

**LEVEL 3 CERTIFICATE IN PERSONAL
EFFECTIVENESS**

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 3 Certificate in Personal Effectiveness for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk

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Principal Moderator's Report

General

- Candidates in the main carried out three suitable challenges which were linked to appropriate skills units.
- The majority of candidates presented well organised portfolios which demonstrated the acquisition of Level 3 skills; however, there are still some centres where candidates' Plan, Do and Review sheets lack detail and there is over reliance on other supporting evidence.

Assessment Unit 1 Introduction to Working with Others (in a team)

- The majority of candidates carried out a challenge relating to either the Active Citizenship module or Work Related Activities module.
- It is important that the candidate's role in the team is clearly demonstrated both in the action plan and any additional evidence; if an Activity Log is included it should be personal.
- Candidates should also include a detailed account of how the group decided who should have which role and why the group decided that they should have their particular role or responsibility.
- When reviewing their 'Working with Others', it is important that candidates focus on the skill not the challenge and also that they review their own contribution to the work of the team.
- Many candidates made good use of additional evidence including a log of activity, witness statements, minutes of meetings, photographs etc. However, only additional evidence which demonstrates the candidate's work in the team should be included.

Assessment Unit 2 Introduction to Improving Own Learning and Performance

- Enrichment Activities were used by most candidates to provide evidence for the standards outlined in this unit; however, it is important that they set three SMART targets so that they can review their progress and provide evidence of their achievements.
- Many candidates failed to provide evidence of seeking feedback and support to help meet his/her targets. This feedback should be sought at least twice and clearly demonstrated in the additional evidence.
- It is important in this unit that candidates focus on their learning i.e. what they have learnt, how they have learnt it and how they can improve their learning/performance in the future.
- Learning Logs witnessed by tutors/instructors, certificates of achievement etc. submitted by candidates provided relevant supporting evidence of their learning.

Assessment Unit 3 Introduction to Problem Solving

- The majority of candidates carried out a challenge relating to the Career Planning module. However, it is important to remember that at Level 3 candidates are required to solve a complex problem i.e. the problem should have a number of sub-problems with several ways of tackling it, as this allows candidates to use a variety of methods and compare possible approaches to solving the problem.

- Many centres are still misinterpreting standard PS3.1.2

“Select and use a variety of methods to come up with different ways of tackling the problem.”

In their evidence, candidates tend to list possible methods for solving the problem rather than how they will generate these methods. (Section 4 of the publication “Teaching and Learning Problem Solving” which can be located in the ‘Useful Links’ section of the CoPE microsite (<http://www.ccea.org.uk/cope>) may be useful to clarify this standard).

- In many centres this Unit was combined with Unit 4; therefore it is important that candidates not only annotate their research to indicate which information/data is relevant to the research objectives but also state how it has assisted them in solving the problem.
- Many candidates stated how they would use support and feedback and how and when they would check their progress but there was little, if any, evidence of them having done so.
- When evaluating each stage of their approach to problem solving it is essential that they describe what went well and what could be improved; reasons should also be included.
- It is important in this unit that candidates clearly demonstrate how they went about solving their problem not just the final solution.

Assessment Unit 4 Planning and Carrying out a Piece of Research

- Candidates provided evidence which demonstrated they had considered a wide variety of sources when researching their information; however, many candidates drew conclusions without justifying them e.g. why are the courses and universities chosen, suitable for them?

Assessment Unit 5 Communicating through Discussion (in a group)

- Good evidence was provided by candidates of participating in a discussion with three or more people; however, this was not always a complex discussion.
- Additional evidence should include a summary of relevant information/notes showing how the candidate prepared for the discussion.

Assessment Unit 6 Planning and Giving an Oral Presentation

- The majority of candidates made good use of PowerPoint to meet the standards required for this unit. However, the notes they used to make the main points of the presentation were not always included; these are mandatory.
- Most evidence demonstrated the use of relevant images e.g. graphs, photographs, diagrams etc. However, these must be referred to as, the images should be used to illustrate points made during the presentation. (At Level 3, clipart is inappropriate.)
- It is important to remember that candidates should use at least one additional method to engage the audience; a handout of the PowerPoint slides does not fulfil this standard.

Contact details

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