it with charts produced by several other people.

Discuss your findings and give a short presentation on how you spend your leisure time.

Evidence Ref:

Verified by / date:

2. Visit **two** of the following and report back on them:

- Museum
- Theme park
- Wildlife centre
- Club for your own age group
- Library
- Sports centre
- Other agreed visit

Evidence Ref:

Verified by / date:

3. Identify a leisure activity that you would like to try.

Find out more about it and how you could become involved. Try it out.

Evidence Ref:

Verified by / date:

4. Show that you have taken part in at least **two** of the following indoor activities over a period of time and met agreed targets.

- Table tennis
- Squash
- Volleyball
- Bowling
- Indoor football
- Other agreed activity
- Badminton
- Snooker/pool
- Ice/roller skating
- Board/card game
- Basketball

Evidence Ref:

Verified by / date:

5. Take part in a sport as a member of a team over a period of time.

Evidence Ref:

Verified by / date:



6. Show that you have taken part in at least two of the following outdoor activities over a period of time and met agreed targets.

- Sailing/canoeing
- Fishing
- Cycling
- Athletics
- Other agreed activity
- Rock climbing
- Horse riding
- Country walking
- Cross country running

Evidence Ref:

Verified by / date:

7. Show that you have taken part in swimming activities on at least **two** occasions and have met **two** agreed targets.

Evidence Ref:

Verified by / date:

8. Interview a keen amateur or professional sports person. Find out about their training programme.

Evidence Ref:

Verified by / date:

9. Research leisure possibilities in your area and recommend suitable activities for different groups of people, such as the under fives, the elderly, wheelchair users etc.

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 3 : Sport and Leisure

### Section B: Complete **TWO** challenges for one credit

1. Take part in activities at a residential centre.

Record your achievements.

Evidence Ref:

Verified by / date:

2. Take an organisational role in **one** of the following:

- Running a sporting competition, such as five-a-side football
- Coaching/umpiring
- A youth or community centre activity

Keep a record of your involvement.

Evidence Ref:

Verified by / date:

3. Take part in some **taster** sessions to discover and experience **one or more** new leisure activities.

Summarise your experiences.

Evidence Ref:

Verified by / date:

4. Show an improvement in an outdoor or indoor sport over an agreed period of time.

Evidence Ref:

Verified by / date:

5. Learn how to play **one** of the following traditional board games:

- Chess
- Draughts
- Go
- Monopoly
- Other traditional game

Teach several other people the game, when you are proficient enough.

Set up a championship amongst your group.

Evidence Ref:

Verified by / date:



Section C: Complete **ONE** challenge for one credit

**This is an opportunity to gain credit for taking responsibility for additional, independent sport and leisure activities.**

Possibilities include:

- Develop an existing leisure activity
- Take up a hobby or interest that is new to you
- Develop your skills in sport or music
- Develop a skill such as learning to drive
- Take part in a Sports Leaders Award programme
- Work towards a coaching qualification in a specified sport
- Investigate occupations available in the Leisure industry
- Undertake a study of fitness in a sport of your choice, where you might find out about, for instance; the training programme, special diets and sports injury
- Study the impact of the London Olympics
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 4 : Independent Living

### Section A: Complete **FIVE** challenges for one credit

1. Find out how to deal with gas, electricity and water supplies safely.

As part of your research, locate the gas, electricity and water supplies and find out how to turn them off.

You should also know how to contact the gas, electricity and water services in an emergency.

Evidence Ref:

Verified by / date:

2. Plan and prepare a balanced two-course meal or packed lunch for **one** of the following:

- An elderly person
- A teenager
- Someone on a calorie controlled diet
- A family with two children under five years old

Evidence Ref:

Verified by / date:

3. Take responsibility for cleaning and maintaining a room or a number of rooms over a period of time.

Show how different cleaning techniques and cleaning materials are appropriate for different circumstances.

Evidence Ref:

Verified by / date:

4. Select **three** items of clothing made of different materials and show how they should be washed.

Evidence Ref:

Verified by / date:

5. As a group, plan and carry out a survey to find out about the kinds of accommodation different groups of people live in.

You could think about the type of building, number of bedrooms, garage, garden, market value etc.

You could ask:

- Students
- Families
- Elderly people

Evidence Ref:

Verified by / date:

6. Using newspapers and other sources of information, find out how much it would cost to:

- a) rent  
b) buy

a flat or a house.

Consider the advantages and disadvantages of each option and how you could cut costs with each.

Evidence Ref:

Verified by / date:

7. Imagine you are living on your own.

What bills might you have to pay and what methods are there for paying them?

If you were on a low income or unemployed what help might you be able to get?

Evidence Ref:

Verified by / date:

8. You are moving to an unfurnished flat. You have only £1000 to buy everything you need.

What would you need, how would you get it and how much would it cost?

Evidence Ref:

Verified by / date:

9. By visiting clothes shops and looking at a mail order catalogue, identify clothes suitable for a job interview and work out the cost.

What are the advantages and disadvantages of paying with cash, debit card, credit card, cheque and by instalments?

Evidence Ref:

Verified by / date:

10. Carry out another agreed activity about independent living that is relevant to you e.g. tenants' rights and responsibilities; being a good neighbour.

Discuss and agree the challenge with your tutor.

