



# ASDAN Award and Certificate in Personal and Social Effectiveness (Levels 1 and 2)

## Qualification specification

May 2021 | Version 1.1

# Qualifications at a glance

<b>Sector subject area</b>	Foundations for learning and life
<b>Age group approved</b>	14+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Portfolio
<b>Approvals</b>	Available from 1st September 2021
<b>Registration and certification</b>	Consult the ASDAN members area for final dates

Qualification name	Guided learning hours (GLH)	Total qualification time (TQT)	Qualification number
ASDAN Level 1 Award in Personal and Social Effectiveness	76	100	603/7504/8
ASDAN Level 1 Certificate in Personal and Social Effectiveness	120	160	603/7505/X
ASDAN Level 2 Award in Personal and Social Effectiveness	76	100	603/7506/1
ASDAN Level 2 Certificate in Personal and Social Effectiveness	120	160	603/7507/3

Version and date	Change detail	Section
1.0 May 2021	Document created	All
1.1 May 2021	Error corrected in LO3 for WW1; reworded unit aim/purpose in PS1; reworded sections on requirements about the way the units must be assessed to clarify that assessment is through the completion of challenges and portfolio evidence	Section 5
	Reworded unit aim/purpose in PS2	Section 6
	Error corrected in list of available topics, reference to Financial literacy removed	Section 9.3
	Minor corrections to unit titles and updated page grabs of documents	Sections 14, 16 and 17

This document is intended for current and prospective centres. This document should always be read in conjunction with the ASDAN Generic Centre Guidance.

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Sample

# Section 1

## ASDAN

### 1.1 Introduction

ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years in greatest need.

Our goal is to engage them through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives. We do this by developing courses with an accessible and practical pedagogy for learners; and by supporting our partner educators to foster the personal, social and work-related abilities of young people in greatest need.

We believe that young people should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities.

### 1.2 Qualification specification

This is a live document and, as such, will be updated when required. Centres will be informed when changes are made and the new specification will list where those changes are. It is the responsibility of the centre to ensure the most up to date version of the qualification specification is used.

This document is subject to copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

### 1.3 Data protection

ASDAN is compliant with GDPR regulation and is committed to maintaining the highest standards when handling personal information. For more details, please see our Privacy Notice: [www.asdan.org.uk/privacy-notice](http://www.asdan.org.uk/privacy-notice).

### 1.4 Complaints

ASDAN aims to constantly monitor the levels of service provided to our centres. There may be times when our centres do not feel that we have met their needs. ASDAN has a dedicated Complaints, Compliments and Comments procedure that makes clear how customers can offer feedback, and how ASDAN will review and respond to all comments. This policy is available on the website and is freely available for customers to access. We will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

# Section 3

## Qualification overview

### 3.11 What the learner needs to do

Learners must complete a course of learning consisting of **three mandatory units** for the **Award** or **four mandatory units** for the **Certificate**, to gain the required knowledge, understanding and skills related to the content of those units. The three units in the Award are nested within the Certificate, so learners who successfully complete the Award may top up to the Certificate by achieving one more unit.

For the Award and Certificate, learners need to complete a number of **portfolio challenges** set by ASDAN for assessment. The results of the assessment contribute to the Pass or Fail result for the qualification. The challenges enable learners to show that they have met the knowledge, understanding and skills learning outcomes in units 1, 2 and 3. They will undertake the challenges on a continuous basis during their course. Doing the challenges is mandatory, but there is optionality of topic built into them.

For the Certificate, learners additionally need to complete a **project** in accordance with a project brief issued by ASDAN. The results of the assessment contribute to the Pass or Fail result for the qualification. At the end of their course they will need to produce a project report, give a presentation on their project and take part in discussions about their own project and about a project completed by another learner.

The challenges and project brief are available at Level 1. More challenging versions of the challenges and project brief are available at Level 2.

The PSE qualifications portfolio challenges and project are assessed and internally moderated by the centre before being externally moderated by an ASDAN external moderator.

### 3.12 Progression

The primary purpose of these qualifications is to develop the key building blocks of personal and social effectiveness in young people: the ability to communicate and collaborate and be emotionally intelligent. These building blocks will support young people to develop the knowledge, skills, values and attributes of personal and social effectiveness. This will support learners to be successful in areas of life including studying other subjects at school and later in further and higher education, as well as in training and at work.

