



Certificate of
**Personal
Effectiveness**

Level 3

Standards and Guidance

CCEA's Vision

CCEA places learners and those who have a concern for their educational, personal and social development at the forefront of its thinking. In particular it is committed to ensuring that learners with CCEA brand qualifications can contribute to the economic prosperity of Northern Ireland.

About CCEA

CCEA is Northern Ireland's own awarding body offering a range of qualifications for various educational sectors. CCEA works in partnership with others in education, particularly those in the school and further and higher education sectors, to develop locally tailored qualifications, examinations and assessments.

CCEA qualifications and awards are widely available throughout the educational sectors in Northern Ireland. This specification is one of a number designed specifically for the Further and Higher Education sector, in which its flexibility is expected to appeal to a wide range of learners.

CCEA is committed to continuously improving its products and services and has achieved nationally and internationally recognised quality awards for business excellence and customer service.

Customer Charter

A Statement of Service to Centres

CCEA continually strives to improve the service it provides to its customers. In order to achieve this CCEA will review and evaluate its service on an ongoing basis, responding to and acting upon customer feedback as appropriate. To achieve this CCEA needs to know what kind of service your centre needs and expects and how this compares with the service it currently provides. Your feedback is valued: please direct any comments and suggestions to the Business Assurance Manager, Council for the Curriculum, Examinations and Assessment, 29 Clarendon Road, Clarendon Dock, Belfast, BT1 3BG.

A full version of the CCEA Customer Charter is available on the CCEA web site (www.ccea.org.uk).

1 Qualification Overview

Introduction

The CCEA Certificate in Personal Effectiveness has been accredited by the Qualifications and Curriculum Authority (QCA) and is part of the National Qualifications Framework. Its Qualification Accreditation Number is 100/4936/8.

Guided learning hours (GLH):	150
NQF Level:	3
Assessment requirements:	Internally assessed portfolio
UCAS tariff	16 pts

Language of Standards and Assessment Materials

The specification and associated assessment materials are provided in English. Requests for assessment materials in Irish will be assessed by CCEA, if requested by the Department of Education.

2 Aims

The aims of the qualification are to enable candidates:

- to develop and demonstrate a range of personal, key and employability skills leading to personal effectiveness;
- to broaden their experience and manage learning through enrichment activities;
- to receive formal recognition and accreditation for the above.

3 Structure and content

To be eligible for the Certificate of Personal Effectiveness candidates must complete three challenges, through which evidence of skills development in six areas is demonstrated to Level 3. The six skills areas are:

WO	Introduction to Working with Others*
LP	Introduction to Improving Own Learning and Performance*
PS	Introduction to Problem Solving*
R	Planning and Carrying Out a Piece of Research
D	Communicating Through Discussion
OP	Planning and Giving an Oral Presentation

Candidates will need to:

- complete a number of activities or challenges to develop the above skills;
- complete the appropriate Plan/Do/Review sheets (PDRs) and other evidence sheets for each of the assessment units;
- identify additional evidence that meets the requirements of the assessment units
- present an organised portfolio which provides evidence of at least one example of working at the level set for each assessment unit and of completing sufficient challenges to achieve the required level;
- complete the Assessment Checklist (provided by the tutor/assessor), which identifies evidence for each of the assessment units. This needs to be checked, signed and dated by the assessor to confirm that the evidence meets the required standards.

To demonstrate working at the appropriate level, candidates must use the proforma provided by CCEA, which support the consistent production of evidence. These are Plan/Do/Review documents, Evidence Sheets and Observation Checklists, provided via the CCEA website www.ccea.org.uk.

* = partial coverage of national standards for Wider Key Skills approved by QCA, DCELLS, CCEA

4 Route towards achievement

Candidate activity	Role of centre staff	Contribution to the final portfolio of evidence
<p>Candidates develop and practise skills as they start to work on challenges</p>	<p>Tutors guide candidates on the selection of modules and activities, and use these as the basis to teach the knowledge and understanding that underpins the skill units</p> <p>Tutors provide feedback on the development of skills</p>	<p>Evidence produced from doing challenges</p>
<p>Candidates select and undertake challenges to show they are meeting the requirements of the six assessment units. As they carry out the activities, they complete PDRs and/or other appropriate Evidence Sheets</p> <p>Candidates provide any supplementary evidence needed to show they have successfully met all the requirements of the qualification. This could be the products of tasks undertaken, reports and witness statements, photographs, videos, audio recordings, etc.</p>	<p>Tutors guide candidates on the selection of challenges appropriate to evidencing the assessment units, and on the completion of PDRs and Evidence Sheets</p> <p>Tutors complete Observation Checklists as appropriate</p> <p>Tutors guide candidates on portfolio building to ensure a simple referencing system and ease of accessibility of assessors and moderators</p>	<p>The completed CCEA evidence proforma (Plan/Do/Review documents, Evidence Sheets and Observation Checklists), which are provided at www.ccea.org.uk</p> <p>Supplementary evidence to go with PDRs and other evidence records</p>
<p>Following assessment, candidates provide additional evidence if required</p> <p>Complete the Assessment Checklist</p>	<p>Internal Assessment: For each assessment unit, tutors judge candidates' evidence against the standards.</p> <p>When each achievement is confirmed, tutors ensure Assessment Checklists are correctly and fully completed</p> <p>Internal Moderation: A designated internal moderator (from the centre) samples portfolios to ensure standards and expectations are consistent across all assessors within the organisation</p> <p>Feedback to assessors</p>	<p>An Assessment Checklist, which references the evidence for each unit and identifies where it can be found in the portfolio. The checklist should be signed off by the candidate, the assessor and the internal moderator</p>