Evidence Ref:

Verified by / date:

## Module 4 : Independent Living

### Section B: Complete **TWO** challenges for one credit

1. Plan a budget to allow you to live independently for one year.
- This should include costs such as rent, gas, electricity, water, telephone, TV licence, council tax plus living expenses.
- Include a budget for weekly shopping, comparing prices.

Evidence Ref:

Verified by / date:

2. You are saving to go on a trip.
- Find out about suitable savings accounts e.g. bank/building society/post office/credit unions.
- Show that you know how to: open an account with one of these financial organisations; write a cheque; pay in money; understand an account statement.

Evidence Ref:

Verified by / date:

3. Invite someone to talk to you and/or your group about the problems of debt.
- Produce an information sheet advising about problems and solutions.

Evidence Ref:

Verified by / date:

4. Consider the nutritional needs of one of the following groups:
- Elderly
  - Pre-school child
  - Invalid
  - Vegetarian
  - Vegan
  - Other chosen group

Plan and prepare a two-course meal which meets the nutritional needs of your chosen group.

Evidence Ref:

Verified by / date:

5. Carry out research for prices of travel, accommodation, food and expenses, to cost out several types of family holiday.
- Produce a travel brochure with your findings.

Evidence Ref:

Verified by / date:



## Section C: Complete **ONE** challenge for one credit

**This is an opportunity to gain credit for taking responsibility for additional, independent activities at home.**

Possibilities include:

- Manage a garden over a period of time
- Plan and organise a special event such as Christmas dinner, a children's party or a school prom
- Plan and cost a garden or interior design makeover
- Plan and cook the meals for a group of people over a period of time
- Carry out maintenance of family car / bikes
- Undertake a DIY / building project
- Take responsibility for doing your family's laundry for a week
- Take part in a Parenting course that involves practical experience
- Take responsibility for the smooth running of your household over a weekend
- Other agreed challenge

Plan this activity with an appropriate person who usually undertakes this role. Ask this person for comments on how well you did and identify any areas that need improvement.

Discuss options with your tutor to help you design your challenge. You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 5 : The Environment

### Section A: Complete **FIVE** challenges for one credit

1. Choose **one** of the following:

- Follow a public footpath taking note of the Countryside Code
- Visit a local park or beauty spot

Present a report of what you saw, including sketches or photographs of interesting items.

Evidence Ref:

Verified by / date:

2. Identify **two** products in a local shop that are environmentally friendly and explain why you would recommend using them.

Evidence Ref:

Verified by / date:

3. Carry out a traffic survey and list ways in which certain types of traffic may be damaging the environment and people's health.

Discuss with others ways of helping to prevent or reduce any damage.

Evidence Ref:

Verified by / date:

4. Undertake a study of **one** of the following:

- A plant or animal found wild in Britain
- An historical building or archaeological site

Evidence Ref:

Verified by / date:

5. Carry out a challenge agreed with your tutor which will help you appreciate or improve the environment.

This could be a science/geography field study, or could involve spending time with a local organisation on an environmental project.

Evidence Ref:

Verified by / date:



6. As a group, carry out a survey of your establishment and decide what needs to be done to improve the way it looks.

Present a report with action points.

Evidence Ref:

Verified by / date:

7. Work in a group to improve the look of a garden or area of waste ground by doing **one** of the following:

- Tidying up or weeding
- Mowing a lawn and trimming the edges
- Planting seeds or plants
- Making a wildlife area
- Repairing or painting an item
- Making an item

Evidence Ref:

Verified by / date:

8. Collect articles from local or national newspapers or magazines relating to a recent ecological/environmental problem (such as the poisoning of a local river by chemical waste, or an oil spillage on a beach), and present a summary of the key issues.

Evidence Ref:

Verified by / date:

9. Invite someone to talk to your group about recycling and energy saving in your local area and report back on what you have learned.

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 5 : The Environment

### Section B: Complete **TWO** challenges for one credit

1. As a group visit a recycling centre or energy saving centre.

Organise a collection of newspapers, bottles, cans or other recyclable items, and identify some other things your establishment could do to save energy.

Evidence Ref:

Verified by / date:

2. Gather and present information on your local area so that it can be used as promotion to tourists or local businesses.

Evidence Ref:

Verified by / date:

3. Take part in an extended role-play, in which the Treasury or local Council has to consider bids from different departments. Justify its decisions about the allocation of resources, being mindful of environmental concerns at the same time.

Evidence Ref:

Verified by / date:

4. Investigate how renewable energy sources are being developed in the UK and present a report of your findings.

Evidence Ref:

Verified by / date:

5. Find out about the work of CITES. Produce a piece to persuade people to protect endangered species.

Evidence Ref:

Verified by / date:



### Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your skills through an extended environmental related activity that you select yourself.**

Possibilities include:

- Design a web page for an environmental pressure group (e.g. Greenpeace)
- Undertake an environmental project in your local community
- Produce a newsletter to highlight an environmental issue of your choice
- Visit an environmental organisation and investigate its aims, methods and effectiveness
- Produce a report about climate change and its impact on the planet
- Investigate the impact of industry or transport on a specific geographical area
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 6 : Vocational and Diploma Preparation

### Section A: Complete **FIVE** challenges for one credit

1. Investigate ICT use in business or industry to store and share information or control systems.

Evidence Ref:

Verified by / date:

2. Compare **four** features of a vocational sector 30 years ago, now and 30 years in the future, e.g. advertising, internal communications, source of raw materials.

