

ASDAN Level 2 Award in Personal and Social Development Specification

ASDAN PSD Level 2 Award in Personal & Social Development

1. Title

The following qualification has been accredited by the regulatory bodies in England, Wales and Northern Ireland (Ofqual, Qualifications Wales and CCEA).

ASDAN Level 2 Award in Personal and Social Development
Accreditation Number: 500/3606/3

In England and N. Ireland it appears in the Register of Regulated Qualifications. In Wales it appears in the QiW (Qualifications in Wales) database.

2. Location of the qualification within the subject/sector classification system

14.1 Foundations for Learning and Life

3. Total Qualification Time (TQT)

This is comprised of the number of Guided Learning Hours assigned to the qualification, and an estimate of the number of hours a candidate will reasonably be likely to spend in preparation, self-study, research and other independent and unguided learning activities. The TQT allocated takes into account estimates and other relevant information gathered from a reasonable number of centres and third parties.

Number of Guided Learning Hours assigned 60 hours

Total Qualification Time 80 hours

4. Qualification Dates

Operational End Date: 31/08/2020

Certification End Date: 31/12/2022

Candidate registrations may not be accepted by ASDAN after the operational end date for a specific qualification if an extension is not obtained from the regulators. However, certification is allowed until the certification end date so that candidates have time to complete any programme of study. At least six months before the operational end date for a qualification, ASDAN will undertake a review of the qualification. This will be done in collaboration with stakeholders in order to take account of any changes necessary to continue to meet their needs. Once this review process is complete, ASDAN will consider the most appropriate course of action, which might include applying to the regulators for an extension to the regulation period, revising or creating a new qualification or withdrawing the qualification. Information relating to changes or extensions to qualifications will be posted on the ASDAN website www.asdan.org.uk.

5. Objective of the qualification

The ASDAN Level 2 Award in Personal and Social Development embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life. It offers imaginative ways of supporting young people in becoming confident individuals who are physically, emotionally and socially healthy, being responsible citizens who make a positive contribution to society and embrace change, managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

The qualifications are available for learners pre and post-16 and can be taught in schools, colleges, residential centres, training providers, PRUs, secure units and other local authority and independent provision.

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6. Staffing requirements

This section is provided to give some guidance on the experience and qualifications needed to deliver and assess these qualifications; it is not however intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles

Centres must ensure that they have sufficient numbers of suitably experienced Assessors and Internal Moderators to ensure that qualifications are delivered effectively, and that appropriate judgements are made as to whether evidence being presented is valid, sufficient and reliable.

ASDAN cannot be held responsible for any difficulties that arise in the delivery or assessment process as a result of internal recruitment decisions. Recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of ASDAN qualifications are suitably qualified.

Examples of relevant qualifications: Assessor/Internal Verifier awards

Examples of work experience: Demonstrable experience of knowledge of the subject area.

The ASDAN **Centre Guidance** (Section 2.2, Roles and Responsibilities) outlines the range of functions necessary for candidate achievement, and the expectations for suitable qualifications/experience.

7. Units

The units listed below are available for the qualification.

Title	Level	Unit reference	Credit rating (if applicable)
Community Action	L2	CA2	2
Environmental Awareness	L2	EA2	2
Food Safety in the Home and Community	L2	FSC2	2
Healthy Eating	L2	HE2	2
Healthy Living	L2	HL2	3
Identity and Cultural Diversity	L2	ICD2	2
Individual Rights and Responsibilities	L2	IRR2	1
Making the Most of Leisure Time	L2	MLT2	2
Managing own Money	L2	MOM2	2
Managing Social Relationships	L2	MSR2	2
Parenting Awareness	L2	PA2	3
Preparation for Work	L2	PW2	2
Your Money in the Future	L2	YMF2	2

8. Structure of the qualification

The qualification is credit-based and candidates must choose a combination of units from those listed above. All units are optional. Candidates must complete 8 credits worth of units to achieve the full qualification. Candidates normally complete all units at the same level; however there is

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the flexibility to choose units from the level above or below the qualification outcome, if appropriate. For a full Award qualification, the candidate must achieve a minimum of 5 credits at the level of the qualification outcome.

Credit transfer

Candidates who have achieved any of the PSD units in the context of another qualification can transfer the credit already achieved, provided the unit was achieved within 3 years of the PSD external moderation date. A Centre Claim form and guidance are provided on the website in order to manage credit claims.