Progression opportunities for learners taking a PSE qualification are outlined below:

PSE qualification taken	Progression opportunity
Level 1 Award or Certificate in Personal and Social Effectiveness	Level 2 Award or Certificate in Personal and Social Effectiveness
Level 2 Award or Certificate in Personal and Social Effectiveness	Level 3 Extended Project Qualification

# Section 4

## Structure and assessment overview

### 4.1 Structure of the qualifications

#### Level 1

The **ASDAN Level 1 Award In Personal and Social Effectiveness** contains three mandatory units:

ASDAN unit no.	Ofqual unit code	Unit title	Type	GLH	TQT	Weighting
DM1	K/618/7120	Developing myself and my performance	Mandatory	30	40	40%
WW1	M/618/7121	Working with others	Mandatory	23	30	30%
PS1	T/618/7122	Problem solving	Mandatory	23	30	30%
<b>Total:</b>				<b>76</b>	<b>100</b>	<b>100%</b>

The **ASDAN Level 1 Certificate In Personal and Social Effectiveness** contains four mandatory units:

ASDAN unit no.	Ofqual unit code	Unit title	Type	GLH	TQT	Weighting
DM1	K/618/7120	Developing myself and my performance	Mandatory	30	40	25%
WW1	M/618/7121	Working with others	Mandatory	23	30	18.75%
PS1	T/618/7122	Problem solving	Mandatory	23	30	18.75%
DP1	A/618/7123	Delivering a project	Mandatory	44	60	37.5%
<b>Total:</b>				<b>120</b>	<b>160</b>	<b>100%</b>

# Section 4

## Structure and assessment overview

### Level 2

The **ASDAN Level 2 Award In Personal and Social Effectiveness** contains three mandatory units:

ASDAN unit no.	Ofqual unit code	Unit title	Type	GLH	TQT	Weighting
DM2	F/618/7124	Developing myself and my performance	Mandatory	30	40	40%
WW2	J/618/7125	Working with others	Mandatory	23	30	30%
PS2	L/618/7126	Problem solving	Mandatory	23	30	30%
<b>Total:</b>				<b>76</b>	<b>100</b>	<b>100%</b>

The **ASDAN Level 2 Certificate In Personal and Social Effectiveness** contains four mandatory units:

ASDAN unit no.	Ofqual unit code	Unit title	Type	GLH	TQT	Weighting
DM2	F/618/7124	Developing myself and my performance	Mandatory	30	40	25%
WW2	J/618/7125	Working with others	Mandatory	23	30	18.75%
PS2	L/618/7126	Problem solving	Mandatory	23	30	18.75%
DP2	R/618/7127	Delivering a project	Mandatory	44	60	37.5%
<b>Total:</b>				<b>120</b>	<b>160</b>	<b>100%</b>

Learners who pass the Level 2 Award and also pass unit DP1 may claim for the Level 1 Certificate in Personal and Social Effectiveness.

## Section 4

# Structure and assessment overview

### 4.3 Portfolio challenge topics

The portfolio challenges are related to a range of topics. The topics are intended to be relevant, interesting and useful to learners. Learners are given the opportunity to meet the assessment criteria by undertaking learning and assessment through the topics.

For the Award, there are five topics for unit WW and four topics each for units DM and PS. Learners or centres must choose which topic to assess through, for each unit. Learners taking the Certificate should choose a project linked to a topic they have studied for units DM, WW and PS.

The topics are:

Unit no.	Unit title	Topics
DM1	Developing myself and my performance	Health and wellbeing (HW)
DM2		International links (IN)
		Digital communications (DC)
		Beliefs and values (BV)
WW1	Working with others	Citizenship and community (CC)
WW2		The environment (TE)
		Enterprise (EN)
		Sport and leisure (SL)
		Beliefs and values (BV)
PS1	Problem solving	Science and technology (ST)
PS2		Expressive arts (EA)
		Independent living (IL)
		Vocational preparation (VP)
DP1	Delivering a project	Learner chooses a project linked to a topic studied for units DM, WW or PS.
DP2		

Learners taking a Religious Studies curriculum may opt to take the Beliefs and values topic in units DM and WW.

# Section 5

## Units for Level 1

The four Level 1 units are shown on the following pages. They each contain unit aims, learning outcomes and assessment criteria.