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As part of the Certificate of Personal Effectiveness Level 3 you must demonstrate the following skills of organization:

In organising the completion of activities, evidence must show you know how to:

- Identify the nature of each challenge by collecting background information; seek information from appropriate people, and assess the opportunities available; make informed decisions as to which challenges to undertake;
- Decide upon the aims and objectives of chosen challenges and planned outcomes and decide upon a time scale to achieve these;
- Work independently at times and undertake challenges; prioritise and manage time effectively to achieve planned outcomes;
- Provide portfolio evidence appropriate to the chosen challenge demonstrating the processes involved in working towards the achievement of planned outcomes.

The three Challenges must be chosen from different Modules. The Modules with Challenge options are as follow:

Challenges Menu
Module 1 Active Citizenship Challenge A: community action Challenge B: community placement
Module 2 Work Related Activities Challenge A: work experience Challenge B: business enterprise
Module 3 Career Planning Challenge A: career options Challenge B: application for higher education
Module 4 Global Awareness Challenge A: international travel and experience Challenge B: global research
Module 5 Enrichment Activities Challenge A: skill development Challenge B: leisure pursuits
Module 6 Research and Presentation Skills Challenge A: research project Challenge B: presentation skills

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Module 1 – Active Citizenship

Challenge A: Community Action

Aim:

- To increase your knowledge and understanding of the needs of others and contribute towards meeting these needs through a practical project, whilst developing your own social enterprise skills.

Objectives:

- To identify a particular individual or group need.
- To design, plan and implement a practical project in response to this need.
- To carry out and evaluate the project.
- To report back on the project.

Examples:

- Produce a newsletter to raise awareness of local needs/issues/events.
- Design and make an aid to help someone who has a disability.
- Research an issue of concern to a local group and present findings and conclusions, which include practical suggestions for dealing with the chosen issue.
- Assist with the organisation and running of a residential experience for a group of your choice.
- Undertake a project to improve the environment.

Challenge B: Community Placement

Aim:

- To develop an insight into the needs of others and an understanding of your own personal and social development through active involvement in an existing community project.

Objectives:

- To prepare for the placement by researching its background and negotiating your role and support needs.
- To take an active role in the placement.
- To produce a report.

Examples:

- Work in a youth club as an assistant leader.
- Act as a student/peer mentor/student tutor in school.
- Assist in an elderly persons home/nursery.
- Work for a voluntary organisation/charity.

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Module 2 – Work Related Activities

Challenge A: Work Experience

Aim:

- To develop your interpersonal skills and increase your knowledge of the world of work by gaining direct experience of some of the rewards and demands of employment and an insight into how a business functions, through a work experience placement.

Objectives:

- To research/negotiate appropriate placement opportunities.
- To produce a checklist of what you need to know and confirm insurance arrangements.
- To undertake the work experience and keep a record of your activities.
- To present a report on what you have learned, including the relevance of your experience to current study and future plans.

Examples:

- Undertake work experience to help you decide on the area of work you would like to train in, or broaden your current training programme.
- Take part in work experience to enrich your learning.
- Organise a period of work shadowing so as to observe how a person actually does their job.
- Gain part time employment, undertaking induction training as appropriate.

Challenge B: Business Enterprise

Aim:

- To develop knowledge and practical experience of the processes involved in the operation of a business and to foster your own business skills through involvement in an enterprise project or business venture.

Objectives:

- To construct a business plan to include:
 - legal advice
 - financial help
 - opportunities for enterprise
 - monitoring progress

Examples:

- Take part in setting up, running and evaluating an enterprise project under a scheme such as Young Enterprise.
- Set up and run your own business.
- Attend a course on becoming self-employed.
- Act as a troubleshooter for a small business, analyse and evaluate data collected and produce a report on possible areas for development.