Evidence Ref:

Verified by / date:

3. Investigate the skills and qualities needed for people who work in one of the following occupations:

- Administration
- Customer Services
- Hairdressing
- Industrial Cleaning
- Painting and Decorating
- Warehousing
- Other
- Care
- General
- Agriculture
- Horticulture
- Motor Vehicle
- Retail

Evidence Ref:

Verified by / date:

4. Keep a diary for two weeks to show how you have used English, Mathematics and ICT in your vocational studies.

Evidence Ref:

Verified by / date:

5. Make a podcast to promote yourself as a potential employee or recruit.

Evidence Ref:

Verified by / date:



6. Invite a speaker from a Trade Union to talk to your group about your rights and responsibilities as an employee and the rights and responsibilities of employers.
7. From your experience of the workplace make a poster or leaflet that clearly explains the hazards and dangers of working in that particular place.
8. Make a list of any equipment you need for the vocational course you are doing. Include in the list the cost of equipment and where you will get it from.
9. Design a job advert and job description or person specification for the job you did on your work placement, or for the job you hope to get. Show which skills and qualities you have and which you need to develop.
10. Other agreed challenge.

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

## Module 6 : Vocational and Diploma Preparation

Section B: Complete **ONE** challenge for one or two credits or complete **TWO** challenges for one credit each

1. **Plan and complete a vocational training placement (10 hours = one credit 20 hours = two credits)**

**Provide evidence that you have:**

- Attended regularly and been on time
- Followed the organisation's guidelines if you were not there for any reason
- Worn the right clothing and had the right equipment to do the job effectively
- Completed work activities well and to deadlines (if any were set)
- Always worked safely and followed advice
- Coped with any difficulties or problems that may have arisen
- Identified which skills you have improved while you have been on your work experience placement
- Used your experience to help you with your career choices

Evidence Ref:

Verified by / date:

2. **Carry out a vocational study into an area of interest to you. (10 hours = one credit)**

**Possible areas include:**

- Business Administration
- Care and Health
- Catering
- Construction
- Horticulture
- Motor Vehicle

You should produce a report of your findings and present it to others.

**It may be possible for your work to count towards a vocational qualification.**

Evidence Ref:

Verified by / date:

3. **Carry out a Jobsearch course or attend Further Education taster/preparation courses. (10 hours = one credit)**

These will help you decide whether Further Education is for you.

Record your experiences and how this process has helped your decision making.

Evidence Ref:

Verified by / date:





Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your knowledge and skills through an extended period of vocational training you have chosen.**

**Examples of vocational areas that you might take a training course in:**

- Administration
- Catering
- Care
- Customer Services
- General Agriculture
- Hairdressing
- Horticulture
- Industrial Cleaning
- Motor Vehicle
- Painting and Decorating
- Retail
- Warehousing
- Other

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 7 : Health and Fitness

### Section A: Complete **FIVE** challenges for one credit

1. With others, carry out a survey of personal hygiene products for men and women.

Report on the main kinds of product, their uses and cost.

Show you understand the importance of personal hygiene.

Evidence Ref:

Verified by / date:

2. Keep a record of what you eat over two days.

Make a list of what a balanced diet should include and compare with your own diet.

Compare results with others and discuss how your diets could be healthier.

Evidence Ref:

Verified by / date:

3. Give yourself or a friend a 'makeover'.

Use photographs, magazine pictures and drawings to give you some ideas.

Present 'before and after' pictures.

Give a talk to others about this experience.

Evidence Ref:

Verified by / date:

4. Show that you know how to deal with **three** of the following:

- Cuts, grazes and nosebleeds
- Minor burns and scalds
- Suspected broken bones
- Electric shocks
- Sprained wrist or ankle
- Fainting

Evidence Ref:

Verified by / date:

5. Show how accidents can be avoided in **three** of the following areas:

- Kitchen
- Garage/shed
- Living room
- Bathroom
- Garden

Evidence Ref:

Verified by / date:

6. Show that you understand basic road safety for **two** of the following:

- A pedestrian
- A cyclist
- A learner driver
- A motorcyclist

Evidence Ref:

Verified by / date:

7. Take part in a programme to improve your health and fitness

**Or**

Camp outside for one night and cook a meal.

Evidence Ref:

Verified by / date:

8. Collect labels and packages of food items and explain the ingredients with particular reference to E numbers and chemical additives.

Evidence Ref:

Verified by / date:

9. Consider what is meant by a balanced diet.

With others, work within a budget to plan a balanced meal.

Cook the food, present it and review what you learnt.

Evidence Ref:

Verified by / date:

10. Find out how the spread of infectious disease can be reduced.  
Produce an information leaflet for people of your age.

Evidence Ref:

Verified by / date:

## Module 7 : Health and Fitness

Section B: Complete **health and fitness activities** over **10 hours** for one credit and **20 hours** for two credits

Undertake **one** of the following:

- Training course for a recognised First Aid Qualification
- Training course for a Food Hygiene Certificate
- Training course for a recognised Personal Survival Award
- Expedition which involves being out overnight in your own shelter
- Extended health and fitness programme with appropriate supervision
- Sports Leader Award (JSLA) or Community Sports Leader Award (CSLA) programme
- Health and safety training
- Other agreed challenge on Personal Safety/Health issues, e.g. safer sex, drug education and alcohol awareness, manual handling.

Discuss options with your tutor to help you design your challenge.