### DM1: Developing myself and my performance

<b>Title</b>	Developing myself and my performance
<b>Unique Reference Number</b>	K/618/7120
<b>Level</b>	1
<b>Unit aim/purpose</b>	The aim of this unit is to equip learners with the skills and attributes to become more emotionally intelligent and personally effective in school, work and life. It will support young people to understand, manage and articulate their own emotions. The unit will provide learners with skills to continuously develop performance through setting, working towards and reviewing goals. It will support the development of personal resilience in the face of challenges to achieve personal goals, drawing on social and emotional learning.

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
<b>1</b>	Be able to develop own personal effectiveness and emotional intelligence	<b>1.1</b>	Demonstrate development of own personal effectiveness and emotional intelligence
<b>2</b>	Be able to set targets for developing your performance	<b>2.1</b>	Follow instructions to set targets for developing your performance that are specific, measurable, attainable, realistic and time-bound
		<b>2.2</b>	Use a model action plan to create your own action plan to enable you to meet your targets
<b>3</b>	Be able to meet targets for developing your performance	<b>3.1</b>	Meet targets by completing the actions on your action plan
<b>4</b>	Be able to review development of your performance	<b>4.1</b>	Ask others for feedback on how your performance has developed
		<b>4.2</b>	Identify whether you have met your targets for developing your performance
<b>Requirements about the way the unit must be assessed:</b>		Through the completion of challenges and portfolio evidence.	

# Section 6

## Units for Level 2

### DP2: Delivering a project

<b>Title</b>	Delivering a project
<b>Unique Reference Number</b>	R/618/7127
<b>Level</b>	2
<b>Unit aim/purpose</b>	<p>The aim of this unit is to equip learners with skills in doing a project, giving a presentation about it and discussing it with others. It is an opportunity to build on the skills developed in the first three units of the Certificate.</p> <p>The unit will develop learners' skills in planning and doing a research project. It will develop the communication skills of presenting and discussing a project and using empathy to discuss other people's work with respect for their points of view. It will reinforce the development of problem solving, improving performance and resilience through a review of what went well in the project and what could have gone better.</p>

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to plan to research a chosen project topic	1.1	Write a detailed plan of activities to do the project
		1.2	Identify a range of sources of information for your research
2	Be able to research a chosen project topic	2.1	Carry out the research activities according to your plan
		2.2	Monitor your progress regularly against the plan, taking corrective actions where needed
		2.3	Use a range of research to write up your findings in a project report
3	Be able to review your project management skills	3.1	Review your project management skills
4	Be able to give a presentation about your project	4.1	Prepare a presentation about your project
		4.2	Use prepared resources to deliver your presentation to a non-specialist audience

# Section 6

## Units for Level 2

5	Be able to discuss your project	5.1	Respond to a range of questions from non-specialists about your project
6	Be able to discuss someone else's project	6.1	Make a range of relevant comments to contribute to a discussion about someone else's project
		6.2	Ask a range of relevant questions about someone else's project
<b>Requirements about the way the unit must be assessed:</b>		<p>Assessment by portfolio of evidence. The unit is not prescriptive about what the evidence must consist of but possibilities include:</p> <ul style="list-style-type: none"> <li>• a plan of activities showing how progress has been monitored</li> <li>• a list of sources of information used for research</li> <li>• a project report</li> <li>• a review of own project management skills</li> <li>• a presentation and supporting resources</li> <li>• a witness statement about the presentation and discussion of own project</li> <li>• a witness statement about the discussion of someone else's project</li> </ul>	

Sample

# Section 9

## Project

### 9.2 Project process

Learners will be required to:	
1	Explore ideas for the project
2	Select the subject matter and project title and aims
3	Submit a <b>Project proposal</b> (form 1) outlining the project and reasons for selecting the idea
4	Agree and have the <b>Project proposal authorisation</b> (form 2) signed off by the tutor/assessor.
5	Use the <b>Project plan</b> (form 4) to plan the project, explaining the process and the steps intended to bring the project to completion. This is submitted for approval and signed off by the tutor/assessor.
6	Meet with tutor/assessor for <b>Midpoint review</b> (form 6)
7	Keep a log of all activities and research using the <b>Project activity log</b> (form 5)
8	Conduct research
9	Formulate the project
10	Meet with tutor/assessor for <b>Final review</b> (form 7)
11	Finalise the project
12	Compile a portfolio of evidence and written report
13	Create materials for a presentation about the project to a non-specialist audience
14	Present the project to a non-specialist audience
15	Answer questions from the non-specialist audience
16	Attend a presentation about another topic by someone else
17	Ask questions about the presentation given by someone else

During this process learners must monitor their own progress, adapting their plan and adjusting their timelines where necessary; where this occurs, it must be recorded in the **Project activity log** (form 5).