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Module 3 – Career Planning

Challenge A: Careers Options

Aim:

- To increase your knowledge of employment opportunities, to heighten awareness of your own abilities, aptitudes and aspirations in relation to the options available and to develop skills and confidence to present yourself favourably when applying and being interviewed for courses/jobs.

Objectives:

- To research your future options.
- To link your options to the opportunities available in the present economic climate.

Examples:

- Research the local labour market.
- Research the relevance of a gap year experience to your future.
- Review your visits to career conventions, higher education fairs and open days, include critical analysis of recruitment literature and options available.
- Interviews with a careers adviser to explore vocational interest and courses/qualifications and where appropriate, opportunities for an occupational assessment of abilities and aptitudes.
- Presentations by personnel managers on application and recruitment procedures, including practical experience and advice on completing applications, mock interviews and making the most of your Progress File.

Challenge B: Application for Higher Education

Aim:

- To assess higher education opportunities and select appropriate courses with reference to the UCAS application system.

Objectives:

- To assess personal interests and aptitudes.
- To gather information and evaluate the options available at a variety of universities.
- To prepare for application to university via UCAS.

Guidance:

- Complete your school or college Career Planning programme.
 - Research your options using:
 - Internet
 - UCAS web site
- Post – 16/Tutors/subject teachers
Careers library

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Module 4 – Global Awareness

Challenge A: International Travel and Experience

Aim:

- To develop first hand geographic knowledge of a country, or countries, and an awareness of social and cultural similarities and differences, through spending some time abroad.

Objectives:

- To research opportunities available to you.
- To plan, budget, organise and undertake your travel.
- To record and report back on your experiences.

Examples:

- An InterRail trip across Europe.
- Produce a student travel guide for others to use.
- Take part in a voluntary service, archaeological project, study programme or exchange visit abroad.
- Undertake a work placement abroad.

Challenge B: Global Research

Aim:

- To increase awareness of the distinctiveness of other cultures, religions or values and their significance to the world, as well as to develop your research skills through studying an aspect of world geography, history or current affairs.

Objectives:

- To investigate a specific area or topic of study and relevant sources of information.
- To develop an appreciation of the changing nature of global issues.
- To develop a critical awareness of the issues that can create tension and conflict between different cultures.

Examples:

- Examine the role of pressure groups in shaping policy towards global issues.
- Study the historical, social and cultural background to the development of artistic traditions in two contrasting areas of the world.
- Look at current examples of international co-operation in terms of resource and environmental management.
- Study an individual or organisation that has influenced the course of world events or contributed to the development of international relations.
- Examine the significance of a country's culture or religion to the world scene.

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Module 5 – Enrichment Activities

Challenge A: Skill Development

Aim:

- To develop chosen skills through a structured programme of activities and show improvement in performance against agreed targets.

Objectives:

- To identify the skills to be developed and the opportunities and resources available to do this.
- To agree targets which you will have to work hard to achieve, but are realistic in the time available.
- To review your performance and present evidence of targets achieved.

Examples:

- Creative, expressive physical activities, such as drama, art, sport, music.
- Taking the driving or motorcycle test.
- Undertake a course in sports leadership/coaching.
- Following a course to enhance your computer literacy.
- Organising and undertaking an expedition.
- Undertake a course in a foreign language.
- Pursue modules offered through a general studies programme such as philosophy, psychology, ethics, thinking skills.

Challenge B: Leisure Pursuits

Aim:

- To provide an opportunity to reflect on your current lifestyle and to undertake and evaluate leisure pursuits which are primarily for relaxation purposes.

Objectives:

- To record how you spend your leisure time, to appreciate the need to achieve a sensible work/life balance.
- To research opportunities and resources for leisure and to identify personal preferences.
- To undertake leisure activities for relaxation and keep a record of how you spend your time over a three month period.

Examples:

- Learning to drive.
- Going to the cinema, theatre art galleries, festivals and concerts.
- Activities such as yoga, meditation, aromatherapy and reflexology.
- Indoor games, sport or outdoor pursuits.
- Discussion group such as a book club that meets on a regular basis.

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Module 6 – Research and Presentation Skills

Challenge A: Research Project

Aim:

- To provide an opportunity to plan and carry out a research project into a specific area of social, cultural, environmental, political or economic interest.

Objectives:

- To decide upon a specific area of interest to research.
- To explore and use various research methods calling upon a variety of appropriate sources.
- To develop the ability to analyse and evaluate data and opinion.

Examples:

- Research a local/national environmental issue.
- Research conflict resolution.
- Analyse and evaluate the impact of the forthcoming government budget.
- Carry out an opinion poll in your school on a political issue.
- Investigate racism in football.