Challenge description:

Evidence Ref:

Verified by / date:



### Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your skills and knowledge of health and fitness through an extended independent research challenge you have chosen.**

Possibilities include:

- Carry out a study of fitness in a sport of your choice. Find out about the training programmes, special diets and the most common type of injury
- Investigate occupations in the Health Sector e.g. sport psychology; emergency rescue; medical services; environmental health; nutrition
- Investigate the health and survival needs of an infant before birth and in the first year of life
- Carry out a comparative study into the 'health of the nation' in two different countries, one of which is 'developed' and the other from the developing world
- Consider the nutritional value of school meals and how they may affect the health of future generations. Suggest ways to improve the present situation
- Investigate attitudes to risk-taking behaviour, e.g. extreme sports; use of alcohol
- Other agreed challenge

Discuss options with your tutor to help you design your challenge. You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 8 : Work Related Learning and Enterprise

### Section A: Complete **FIVE** challenges for one credit

1. Talk to a Connexions/Careers advisor or your tutor and start to make plans for the next stage of your education.

You may need to find out about:

- Qualifications available to you
- Training and Further Education options
- Opportunities for employment

Complete an Action Plan showing what you need to do next in order to be successful.

Evidence Ref:

Verified by / date:

2. Find out about the recruitment processes of local firms and employers.

Record what skills and qualities employers look for when recruiting people.

Evidence Ref:

Verified by / date:

3. Improve your understanding of the job application process by completing **two** of the following:

- Writing a letter of application
- Writing a CV
- Completing an application form

Evidence Ref:

Verified by / date:

4. Visit a place where you could undertake further training or education.

Identify at least **one** course that might suit you and make a list of the reasons why this (or these) course(s) might be enjoyable.

Your evidence should include the course details from the place you visit.

Evidence Ref:

Verified by / date:

5. Interview at least **two** people (or invite at least **two** people to speak to your group) who have different jobs and find out:

- Why they went into their job
- What training/qualifications they needed

Evidence Ref:

Verified by / date:



6. Interview someone who is self-employed and produce a summary of the discussion, highlighting the advantages and disadvantages of self-employment.

Evidence Ref:

Verified by / date:

7. Working as a group, discuss and carry out a role play (or discuss and present your findings to others) about **two** of the following situations:

- You have found a safety hazard at work
- Someone you know drinks heavily (or is using drugs) at lunch times and returns to work
- Someone where you work is reckless with equipment
- You have heard someone use racist language about someone else you work with
- Your friend says they are uncomfortable with their boss putting his/her arm around them
- You need time off occasionally to look after a child or elderly relative

Evidence Ref:

Verified by / date:

8. Get a selection of job adverts from local or national newspapers (or from your local jobcentre) and, for **three** jobs, make a list of:

- Pay rates and hours worked
- Any qualifications or experience that is needed to apply for the job
- The things you would have to do to apply for each job

Evidence Ref:

Verified by / date:

9. Have a real (or mock) interview for a job. Your evidence must show that you:

- Made a list of the skills and qualities you need for that job.
- Thought of at least two questions that you could ask about the job during the interview.
- Dressed appropriately and conducted yourself well

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 8 : Work Related Learning and Enterprise

Section B: Complete **ONE** challenge for one or two credits or complete **TWO** challenges for one credit each

1. **Plan and complete a period of work experience  
(10 hours = one credit 20 hours = two credits)**

Show in your logbook or work experience diary that you have:

- Attended regularly and been on time
- Followed the organisation's guidelines if you were not there for any reason
- Worn the right clothing and had the right equipment to do the job effectively
- Completed work activities well and to deadlines (if any were set)
- Always worked safely and followed advice
- Coped with any difficulties or problems that may have arisen
- Identified which skills you have improved while you have been on your work experience placement
- Used your experience to help you with your career choices

Evidence Ref:

Verified by / date:

2. **Take part in a mini or team Enterprise project  
(10 hours = one credit 20 hours = two credits)**

Keep a record of your involvement and what you have learnt about both business and working as a team.

Discuss options with your tutor to help you design your challenge.

Evidence Ref:

Verified by / date:

3. **Complete an in-depth report on a local company  
(10 hours for one credit)**

Your research should include a visit and interviews with employees and also describe:

- The nature of the business and the products or services provided
- The organisational structure of the company, including a chart showing the management structure
- Patterns of employment including part-time and full-time working, flexible work practices and holiday entitlement
- Health and Safety requirements of the company and any different parts of the company (if applicable)
- Equal opportunities policies including recruitment and training

Evidence Ref:

Verified by / date:





### Section C: Complete **ONE** challenge for one credit

**This section gives you the chance to further develop your knowledge and understanding of the world of work or Enterprise through an extended research project you have chosen yourself.**

Possibilities include:

- Research patterns of employment including part-time and full time working, flexible work practices and holiday entitlement within your local area
- Research Health and Safety requirements within a chosen sector of employment
- Explore equal opportunities or industrial relations
- Explore an idea for working for yourself or setting up your own company, either for private profit or for community benefit
- Promote or market a product or service
- Gain credits towards a vocational qualification
- Research the role of your local Connexions or Employment Service
- Develop skills through a part-time job
- Complete another period of work experience or work shadowing
- Take part in an Enterprise project
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a minimum of 10 hours.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 9 : Science and Technology

### Section A: Complete **FIVE** challenges for one credit

1. Carry out a study of the characteristics and uses of at least **three** different types of **one** of the following:

- Metal
- Plastic
- Wood
- Textiles

Present your findings.

