



CCEA Level 3 Certificate of Personal Effectiveness

Summer Series 2018

## Principal Moderator's Report

Certificate of  
**personal effectiveness**  
*(Level 3)*



## 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](http://www.ccea.org.uk).



## Contents

<b>Assessment Unit 1: Introduction to Working with Others</b>	<b>3</b>
<b>Assessment Unit 2: Introduction to Improving Own Learning and Performance</b>	<b>3</b>
<b>Assessment Unit 3: Introduction to Problem Solving</b>	<b>3</b>
<b>Assessment Unit 4: Planning and Carrying Out a Piece of Research</b>	<b>4</b>
<b>Assessment Unit 5: Communicating through Discussion</b>	<b>4</b>
<b>Assessment Unit 6: Planning and Giving an Oral Presentation</b>	<b>4</b>
<b>Contact details:</b>	<b>6</b>



# LEVEL 3 CERTIFICATE IN PERSONAL EFFECTIVENESS

## Principal Moderator's Report

### General Comments

The majority of candidates presented well organised portfolios which demonstrated the acquisition of the Level 3 standards. However, there are still some centres where candidates' Plan, Do and Review sheets lack detail and too much emphasis is placed upon their supplementary evidence.

### Assessment Unit 1 Introduction to Working with Others

- 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 in the Plan, Do and Review documentation, their individual action plan and any additional evidence; if an Activity Log is included it should be personal outlining the work/activities carried out by the individual candidate.
- When reviewing their 'working with others' it is important that candidates focus on the skill being developed not the challenge undertaken.
- Many candidates made good use of additional evidence including an activity log, witness statements, minutes of meetings, photographs etc. It should be remembered however that only additional evidence which demonstrates the candidate's work in the team should be included in the portfolio.

### 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 as this will assist them in reviewing their progress.
- It is important in this unit that candidates focus on their learning in the Review documentation i.e. what they have learnt, how they have learnt it and how they can improve their learning/performance in the future.
- 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 e.g. Learning Logs witnessed by tutors/instructors etc.

### 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, which they replicate in PS3.1.3, rather than how they will determine these methods.
- 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 explain what went well and what could be improved; reasons should also be included.
- It is important in this unit that candidates clearly demonstrate the process they used to solve their problem.

## **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?
- It is important to remember that evidence of two methods of presentation should be included to support R3.3.2.

## **Assessment Unit 5                      Communicating through Discussion**

- Good evidence was provided by candidates of participating in a discussion with 3 or more people. However deciding on which product to sell in their mini-company or which charity to raise money for does not constitute a complex discussion. (Please see the L3 standards and Guidance for the definition of complex subjects and materials).
- Additional evidence must 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 speaker notes and evidence of planning their presentation must be included; these are mandatory and contribute to the evidence that the presentation lasted 8 minutes.
- Most evidence demonstrated the use of relevant images e.g. graphs, photographs, diagrams etc; however these must be referred to during the presentation as they should be used to illustrate points.
- A handout of their presentation does not constitute an additional method to engage the audience.

## Contact details

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