Challenge B: Presentation Skills

Aim:

- To provide the opportunity to develop your presentation skills by increasing your awareness of presentation methods and techniques.

Objectives:

- To research a selected topic for your presentation, effectively and thoroughly.
- To investigate the various presentation methods and techniques available.
- To analyse and evaluate the most appropriate methods to use, ensuring use of appropriate supporting material eg. Images.
- To conduct and evaluate your presentation.

Examples:

- Make a video diary.
- Construct a PowerPoint presentation for a guided tour of your locality.
- Produce an information booklet for new pupils to your school.
- Design and publish the school/college magazine.
- Give a formal talk using appropriate visual aids to invited guests.
- Organise and staff a display for your post-16 information evening.

Consortium Moderation is normally carried out at external moderation meetings, which are held twice a year. A sample of portfolios is selected and requested to be taken to the meeting. Independent moderators from other centres will scrutinise the portfolios to check that the evidence has been presented to meet the standards. Each co-ordinator or internal moderator must attend at least one meeting in order to undertake the role of independent moderator.

External Moderation: At the meeting, the CCEA External Moderator will sample work from each centre, receive feedback from the independent moderator and make the final decision about a centre's submission. They will also confirm certification, if appropriate.

Certification: Candidates who successfully meet the agreed standards for all six units will receive the Certificate of Personal Effectiveness Level 3.

5 Internal moderation

An effective internal moderation system will help centre staff to make accurate, valid and consistent judgements about the evidence presented by candidates. Internal moderation processes and procedures contribute to developing and maintaining good practice in evidence collection and assessment.

What does internal moderation involve?

Internal moderation provides an important mechanism for staff development and supporting colleagues and, as such, is more than just an administrative process. Staff acting as internal moderators must have a thorough understanding of the assessment standards. They should seek training and/or guidance if they have limited experience and need to improve their expertise and/or reinforce their confidence in carrying out the role. The designated internal moderator should be allocated sufficient time to carry out the role effectively.

Internal moderation processes and procedures should address the following:

- providing opportunities for staff development (e.g. internal standardisation meetings, in-house and/or external training opportunities);
- monitoring portfolios to check all units have been signed and dated by the assessor;
- checking that the Assessment Checklists are fully completed, signed and dated;
- sampling individual units across candidates, and across assessors, to monitor accuracy and consistency;
- providing feedback to assessors.

Portfolios should be sampled both during the process of portfolio building and at the end of the process, prior to submitting portfolios for external moderation. Sampling portfolios formatively addresses any fundamental misunderstandings at an early stage, and allows time for consultation with CCEA staff for guidance, if appropriate.

6 Portfolio clinic / support event

These events will be scheduled biannually, to provide information and feedback on work in progress in preparation for Consortium Moderation. Attendance at one of these clinics is required by a representative from all centres entering candidates.

7 Standards with guidance

The standards are outlined on the following pages, with supporting guidance. For each unit, there is a description of what the candidate must do in order to meet the standards at level 3. Candidates' portfolios must contain clear evidence that they have met the standards specified in the assessment criteria. Evidence must include the CCEA proforma and must be cross-referenced on the Assessment Checklist.

The guidance to support staff in delivering the qualification is detailed on the pages facing the relevant unit standards. Further examples and guidance on the first three skills can be found in the QCA documents: The Key Skills Standards and Guidance (order ref: QCA/04/1294 for Wider Key Skills and order ref: QCA/04/1272 for Communication).

Introduction to Working with Others (in a team)

In working with others in a team or group, evidence must show you can:

WO 3.1	Plan work with others
3.1.1	Agree realistic objectives for working together and what needs to be done to achieve them
3.1.2	Share relevant information to help agree roles and responsibilities
3.1.3	Agree suitable working arrangements with those involved

WO 3.2	Seek to develop co-operation and check progress towards your agreed objectives
3.2.1	Organise and carry out tasks efficiently to meet your responsibilities
3.2.2	Seek effective ways to develop co-operation, including ways to resolve any conflict
3.2.3	Share accurate information on progress, agreeing changes where necessary to achieve objectives

WO 3.3	Review work with others and agree ways of improving collaborative work in the future
3.3.1	Agree the extent to which working with others has been successful and objectives have been met
3.3.2	Identify factors, including your role, in influencing the outcome
3.3.3	Agree ways of improving your work with others in the future, including interpersonal skills

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how tasks are organised when working with others.

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than ten hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **ten hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Introduction to Working with Others (in a team)

This unit is about the individual developing and demonstrating skills in working co-operatively with others. The candidate does this by being clear about the objectives the team or group is working towards and his/her own role and responsibilities, planning and carrying out the work, supporting others, reviewing outcomes and suggesting ways of improving work with others.