Evidence Ref:

Verified by / date:

2. In a group, conduct a survey to investigate how consumers react to different packaging on an existing product e.g. frozen pizza, bottled water, toiletries.

Use suitable software to display your results showing which factors most affect choice.

Evidence Ref:

Verified by / date:

3. Use a desktop publishing package to produce one of the following:

- Newsletter
- Advertising flyer
- Brochure
- Other agreed item
- Leaflet

Evidence Ref:

Verified by / date:

4. Use a digital camera to produce an image then show that you can use this image to produce one of the following:

- CD album cover
- A4 poster for an event
- Other agreed item

Evidence Ref:

Verified by / date:

5. Investigate how ICT is used across your school or college. Compare different departments.

Evidence Ref:

Verified by / date:



6. Re-design a room. You could use ICT for this. In doing this, show that you can:
- Draw a plan to scale showing where you would put the furniture
  - Work out the area of carpet or other flooring required

Evidence Ref:

Verified by / date:

7. Show that you can deal with weights and volumes in one of the following situations:
- Cooking
  - Building, gardening or making something
  - Animal care

Evidence Ref:

Verified by / date:

8. Work out how much any six different electrical appliances cost to run for 24 hours.

Use your knowledge of physical processes to suggest ways you could improve the efficiency of one of the appliances.

Evidence Ref:

Verified by / date:

9. As a group make a scale model of our solar system using materials that are freely available.

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 9 : Science and Technology

### Section B: Complete **TWO** challenges for one credit

1. Research a scientific issue which may be controversial, such as energy production, medical research or genetic engineering and **either** organise a debate and report back on the views of the group,

**Or**

Conduct a survey of other people's opinions on the issue and present your data.

Evidence Ref:

Verified by / date:

2. Make a working model using at least **two** of the following:

- Cams
- Levers
- Springs
- Gears
- Cranks
- Pulleys

You may use any suitable materials.

Evidence Ref:

Verified by / date:

3. Make or assemble and use suitable equipment to measure air quality or the weather over a period of **one** week.

Compare your findings with local meteorological data.

Evidence Ref:

Verified by / date:

4. As part of a group measure your establishment's premises.

On your own, use this information to produce **two** plans using different scales.

Evidence Ref:

Verified by / date:

5. Plan and carry out an experiment to investigate the suitability of **three** different clothing materials for use in **one** of the following:

- Polar expedition
- Jungle safari
- Desert crossing

Evidence Ref:

Verified by / date:



### Section C: Complete **ONE** challenge for one credit

**This section gives you the chance to further develop your knowledge and understanding of science and technology through a project you have designed or chosen yourself.**

Possibilities include:

- Conduct an investigation into construction materials used in different parts of the world
- Work with an elderly or disabled member of the community to research their needs and design something to help them in their daily life
- Produce a report on the uses of radioactivity
- Research the impact of human activity on either the water, carbon or nitrogen cycle
- Make an item in **three** different materials and compare costs, production, risks and appeal
- Plan and carry out an experiment to examine the effect of the environment on food storage
- Design a web page for an agreed purpose (e.g. college, school, community group). Show that you have updated the site at regular intervals
- Design and produce seasonal 3D decorations for a multi-cultural nursery
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 10 : International Links

### Section A: Complete **FIVE** challenges for one credit

1. Complete **one** challenge from Module 1 - Communication, Section A using a foreign language of your choice.

Evidence Ref:

Verified by / date:

2. With others, plan and carry out a survey in your school / college / centre to find out about **one** of the following:

- Staff and student experience of visiting/living/ working abroad
- Links with organisations in other countries
- The range of different languages used by students/staff in your centre.

Present your findings.

Evidence Ref:

Verified by / date:

3. Establish a link with **someone** from another country and swap information on topics of personal and social interest.

Evidence Ref:

Verified by / date:

4. Imagine you are given a Railcard, which entitles you to free European rail travel for one month.

Plan where you would go and what you would do.

Evidence Ref:

Verified by / date:

5. Research an international issue currently in the news.

Take part in a discussion about it.

Evidence Ref:

Verified by / date:



6. Choose **one** of the following activities:

- Produce an illustrated study of a foreign city
- Collect and display stamps/labels from four or more countries
- Compare weather in December and June of three holiday destinations with that at home
- Learn a song from another country

Evidence Ref:

Verified by / date:

7. Plan a holiday in a foreign resort and include **at least ten** useful phrases in the language of the destination.

Evidence Ref:

Verified by / date:

8. With others, plan and host an international breakfast, lunch or tea based on typical meals from another country.

Evidence Ref:

Verified by / date:

9. Find out about art or music from a specific culture, e.g. African, Arabic, Jewish, Russian.

Give a talk to others about your chosen topic, showing or playing examples for your audience to see or hear.

Evidence Ref:

Verified by / date:

10. Other agreed challenge.

Evidence Ref:

Verified by / date:

## Module 10 : International Links

### Section B: Complete **TWO** challenges for one credit

1. Plan an overseas tour for a famous singer/group.

Work out the itinerary and on a map show where the concerts will take place.

Suggest places of interest the performer(s) may visit between performances and offer advice on cultural differences they might find.

Present your itinerary and map.

Evidence Ref:

Verified by / date:

2. Make a study of another country in relation to one of the following themes:

- Environment
- Media
- Expressive arts
- Education/training/work
- Food and drink
- Sports and leisure
- Special occasions/traditions

Evidence Ref:

Verified by / date:

3. **Either**  
Take part in a visit to another country.