Equivalent units are units within other qualifications that have been judged to be similar enough in content to be counted instead of certain units within the qualification.

Exemptions are generally non-credit based units that can allow a candidate to be exempt from certain identified units. Where such opportunities exist, these are noted in the specifications for the unit.

Some of the units have equivalent units or exemptions identified against them. A Centre Claim form and guidance are provided on the website in order to manage credit claims and exemptions.

Evidence to fully meet the PSD standards is generated by completing activities to demonstrate skills, knowledge and understanding relevant to the units the candidate is working towards (approximately 80 hours of work).

Optional **student books** and **controlled challenges** for Level 1 and Level 2 are available for centres to download from the members area of the ASDAN website. These have been written to assist the candidate in meeting the unit assessment criteria. However all of the challenges are optional and other opportunities are available for evidencing the assessment criteria using other curriculum materials, resources and learning experiences.

Candidates who do not achieve the full qualification requirements will receive certification for those units which they have successfully completed.

The mandatory **Standards with Guidance** document, which is provided to support centres in the delivery and assessment of the qualification, provides additional guidance on the appropriate type, quality and quantity of evidence required in order for learners to show they have met the required standard.

The mandatory **Centre Guidance** contains all the information centres need in order to successfully deliver, assess and internally moderate the qualification and submit learners for certification.

9. Prior achievement and recognition of prior learning

There are no specific recommended prior learning requirements for this qualification. This qualification has been developed for candidates aged 14-16 in schools and colleges, but is also accessible to candidates post-16. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their candidates.

Recognition of Prior Learning (RPL)

RPL is where a candidate has achieved something relevant to the qualification without formal recognition such as a certificate. ASDAN has a policy on RPL which allows all claims to be considered on an individual basis.

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10. Progression Opportunities

ASDAN Level 2 Certificate in Personal and Social Development
ASDAN Award and Certificate of Personal Effectiveness Level 3
ASDAN Wider Key Skills Level 3

11. Assessment and moderation

Candidates complete a **portfolio of evidence**, generated from appropriate activities, which is internally assessed by centre assessors against the unit assessment criteria. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard.

There is a mandatory **Assessment Checklist** provided for each unit (see example below). These can be downloaded from the ASDAN website and must be completed by the assessor when the candidate completes each unit. Each Assessment Checklist must be signed by the candidate, assessor and internal moderator to authenticate the work, and added to each candidate's portfolio of evidence.

Internal moderation is undertaken by the centre, following their own sampling strategy. The internal moderator provides the vital link between the assessors and the external moderator, and acts as the centre's quality assurance representative.

External moderation is carried out by ASDAN's External Moderators who look at the quality and compare the standards of a sample of candidates' work to ensure that national standards are being met, monitor assessment practice and, where problems are identified, take action to ensure that assessment conforms to national standards.

12. Assessment language

ASDAN qualifications are published and assessed in English only.

13. Standards

The standards for each unit are as follows:

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Title:	Community Action	
Unique Reference Number:	H/502/3404	
Level:	2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Demonstrate an understanding of the role that community groups play	1.1 Describe a variety of community groups and their activities	
	1.2 Explain the role of these groups within the community	
2.2 Demonstrate an understanding of the benefits of participation in community activities	2.1 Explain how community groups benefit from the participation of individuals	
	2.2 Explain how individuals benefit from participation in community activities/groups	
	2.3 Describe any potential barriers to participation by individuals in community activities and how they can be overcome	
2.3 Demonstrate their involvement in community activities	3.1 Identify the range of activities that community groups offer	
	3.2 Contribute to activities within the community and explain the reason for their choice of activity	
	3.3 With others plan further activities to continue/maintain benefits to the community	
Additional information about the unit		
Organisation reference code	CA2	
Unit aim/purpose	To support candidates in developing an understanding of the role of community groups and encouraging them to engage in local community activities. Through this process they should be able to identify the range of activities that community groups offer and recognise the social and personal benefits of active participation in community activities.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Notes; directory of groups; leaflet; activity log/diary; photographic/video record plus recommendations/guidelines; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Environmental Awareness	
Unique Reference Number:	K/502/3405	
Level:	L2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Demonstrate an understanding of how individual actions affect the environment	1.1 Describe a range of human activities that threaten the environment	
	1.2 Describe the effects that individual actions can have on the environment positively and negatively	
	1.3 Describe the effects of combined actions on the environment	
2.2 Demonstrate an understanding of choices that can be made in their own lives to help tackle environmental issues	2.1 Describe a range of environmental issues relevant to their own life	
	2.2 Describe changes to their lifestyle that could help to tackle environmental issues	
2.3 Carry out activities which help to tackle environmental issues	3.1 Identify a change that they have made to their lifestyle that is positive for the environment	
	3.2 Participate in a local project that has a positive effect on the environment	
	3.3 Explain the positive effects that the project has had on the environment	
Additional information about the unit		
Organisation reference code	EA2	
Unit aim/purpose	To help candidates to develop an understanding of the environmental impact of their actions and lifestyle choices, and encourage them to engage in activities to improve the environment	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Display/PowerPoint presentation; scientific fact sheet; own lifestyle assessment and proposals for changes; personal statement; activity log/diary; witness statement; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Volunteering and environmental awareness Level 2 (CVQ)	