A group is defined as three or more people (e.g. peers, co-workers) who are working towards shared objectives that can only be achieved effectively through their joint efforts. It is not acceptable for tutors/assessors to be part of the team/group.

WO3.1: The candidate should offer suggestions and listen to others to agree realistic objectives, prioritise tasks and identify resources and timescales. They should be capable of agreeing responsibilities based on what each person can do (e.g. their relevant skills, qualities and knowledge) and of discussing contributions in a way that helps people feel involved, confident and motivated. Candidates should be clear about the areas of work over which they have control and for which they are accountable to others.

WO3.2: The candidate should take responsibility for organising and pacing their work to meet deadlines, making best use of resources and producing the quality of work required. Correct techniques and approaches should be used to carry out tasks, taking account of health and safety procedures at all times. They should seek support from relevant people when needed.

The candidate should actively seek to develop and support co-operative working, including seeking ways to resolve any conflict. In carrying out their work, they should consider the rights and feelings of others, and be able to act assertively – when necessary – to protect their own rights and feelings. Progress should be reviewed on at least two occasions and candidates are responsible for exchanging information about the extent to which work is meeting deadlines and quality requirements, and to agree any necessary changes.

WO3.3: Candidates should provide a balanced account of their own contribution to the work of the group and identify factors that have influenced the outcome (e.g. work processes, external changes and interpersonal aspects). They should know how to give, as well as receive, constructive feedback. Candidates should consider improvements they, **individually**, can make in terms of interpersonal aspects of the work (e.g. negotiating revisions to the plan in a timely and effective way) as well as improvements they could make in managing tasks (e.g. trying out different time management techniques).

Evidence and recording

Completion of the Plan/Do/Review sheets is mandatory. It is highly recommended that additional evidence includes a log of activity. Witness statements/peer reports are useful as supporting evidence. If used, they should include the date, the name and signature of the witness, and the context in which the observation took place.

Introduction to Improving own Learning and Performance

In improving own learning and performance, evidence must show you can:

LP 3.1	Set targets using information from appropriate people and plan how these will be met
3.1.1	Seek information on ways to achieve what you want to do and identify factors that might affect your plans
3.1.2	Use this information to set realistic targets and identify clear action points
3.1.3	Plan how you will manage your time, use support, review progress and overcome possible difficulties

LP 3.2	Take responsibility for your learning, using your plan to help meet targets and improve your performance
3.2.1	Manage your time effectively to meet deadlines, revising your plan as necessary
3.2.2	Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands
3.2.3	Reflect on your progress, seeking feedback and relevant support to help you meet your targets

LP 3.3	Review progress and establish evidence of your achievements
3.3.1	Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome
3.3.2	Identify targets you have met and gather evidence of your achievements
3.3.3	Consult appropriate people to agree ways to further improve your performance

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how they manage their learning.

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than six hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **six hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Introduction to Improving own Learning and Performance

This unit is about developing skills as an independent learner. The candidate does this by agreeing and working towards targets that will help them to achieve their personal, learning or career goals. Planning learning, choosing different ways of learning and reviewing learning are all important parts of this process.

At Level 3, the candidate takes the lead role in setting targets and reviewing progress.

LP 3.1: The candidate should use a variety of sources of information (e.g. teacher, mentor, careers adviser) to help think through how to achieve what they want to do. They should be aware of factors that might affect their plans. It is the candidate's responsibility to set realistic targets towards achieving a personal, learning and/or career goal. It is acceptable for tutors to advise candidates to ensure targets are specific and measurable. There should be at least **three** targets, which the candidate should record on an individual learning plan along with action points, timescales and review dates. Although plans may be amended at a later stage, it is not acceptable for them to be produced in retrospect.

LP3.2: When using the plan, the candidate should decide priorities in order to manage his/her time effectively and to meet deadlines, and should be prepared to revise plans if circumstances change. The candidate should work independently at times, which means taking responsibility for organising his/her own learning and selecting resources. They should choose ways of learning that suit their preferred learning styles. Candidates should think through things that are working well and those that are working less well so they can anticipate difficulties and identify alternative approaches. Candidates are responsible for seeking feedback and support relevant to their needs and targets.

LP3.3: When reviewing progress, candidates should focus on the quality of their learning and performance, and consider factors that might have affected the outcome. They should identify evidence of their achievements, drawn from at least **two different ways** of learning, and should exchange views with appropriate people in order to agree what they need to do to improve their performance further.

Evidence and recording

Completion of the Plan/Do/Review sheets is **mandatory**. Additional evidence could include a learning log and examples of work. Supporting evidence could include a learning log, drafts or notes made during learning and examples of work. Annotated source materials may be useful.