Produce a record of your experience, including an itinerary and the costs involved, using the relevant currency.

**Or**

Host a visit by someone from abroad.

Report back on what you did to help your guests feel welcome and to get to know your local area.

Evidence Ref:

Verified by / date:

4. Establish contact with someone from another country and communicate with them using their language, as well as your own. Give a presentation to others about your contact and their country to help raise international awareness in your school/college/centre.

Evidence Ref:

Verified by / date:

5. Take part in a project, which involves working with others of different nationalities.

Give a presentation.

Evidence Ref:

Verified by / date:





### Section C: Complete **ONE** challenge for one credit

**This section gives you the chance to further develop your knowledge and understanding of international links.**

Possibilities include:

- Develop your skills in a modern foreign language
- Carry out an in-depth study of a foreign country
- Explore links that already exist between your school/college/centre (or develop new ones!)
- Organise an international theme evening e.g. French Evening/Caribbean Evening/South American Evening
- Research the international links that at least two other establishments similar to yours have set up in recent years. Include all exchanges, internet links, work experience projects and other cultural/sporting programmes. Contrast these with your own establishment
- Research organisations such as the European Commission or the United Nations and, in particular, investigate their current standing or impact on world affairs
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 11 : Expressive Arts

### Section A: Complete **FIVE** challenges for one credit

1. On your own or with others, go to **one** of the following:

- Art gallery or exhibition
- Cinema
- Concert
- Other agreed place
- Craft fair or exhibition
- Theatre
- Dance performance

Produce a review of the exhibition or performance.

Evidence Ref:

Verified by / date:

2. Produce an illustrated study of the life and work of a famous:

- Actor
- Dancer
- Author/poet
- Designer
- Celebrity
- Musician
- Artist
- Filmmaker
- Playwright
- Other

Evidence Ref:

Verified by / date:

3. Interview someone who makes a living from a creative activity.

Prepare questions and present your findings.

Evidence Ref:

Verified by / date:

4. Explore how a particular subject has been presented in **one** of the following:

- By different artists, composers
- By different actors/directors
- Using different materials or methods
- Through different media

Report on your findings.

Evidence Ref:

Verified by / date:

5. Do **one** of the following:

- Compose a piece of music
- Write a short story, a poem or lyrics for a song
- Write a short piece of drama
- Work out a dance routine
- Make a piece of jewellery, pottery or sculpture
- Take photographs and print them
- Produce a short piece of film
- Make an item using textiles
- Produce a drawing or painting
- Produce a print or piece of graphic design work
- Other agreed challenge

Evidence Ref:

Verified by / date:



6. Take part in a group activity to produce something for others to enjoy.

This could be an exhibition, display, show, play, mural, video etc.

Evidence Ref:

Verified by / date:

7. Investigate the layout, presentation and style of a newspaper, comic, magazine or website of your choice.

Make a presentation about the techniques used to create it and the audience it is intended for.

Evidence Ref:

Verified by / date:

8. Present the outcomes of challenge 5 or 6 in an appropriate way to an audience.

If it is a performance then you might produce evidence by recording, filming, photographing or reviewing it.

If it is another kind of creative work then talk about this to a group of people and explain your choice of materials and techniques.

Evidence Ref:

Verified by / date:

9. As a group, discuss the work of a chosen artist, author, playwright etc.

Evidence Ref:

Verified by / date:

10. Identify a character or a caricature from a film, book, poem, cartoon, song, play etc.

Describe how you would prepare yourself for a performance or representation of this role.

Show that you have considered character, costume and setting.

Evidence Ref:

Verified by / date:

## Module 11 : Expressive Arts

### Section B: Complete **TWO** challenges for one credit

1. Devise a short programme of warm up exercises, which would be a suitable preparation for a session of **one** of the following:

- Dance
- Singing
- Other activity
- Drumming
- Drama

Record the details of this programme.

Take part in a student-devised warm up session.  
You could lead the session or be a group member.

2. On your own or with others, visit a public area or building e.g. a park, a skateboard park, theatre, youth club, art gallery.

Consider the factors involved in its design.

Suggest how it might be improved and why.

Place visited \_\_\_\_\_

3. Visit a site that is rich in creative source material. Collect or record objects, images or ideas from your visit e.g. the seaside, the countryside, a building site, recycling centre, a market, a rubbish dump.

Place visited \_\_\_\_\_

4. Carry out **one or more** of the activities from challenge 11A5 for a longer period.

5. Give a talk or presentation about **one** of the following:

- An investigative process you were involved in
- A performance you have seen
- A piece of art work
- A presentation/performance you took part in
- A problem you have solved creatively
- Other \_\_\_\_\_

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:

Evidence Ref:

Verified by / date:



### Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your expressive arts skills and interests through an extended activity or challenge that you have chosen.**

You may draw on ideas from previous challenges that you have chosen to do.