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Title:	Food Safety in the Home and Community
Unique Reference Number:	Y/502/4081
Level:	2
Credit Value:	2
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Understand food safety risks and responsibilities	1.1 Describe why food safety is important
	1.2 Describe how risk assessment and safe food handling contribute to good standards of food hygiene
	1.3 Describe common food safety hazards and how to report them
	1.4 Outline the legal responsibilities of individuals and organisations involved in handling food
2.2 Understand the importance of personal hygiene for food safety	2.1 Explain why personal hygiene is important for food safety
	2.2 Describe how to maintain personal hygiene when in the food work area
	2.3 Maintain good personal hygiene in the food work area
2.3 Understand the importance of keeping the work areas clean and hygienic	3.1 State why cleaning is important in keeping food safe
	3.2 Explain how to keep the food work area and equipment clean and hygienic
	3.3 Describe and contribute to an appropriate cleaning schedule to keep contamination risks to a minimum
2.4 Understand the importance of keeping food products safe	4.1 Explain how food can become contaminated by physical, chemical and biological means
	4.2 Give examples of safe food handling practices and procedures
	4.3 Explain the importance of temperature and time when storing, preparing, cooking, serving and transporting food
2.5 Handle food safely	5.1 Handle food safely following correct procedures
Additional information about the unit	
Organisation reference code	FSC2
Unit aim/purpose	To help candidates understand the importance of handling food safely and the significance of time and temperature when storing and cooking food
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	PowerPoint presentation/information leaflet; completed risk assessment; quiz; cleaning schedule; witness statements; annotated photographs; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Healthy Eating
Unique Reference Number:	A/501/3994
Level:	2
Credit Value:	2
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Understand the importance of maintaining a balanced diet	1.1 Describe why a balanced diet is an important factor in leading a healthy lifestyle
	1.2 Identify the main food groups needed by the human body for optimum health
	1.3 Describe the characteristics of an unhealthy diet and of poor eating habits
	1.4 Explain the impact of a poor diet on health and fitness
	1.5 Produce a healthy eating plan for one week for own situation
2.2 Understand how media representations of body image may influence eating habits	2.1 Explain what is meant by 'body image'
	2.2 Explain how and why the media portrayal of body image may impact negatively on an individual's health
2.3 Understand the dietary choices and needs of different groups	3.1 Explain how religion and culture can affect dietary choices and needs
	3.2 Explain how to meet the nutritional needs of a person with a particular religious or cultural belief
	3.3 Explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation
	3.4 Produce a healthy eating plan for one day for an individual with specific dietary needs
Additional information about the unit	
Organisation reference code	HE2
Unit aim/purpose	To enable candidates to understand the importance of maintaining a healthy diet and to recognise how diet contributes to a healthy lifestyle
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Leaflets/posters; report with examples; annotated one week healthy eating plan; collage of images/PowerPoint presentation; table/report of dietary needs; specific eating plan/menu plan; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Healthy Living	
Unique Reference Number:	M/601/8829	
Level:	2	
Credit Value:	3	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Recognise the characteristics and benefits of a healthy lifestyle	1.1 Describe the factors that may have an impact on an individual's health and well-being	
	1.2 Explain the benefits of a healthy lifestyle	
2.2 Produce and follow a plan to lead a healthy lifestyle	2.1 Describe changes in their own activities that would lead to a healthier lifestyle	
	2.2 Produce an action plan to implement positive changes towards a healthier lifestyle	
	2.3 Give reasons for the choice of activities	
	2.4 Follow action plan	
2.3 Review the activities undertaken	3.1 Identify successful activities and those that haven't gone well and explain the reasons for this	
	3.2 Explain how the activities or lifestyle changes have had a positive effect on own well being	
	3.3 Suggest further activities or lifestyle changes which could contribute to a healthier lifestyle	
2.4 Recognise behaviours that endanger health and understand ways to manage risks to health	4.1 Describe the problems that can result from alcohol abuse	
	4.2 Describe the problems that can result from drug abuse	
	4.3 Describe the problems that can result from practising unsafe sex	
	2.4.4 Describe strategies which young people can use to resist pressures to take risks with their own health	
	2.4.5 Identify sources of help, advice and support for dealing with dangers to health	
Additional information about the unit		
Organisation reference code	HL2	
Unit aim/purpose	To introduce candidate to ways in which they can contribute to a healthy lifestyle and encourage them to engage in activities that will improve their own lifestyle and wellbeing. It also develops an understanding of how risks to health may be avoided.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Annotated information leaflets/posters/information from the press; self-assessment, action plan and activity log; candidate review; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Identity and Cultural Diversity	
Unique Reference Number:	M/501/3961	
Level:	2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand the meanings of the terms social diversity and inclusion	1.1 Describe the key features of social diversity	
	1.2 Define the term social inclusion	
	1.3 Describe the key features of diversity (e.g. ethnicity, gender)	
	1.4 Identify bodies who work on equality/diversity issues (e.g. CEHR)	
2.2 Understand equality, discrimination and prejudice	2.1 Give examples of inequality in a range of situations	
	2.2 Explain the differences between discrimination and prejudice	
	2.3 Give examples of positive and negative stereotyping	
2.3 Understand the diversity of communities	3.1 Describe the common characteristics of a range of diverse groups in society	
	3.2 Explain how society can benefit from a diverse society	
Additional information about the unit		
Organisation reference code	ICD2	
Unit aim/purpose	To raise candidates' awareness of issues to do with equality and diversity within society	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Information leaflets/posters/printouts; media articles with PowerPoint presentation or script; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	Understand equalities issues within organisations that involve volunteers L2 (CVQ)	