Introduction to Problem Solving

In problem solving, evidence must show you can:

PS 3.1	Explore a problem and identify different ways of tackling it
3.1.1	Identify, analyse and accurately describe the problem, and agree with others how you will know it has been solved
3.1.2	Select and use a variety of methods to come up with different ways of tackling the problem
3.1.3	Compare the main features and risks of each approach, and justify the method you decide to use

PS 3.2	Plan and implement at least one way of solving the problem
3.2.1	Plan your chosen way of solving the problem and get the go-ahead from an appropriate person
3.2.2	Put your plan into action, effectively using support and feedback from others to help tackle the problem
3.2.3	Check regularly progress towards solving the problem, revising your approach as necessary

PS 3.3	Check if the problem has been solved and review your approach to problem solving
3.3.1	Apply systematically methods agreed with an appropriate person to check if the problem has been solved
3.3.2	Describe fully the results and draw conclusions on how successful you were in solving the problem
3.3.3	Review your approach to problem solving, including whether other approaches might have proved more effective

Level 3 marks a shift from straightforward tasks to being capable of responding to the demands of more complex activities. Candidates need to demonstrate more explicit reasoning ability and personal responsibility in making decisions about how they tackle problems.

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than four hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **four hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Introduction to Problem Solving

This unit is about the candidate demonstrating a systematic approach to tackling problems. It involves the candidate thinking about a problem and about approaches to tackling it. The candidate plans how they will sort out the problem, then carries through the plan and looks back to decide how well he/she went about the problem solving process.

A problem used to evidence Level 3 must have a number of sub-problems that are affected by a range of factors, with several ways of tackling it. Evidence should be of individual performance – a group approach to problem solving does not allow candidates to meet the standards.

To confirm the suitability of a problem for providing valid and sufficient evidence for the unit, it is helpful to consider the following questions: What evidence would there be of the problem having been solved? What is the potential for different ways of tackling the problem (i.e. are there genuine decisions to be made in choosing options)? Are there sub-problems? What action steps might be taken towards solving the problem? Does the nature of the problem offer sufficient scope for Level 3? Is the problem presented in a way that gives the appropriate degree of autonomy to a Level 3 candidate? Effective definition of the problem will help the candidate tackle it systematically and produce valid evidence; tutors may discuss with candidates the most appropriate definition of the problem.

Simulations are inappropriate for assessment purposes. This is because a simulated problem is unlikely to give the candidate the opportunity to follow through the problem solving process (as required by the standards).

PS3.1: The candidate should be able to recognise when a problem exists and should be able to identify, analyse and describe its main features. At this stage, candidates should agree with others (e.g. their tutor or supervisor) how they will know the problem has been solved. The candidate should use a variety of methods for generating different ways of tackling the problem and should be able to compare the main features of each possible approach (e.g. the pay-off against the risks) and justify their choice based on available evidence.

PS3.2: When planning their chosen approach, candidates should be able to anticipate difficulties and consider ways to overcome these. They should obtain approval to implement their plan from an appropriate person. Candidates should be able to make judgements about when support and feedback would be useful and use it effectively when putting their plan into action. They should look at their plan regularly to check progress and to decide on any necessary revisions.

PS3.3: At this level, the candidate should agree with someone with authority and expertise the methods for checking if the problem has been solved. They should know how to describe results in detail and draw conclusions on how successful they were in solving the problem. Candidates should be able to check back and review the adequacy of their approach at each stage of the process: Did they spend enough time considering the features of the problem? Were they effective in planning action points to tackle

the problem? Based on their experience, they should be able to predict the relative effectiveness of alternative approaches.

The problem does not need to be solved, but all the assessment criteria must be met.

Evidence and Recording

Completion of the Plan/Do/Review sheets is **mandatory**. Additional evidence could include a log of activity and any other evidence that illustrates the process of working towards a solution of the problem.

Planning and Carrying Out a Piece of Research

In planning and carrying out a piece of research, evidence must show you can:

R 3.1	Undertake research into an area that is of special interest
3.1.1	Identify a broad area of interest and possible aspects for research
3.1.2	Choose one of the aspects, identifying appropriate objectives for detailed research, and plan how to carry out the research
3.1.3	Select a variety of sources (three or more) to gather relevant information, and identify appropriate methods and techniques to carry out the research. (<i>Sources could include: books, websites, published research, newspapers, magazines, interviews, television/video. Methods and techniques could include: questionnaires, survey of existing research, use of the internet.</i>)