Possibilities include:

- Contribute to a performing arts production and/or take part in a series of workshops that will develop your skills
- Carry out a study of an occupation that interests you in the Theatre, Arts and Media sector; discover the personal qualities and qualifications needed to work in this area
- Invite someone involved in the arts to talk about their work; make a presentation based on this, with a record and evaluation
- Work with others to produce a magazine or newspaper
- Make film location studies for a book of your choice
- Write and illustrate a story for children
- Create a 'personal journey' piece of work in any media
- Spend a day 'shadowing' someone who works in the arts and produce a report
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Module 12 : Beliefs and Values

### Section A: Complete **FIVE** challenges for one credit

1. Interview a member of **one** particular religion about:

- Their beliefs
- Festivals and celebrations
- Key figure/founders/leaders
- Moral codes

Evidence Ref:

Verified by / date:

2. Visit a place of worship and produce an illustrated report on the following:

- Visible symbols (e.g. statues, pictures, and ornaments)
- Holy books, writings
- The building itself and its use

Evidence Ref:

Verified by / date:

3. Find out about someone famous whose *religious faith* inspired them to care for others e.g. William Booth, Helen Keller, Mahatma Gandhi, Malcolm X, Dr Barnado, Martin Luther King, Mother Teresa, Florence Nightingale

Evidence Ref:

4. Working in a group find out about the work of **one** of the following:

- Oxfam
  - Children in Need
  - The Red Cross
  - Amnesty International
  - Medecins Sans Frontieres
  - Other agreed organisation:
- 

Verified by / date:

Evidence Ref:

Verified by / date:

5. Make a collection of newspaper cuttings which show how religion is affecting events around the world.

Evidence Ref:

Verified by / date:

Turn your collection into either a scrap book or a wall display and add your own captions and comments.



6. Identify an aspect of faith which interests you and complete **one** of the following tasks:

- Plan and organise an assembly
- Make a presentation to a group
- Lead a group discussion

Evidence Ref:

Verified by / date:

7. As a group make a list of the **ten** human rights which your group feel are the most important.

Compare your list with the United Nations Universal Declaration of Human Rights and discuss how it differs from your own.

Evidence Ref:

Verified by / date:

8. Identify an example of genocide or ethnic cleansing. Find out who was involved and what happened.

Complete **one** of the following:

- Poster or visual display which illustrates your findings
- Newspaper article drawing attention to the situation
- Record an audio or video tape which could be used as a news feature

Evidence Ref:

Verified by / date:

9. Imagine that, following a natural disaster, you are working in a hospital which only has limited resources.

Work in a group and make a list of criteria which could be used to choose which patients would receive priority treatment.

Report back on whether this is a fair way to make such important decisions.

Evidence Ref:

Verified by / date:

10. Carry out a challenge agreed with your tutor which will help you to develop a greater appreciation of a chosen moral issue.

Chosen issue: \_\_\_\_\_

Evidence Ref:

Verified by / date:

## Module 12 : Beliefs and Values

### Section B: Complete **TWO** challenges for one credit

1. Carry out an in-depth study on **one** of the following faiths:

- Christianity
- Judaism
- Sikhism
- Other:
- Islam
- Hinduism
- Buddhism

Produce a report on your findings which uses a variety of visual and written information, and which cover at least **two** of the following:

- Beliefs
- Festivals
- Key figures/leaders
- Holy books/writings
- Sacred buildings/places
- Moral codes

Evidence Ref:

Verified by / date:

2. Research issues and attitudes on **one** of the following issues:

- Abortion
- Marriage
- Asylum seekers
- Euthanasia
- Capital punishment
- Other:

Evidence Ref:

Verified by / date:

3. Identify the possible causes of **one** of the following and present \ your findings:

- Poverty
- Drug abuse
- Third world debt
- Racism
- The arms trade
- Other:

Evidence Ref:

Verified by / date:

4. Select **one** of the following issues and present detailed arguments for and against:

- Population control
- GM foods
- Space colonisation
- Genetic engineering/cloning
- Biological weapons
- Other:

Evidence Ref:

Verified by / date:

5. Write an introduction appropriate to your age group to one of the great religious scriptures such as the Bhagavad Gita, Bible, Qur'an, Other.

Evidence Ref:

Verified by / date:





### Section C: Complete **ONE** challenge for one credit

**This is an opportunity to further develop your knowledge and skills through an extended activity/challenge you have chosen.**

Possibilities include:

- Undertake a course in Thinking Skills, Philosophy, Psychology or other area agreed with your tutor
- Research a great philosopher or theologian such as Plato, Sartre, Confucius, Gandhi. Outline his/her life and attempt a description of his/her key ideas
- Write an article on religion and politics for the school magazine
- Investigate a religion or sect and its impact on young people today
- Choose a moral issue that you consider to be important today. Review the arguments presented through the media and other sources, including the views of people you have talked to. Present your own viewpoint
- Other agreed challenge

Discuss options with your tutor to help you design your challenge.

You should present evidence of undertaking this challenge for a **minimum of 10 hours**.

Challenge description:

Evidence Ref:

Verified by / date:

## Credit Transfer from Other ASDAN Programmes

If you have undertaken other ASDAN programmes or qualifications, such as Bronze/FE Level Up, Silver/FE Level 1 Awards or Short Course Awards or Key Steps, you can count these credits towards your Certificate of Personal Effectiveness.

The credits you can claim from ASDAN Programmes to replace Modules in this book are as follows:

<b>Bronze / FE Level Up</b>	<b>6 credits</b>
<b>Silver / FE Level 1</b>	<b>12 credits at Level 1, or 6 credits at Level 2</b>
<b>Short Courses</b>	<b>Up to 6 credits</b>
<b>Key Steps</b>	<b>2 credits</b>

The credits you can claim from ASDAN qualifications to replace modules in this book are as follows:

<b>Award in Employability E3, Levels 1 &amp; 2</b>	<b>6 credits</b>
<b>Award in PSD E3, Levels 1 &amp; 2</b>	<b>6 credits</b>
<b>Certificate in Life Skills E3</b>	<b>6 credits</b>

If you have partly completed your CoPE you may be able to claim the Award of Personal Effectiveness (AoPE)

If you have gained one or more of the **Wider Key Skill qualifications** you can use them to provide evidence of successful completion of the appropriate assessment unit for CoPE.