See section 17 for a full list of the project forms that learners are required to complete during the project process.

# Section 13

## Tier 2 vocabulary development

These qualifications enable the teaching, learning and practise of tier 2 vocabulary\*. Tutor/assessors should embed opportunities to expand vocabulary in class activities and homework as well as in the work produced for assessment. There are four vocabulary lists: one per unit.

DM1 and DM2: Developing myself and my performance			
<b>Sublist 1</b>			
Analysis	Estimate	Method	Significant
Approach	Factors	Percent	Specific
Benefit	Identified	Period	
Consistent	Individual	Procedure	
Create	Involved	Required	
<b>Sublist 2</b>			
Achieve	Consequences	Maintenance	Relevant
Appropriate	Elements	Participation	Sought
Aspects	Evaluation	Perceived	Select
Assistance	Features	Positive	Strategies
Conclusion	Impact	Potential	
Conduct	Items	Range	
<b>Sublist 3</b>			
Alternative	Contribution	Interaction	Sufficient
Circumstances	Corresponding	Maximum	Task
Comments	Criteria	Outcomes	Techniques
Considerable	Demonstrate	Partnership	
Constant	Document	Sequence	
Constraints	Ensure	Specified	
<b>Sublist 4</b>			
Adequate	Concentration	Output	Resolution
Annual	Emerged	Overall	Subsequent
Apparent	Goals	Phase	Undertaken
Attitudes	Implementation	Predicted	
Commitment	Implications	Principal	
Communication	Option	Prior	

# Section 14

## Reading and writing for meaning

There are opportunities for developing reading for meaning and writing for meaning within courses leading to these qualifications. We have listed some examples below. This list is not exhaustive.

### Reading for meaning

#### DM1, DM2 Developing myself and my performance

- Read other people's SMART targets
- Read websites that give tips on improving resilience
- Read feedback from others about your personal growth

#### WW1, WW2 Working with others

- Read health and safety guidelines
- Read constructive feedback from others
- Review a classmate's written review about their own contribution when working as a team

#### PS1, PS2 Problem solving

- Read reports from others about how they view a problem
- Read feedback from others about what went well and less well when trying to solve a problem

#### DP1, DP2 Delivering a project

- Read websites for ideas for a project title
- Read research done by others about your project topic
- Read feedback from others about how well you managed your project
- Review someone else's draft project materials

### Writing for meaning

#### DM1, DM2 Developing myself and my performance

- Write your own SMART targets for your personal growth
- Write an action plan for your personal growth
- Write a review of your personal growth

#### WW1, WW2 Working with others

- Write arrangements for working together
- Write reasons for working as a team
- Write a report about your progress towards meeting your agreed objective

# Section 16

## Assessment grids

There are assessment grids available for each unit that can be downloaded from the members' area of the ASDAN website.

### List of assessment grids at Level 1 and Level 2:

Level 1 assessment grids
Unit DM1: Developing myself and my performance
Unit WW1: Working with others
Unit PS1: Problem solving
Unit DP1: Delivering a project
Level 2 assessment grids
Unit DM2: Developing myself and my performance
Unit WW2: Working with others
Unit PS2: Problem solving
Unit DP2: Delivering a project

See page 71 for an example of an assessment grid.

Sample

# Section 17

## Project forms

The project forms are for learners and tutor/assessors to use while learners are undertaking this qualification. The forms will assist with the project proposal, planning and recording of progress, as well as providing information to help with the presentation and discussion. It is a **mandatory requirement** that centres use these forms.

Forms may be completed electronically or printed and completed with handwriting. Where used, handwriting must be clear and legible. The forms must be completed during the project at the appropriate stages, and not retrospectively.

They must be signed by learners and tutor/assessors (as appropriate) and dated as they form part of the evidence requirement.

The project forms are available in the learner's project journal and additional copies can be downloaded from the members' area of the ASDAN website.

### List of project forms:

Project form 1: Project proposal
Project form 2: Project proposal authorisation
Project form 3: Initial project review
Project form 4: Project plan
Project form 5: Project activity log
Project form 6: Midpoint review
Project form 7: Final review
Project form 8: Presentation and discussion record

See the following pages for some examples of project forms.

Sample