R 3.2	Carry out the research independently
3.2.1	Carry out the research using appropriate strategies to meet the identified objectives (<i>e.g. testing, observing, analysing viewpoints</i>)
3.2.2	Review material collected and identify information and data most relevant to the research objectives
3.2.3	Demonstrate an in-depth understanding of the chosen subject and justify conclusions. (<i>Research shows accurate, detailed and up-to-date knowledge of the topic and addresses the research objectives. Conclusions are based on sound evidence</i>)

R 3.1	Present the findings of the research appropriately and evaluate
3.3.1	Prepare for presenting the results of the research, ensuring the content and structure of the presentation are adapted to the needs of the audience
3.3.2	Present the information in a clear, concise and appropriate format, using more than one presentational method (<i>e.g. PowerPoint, wall displays, individual or group presentation, video, written reports</i>)
3.3.3	Seek feedback from the audience to help evaluate the presentation and the research. (<i>Verbal feedback could include a follow-up discussion with the tutor, questions asked by the audience. Written feedback could include completed questionnaires, notes from the tutor.</i>)

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than six hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **six hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Planning and Carrying Out a Piece of Research

This unit is about identifying objectives for the research, and planning and carrying out activities for specific purpose(s) – i.e. the research is not just to find out general information about a topic but will lead to a conclusion based on findings.

In choosing the specific area of research, the candidate must be clear about the objectives of the work (e.g. to assess the positive and negative impact of digital photography on sports journalism and to predict future trends, as part of a design project). They should be able to identify the sources, methods and strategies they plan to use to investigate the complex topic (e.g. accessing photo libraries to observe and compare the treatment of similar events over time, analysing the views of professional sports photographers and journalists, etc.)

R3.1: When the candidate reflects on a broad area of interest and the aspects of it that could be researched, the tutor should ensure that the topics being considered are of the complex nature required at this level. Having clarified the objectives of their research, the candidate is expected to consider a wide variety of sources when gathering information. They need to produce a plan detailing how they will carry out the research (i.e. the methods and techniques they will use). The plan should include timescales.

R3.2: At this level, candidates must show initiative and work independently to select suitable research material from the sources they have chosen. They should provide evidence of having used appropriate strategies when collecting information and/or data towards achieving the research objectives.

Candidates should produce a coherent piece of research, which shows an in-depth understanding of the topic. They should be able to critically evaluate their findings against the intended objectives and explain their conclusions using sound evidence.

R3.3: Candidates should be able to present their findings in different ways, taking into account the nature of the topic and the needs of the audience. They are expected to actively seek feedback from their audience and to evaluate both the presentation and the research.

Evidence and recording

Completion of the Student Research Evidence Sheet, including the written Tutor Statement, is **mandatory**. Additional evidence should include copies of source material annotated by the candidate to indicate which information and data was selected as being relevant to the research objectives and outcomes presented. Other evidence could include witness statements from tutors or peer reports. Witness statements should not be the sole form of evidence for research. If used, they should include the date, the name and signature of the witness, and the context in which the observation took place.

Communicating Through Discussion (in a group)

In communicating through discussion, evidence must show you can:

D 3.1	Make clear and relevant contributions in a way that suits the purpose and situation
3.1.1	Prepare for the discussion so that the contribution made is relevant to its purpose
3.1.2	Make relevant contributions and use appropriate vocabulary to suit the purpose of the discussion (<i>e.g. when presenting an argument, expressing complex ideas, explaining events</i>)
3.1.3	Adapt how and when contributions are made to respond to different situations (<i>e.g. formality of the setting, nature of the group, sensitivity of the topic</i>)

D 3.2	Listen and respond sensitively to others, and develop points and ideas
3.2.1	Show listening skills by making relevant comments and using body language
3.2.2	Respond in ways that show consideration for others' feelings
3.2.3	Ask questions that help develop ideas

D 3.3	Create opportunities for others to contribute
3.3.1	Invite others to speak
3.3.2	Support points made by others and ask follow-up questions

At Level 3, the subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with relationships of ideas and lines of enquiry, dependant on clear reasoning, where these relationships may not be immediately clear. As well as a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than three hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **three hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Communicating Through Discussion (in a group)

This unit is about preparing for, and participating in, a group discussion. In doing so, candidates should communicate clearly, respond appropriately to others and be supportive of other members of the group.

A group is defined as at least three people, including the candidate. The other members of the group may be familiar to the candidate but it is not acceptable for the tutor to be one of those participating in the discussion.

D3.1: The candidate should prepare for the discussion (e.g. by researching information, gathering opinion, noting key points, etc.) To ensure effective preparation, the candidate should be clear about the purpose of the discussion. The candidate's contribution to a group discussion on a complex subject must be clear and relevant to the setting and purpose of the occasion. What is said, how much is said and the tone of the input should take into account both the nature of the group and the situation.