Put relevant certificates in your CoPE Portfolio to provide evidence of all externally moderated programmes, e.g. Key Skills/ASDAN Bronze Award. For internally moderated programmes (Short Courses and Key Steps) certificates and portfolio evidence must be included.

If you are using evidence from an ASDAN-approved source, please enter the information in the box below. Your tutor will record this on pages 4 and 5.

Title of programme or qualification	Credit value	Date completed	Certificate in portfolio	Unit evidence

## Portfolio of Evidence

### Requirements

You will need to produce a clearly referenced Portfolio of Evidence which will demonstrate your achievements. This book also contains important information which will be checked at moderation alongside your Portfolio.

#### The evidence in this book includes:

- Portfolio evidence references
- Student and tutor signatures
- Record of progress

#### The evidence in your Portfolio MUST include these recording documents:

- Assessment Checklist
- PDR set for WO
- PDR set for LP
- PDR set for PS
- Student Evidence Sheet for Research
- Piece of Research
- Observation Checklist for Discussion
- Student Evidence Sheet for Discussion
- Observation Checklist for Oral Presentation
- Student Evidence Sheet for Oral Presentation

Any other supporting evidence for all of the above points e.g. written reports, annotated photographs, tapes etc. should also be available in your Portfolio.

It is very important that you make it as easy as possible for the moderator to see your evidence. You will need to give some thought to layout and page numbering, so that there is a straightforward system of cross referencing between the Assessment Checklist, the Record of Progress in this book and the evidence in your Portfolio.

If used as credits, short course Portfolios of Evidence should be brought to external moderation meetings together with the CoPE Portfolio of Evidence.

## Summary of Units

### Introduction to Working with Others

**You need to show that you:**

- Know what needs to be done, your responsibilities and that you understand the working arrangements
- Can work safely when carrying out your tasks and ask for help when needed
- Can identify how things went and suggest ways to improve your skills next time

### Introduction to Improving Own Learning and Performance

**You need to show that you:**

- Can help set targets and action points and show how you will manage your time
- Use your action points to help you manage your time, seeking help and support if needed
- Identify what you have learned, which targets you have met and how you learn best

### Introduction to Problem Solving

**You need to show that you:**

- Understand the problem, know how it has been solved and find different ways to solve it
- Can plan what you need to do and carry out your plan safely
- Can check if the problem has been solved, identify how things went and how you can improve next time



## Planning and Carrying out a Piece of Research

### You need to show that you can:

- Plan and organise your research, producing action points to help you
- Follow your plan, produce some findings and show you understand your chosen subject
- Present your work to other people

## Communicating through Discussion

### You need to show that you can:

- Find out about the subject of the discussion to help you know what to say
- Speak clearly, using words everyone can understand
- Listen to others and ask appropriate questions

## Planning and Giving an Oral Presentation

### You need to show that you can:

- Find out about your chosen topic, prepare and make notes of the main points in advance
- Speak clearly, keeping to the subject and drawing attention to the main points
- Use at least one image/picture in the talk



### **Moderation of Your Work**

When you have completed everything for your Certificate of Personal Effectiveness, your tutor will sign the Record of Progress on page 5 and the Assessment Checklist in the front of your Portfolio of Evidence.

Your tutor will then register your work for moderation at a regional moderation meeting.

The ASDAN External Moderator will then recommend that you be issued with the Certificate of Personal Effectiveness.

## Candidate Appeals Procedure

ASDAN wishes to make sure that all candidates have fair treatment as they work towards their Certificate of Personal Effectiveness. If at any stage during the assessment of your portfolio you feel that your assessor has taken a decision that you consider to be unfair, you have the right to appeal. This is what you should do:

1. First of all, if possible, discuss the matter with your assessor. Do this as soon as possible after the assessment decision or event (no more than two weeks).
2. If you cannot sort it out with your assessor, write down what has happened and send or give the information to the Certificate of Personal Effectiveness Co-ordinator of your centre (no more than three weeks after the assessment decision).
3. The Certificate of Personal Effectiveness Co-ordinator will try to resolve the problem (this may involve re-assessment of evidence, or giving you another assessor).
4. If at the end of this process you still feel the decision taken was unfair, you may appeal in writing\* to ASDAN's Director of Accreditation, who will implement ASDAN's appeals procedure.

\* If you need help in doing this, your Certificate of Personal Effectiveness Co-ordinator will give you advice.

### ASDAN contact details:

Director of Accreditation, ASDAN  
Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY  
Tel: 0117 941 1126 | Email: [info@asdan.org.uk](mailto:info@asdan.org.uk) | Website: [www.asdan.org.uk](http://www.asdan.org.uk)

#### DISCLAIMER

Personal information, photographs and videos of students and staff are classed as personal data under the terms of the Data Protection Act 1998. The use of such information as portfolio evidence for ASDAN Awards or Qualifications will require centres to obtain consent from students and parents / carers. ASDAN does not pass on, or use in any way, materials provided by centres, unless given permission to do so for publicity or training purposes.



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