



CCEA Level 3 Certificate of Personal Effectiveness  
Summer Series 2022

## Principal Moderator's Report

Certificate of  
personal  
effectiveness  
*(Level 3)*



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2022 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).



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## LEVEL 3 CERTIFICATE OF PERSONAL EFFECTIVENESS

### Principal Moderator's Report

#### Internal Assessment Overview

Most candidates presented well organised portfolios, which demonstrated achievement of the Level 3 standards. However, there are still some candidates whose Plan, Do and Review sheets lack detail and too much emphasis is placed upon supplementary evidence.

### Assessment Unit 1 Introduction to Working with Others

#### Unit Overview

- The majority of candidates carried out a Challenge relating to the Active Citizenship 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 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

#### Unit Overview

- 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, one of which relates to how they learn, as this will assist them in reviewing their progress.
- Some candidates still do not 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.
- It is important 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 other situations in the future.

## Assessment Unit 3 Introduction to Problem Solving

### Unit Overview

- Most 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.
- 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.
- If this unit is combined with R3 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.
- 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

### Unit Overview

- 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

### Unit Overview

- 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 Level 3 standards and Guidance for the definition of complex subjects and materials)



## **Assessment Unit 6      Planning and Giving an Oral Presentation**

### **Unit Overview**

- Most candidates made good use of PowerPoint to meet the standards required for this unit.
- 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 the candidate's presentation does not constitute an additional method to engage the audience.

## Contact details

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