



CCEA Level 3 Certificate of Personal Effectiveness
Summer Series 2024

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 2024 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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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 supplementary evidence is not to the required standard.

Assessment Unit 1 Introduction to Working with Others

Unit Overview

- Most candidates carried out a Challenge relating to the Active Citizenship module.
- It is important that candidates set realistic objectives.
- 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. All evidence should be based on what the candidate did within the team, not what the team did.

Assessment Unit 2 Introduction to Improving Own Learning and Performance

Unit Overview

- Most candidates used enrichment activities 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 PS3.3.3 at least twice and clearly demonstrated in the additional evidence e.g. Learning Logs/witnessed by tutors/ witness from 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 rather than how they will determine the three methods they describe and compare in PS3.1.3.
- 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.
- PS3.2.3 “regularly check his/her progress towards solving the problem?” at least twice progress should be checked and clearly demonstrated in the additional evidence e.g. Learning Logs/witnessed by tutors/witness from instructors etc. In addition, revision after the checks should be made to revise the approach, if necessary. If it is not necessary this must be identified and an explanation as to why there is no change to the problem solving approach.
- 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

- Most candidates continued with career planning to provide 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?
- When presenting their findings in this Unit candidates must do so using two distinct methods e.g. a PowerPoint presentation and a written report/leaflet etc.
- Candidates need to PS3.3.2 “seek feedback from the audience to help evaluate the presentation and their research”; this was omitted by some candidates.

Assessment Unit 5 Communicating through Discussion

Unit Overview

- Good evidence was provided by candidates of participating in a discussion with three 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). Candidates **MUST** complete a discussion on a complex subject to achieve this unit.

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.
- This presentation should be at least eight minutes long and this was not evident in many presentations submitted – supplementary evidence should include a storyboard and speaker’s notes to demonstrate that the candidate has planned an eight minute presentation.
- 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. Candidates should provide images which are relevant to the information they are presenting. Clipart is not a suitable source for relevant images and should not be used in this presentation unit.
- A handout of the candidate’s presentation does not constitute an additional method to engage the audience.

Contact details

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