D3.2 & D3.3: The candidate must show evidence of being responsive and sensitive to others in the group (i.e. respecting the feelings, beliefs and opinions of others), and demonstrate the ability to create opportunities for others to contribute (e.g. by supporting points made, asking follow-up questions, etc.) There should be evidence of the candidate having developed points and ideas.

Evidence and recording

Completion of the Student Discussion Evidence Sheet and an Observation Checklist, completed by the tutor, are **mandatory**. All the 'YES' boxes on the Observation Checklist should be ticked to confirm the candidate has met the criteria. The observer/tutor should add descriptive comments and/or give specific examples to illustrate how the candidate communicated effectively during the discussion.

Additional evidence should include a summary of relevant information/notes showing how the candidate prepared for the discussion. Evidence might also include audio/video clips of the discussion that clearly show the assessment criteria being met.

Peer reports can also be useful as supporting evidence, but should not be the sole form of evidence for the discussion. If used, they should include the date, the name and signature of the witness, and the context in which the observation took place.

When assessing a candidate's performance in a discussion, the evidence must show he/she has met all the assessment criteria on the occasion they were observed.

Planning and Giving an Oral Presentation

In planning and giving an oral presentation, evidence must show you can:

OP 3.1	Prepare the presentation to suit the purpose
3.1.1	Research the chosen topic in detail
3.1.2	Plan how you will structure the presentation (<i>e.g. to present an argument in a debate, findings from an investigation or outcomes from a design brief</i>)
3.1.3	Identify appropriate supporting material and ensure it is available, and prepare any other resources needed for the presentation

OP 3.2	Match the language and style to suit the complexity of the subject, the formality of the situation and the needs of the audience
3.2.1	Use clear language and appropriate vocabulary with precision
3.2.2	Structure what is said to help listeners to follow the sequence of main points and ideas (<i>e.g. use terms such as 'firstly...'; 'secondly...'; 'in conclusion...'</i>)
3.2.3	Vary tone to stress the main points of the presentation

OP 3.3	Use a variety of methods to engage the audience
3.3.1	Give examples to illustrate complex points, relating the talk to the audience's experience
3.3.2	Use relevant images from graphs, photographs, pictures, diagrams or models to illustrate points
3.3.3	Use at least one additional method to engage the audience (<i>e.g. handouts, video clips, music</i>)

At Level 3, the subject matter and materials should be complex. Complex subjects and materials present a number of ideas, some of which may be abstract, very detailed or require candidates to deal with sensitive issues. A complex subject requires candidates to deal with relationships of ideas and lines of enquiry, dependant on clear reasoning, where these relationships may not be immediately clear. As well as a number of strands, the subject matter must be challenging to the candidates in terms of the ideas it presents.

To fully meet the standards it is unlikely that the candidate would work through their agreed tasks, and complete the required evidence sheets, in less than six hours (whether in one session or when activities are spread out over days, or weeks). Although in many instances the nature of the activity being undertaken will automatically involve the engagement of the candidate for longer than this, the expectation is that **six hours** would be the **minimum** period of time to be spent by the candidate carrying out the various tasks, and recording their evidence.

Guidance for Level 3: Planning and Giving an Oral Presentation

This unit is about preparing for and delivering a presentation. The candidate must plan and give a presentation about a complex subject to two or more people. Adapting the presentation to the needs of the audience, the subject, the situation and the purpose should be the most important consideration in determining length, but a minimum of eight minutes is needed in order to demonstrate the skills required.

OP3.1: The subject matter will usually be closely connected to an area of interest or programme of study. It will have been researched in detail.

OP3.2: Brief notes may be used as a prompt but the candidate should not read these out. The candidate must give a well-structured delivery. Assessors should look for fitness of purpose and styles of presentation that are relevant to the needs of the audience, the situation and subject matter.

OP3.3: The candidate should use images and other support materials (e.g. video clips, music, explanatory notes or activities) effectively to engage the audience and to illustrate points.

Evidence and recording

Completion of the Student Presentation Evidence Sheet and an Observation Checklist, completed by a tutor, are **mandatory**. All the 'YES' boxes on the Observation Checklist should be ticked to confirm the candidate has met the criteria. The observer/tutor should add descriptive comments and/or give specific examples to illustrate how the candidate communicated effectively when giving the talk.

Additional evidence **must** include research notes on the topic of the presentation, a plan showing the structure, the notes used to make the main points of the presentation and the supporting material used. Other evidence could include audio/video clips of the presentation that clearly show the assessment criteria being met.

Peer reports can also be useful as supporting evidence, but should not be the sole form of evidence for the presentation. If used, they should include the date, the name and signature of the witness, and the context in which the observation took place. When assessing a candidate's performance in giving a presentation, the evidence must show that they have met all the assessment criteria on the occasion they were observed.