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Title:	Individual Rights and Responsibilities	
Unique Reference Number:	M/502/3406	
Level:	2	
Credit Value:	1	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand their individual rights	1.1 Describe their rights as an individual	
	1.2 Describe barriers which may prevent them from exercising their rights	
	1.3 Investigate sources of information about rights and responsibilities and present their findings	
2.2 Understand their individual responsibilities	2.1 Describe their responsibilities to themselves	
	2.2 Describe their responsibilities to others	
	2.3 Identify and demonstrate how they take responsibility for themselves	
Additional information about the unit		
Organisation reference code	IRR2	
Unit aim/purpose	To raise candidates' awareness of their rights and responsibilities as an individual within society	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Poster/leaflet/collage/newspaper or magazine article, plus PowerPoint presentation; table/mind map; activity log/diary/witness statement; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Making the most of Leisure Time	
Unique Reference Number:	T/501/3993	
Level:	2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand the term 'recreation'	1.1 Define the term 'recreation'	
	1.2 Describe the range of recreational activities available to young people	
2.2 Know about different types of recreational activities in own local area	2.1 Identify the different types of recreational activities available in his/her local area	
	2.2 Identify appropriate recreational activities for specific user groups	
	2.3 Describe any potential barriers to participation in recreational activities for specific user groups in his/her local area and identify possible ways to overcome those barriers	
	2.4 Provide information about a recreational activity in his/her local area for a specified user group	
2.3 Understand the social and personal benefits of participating in recreational activities	3.1 Identify the benefits of participation in recreational activities for specific user groups	
	3.2 Participate regularly in a chosen recreational activity over an agreed period of time	
	3.3 Describe the personal benefits of active participation in recreational activities	
Additional information about the unit		
Organisation reference code	MLT2	
Unit aim/purpose	To help candidates to understand the benefits of involvement and participation in recreational activities, for themselves and others	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Information leaflet/table/webpages; notes/candidate statement/activity log/diary; annotated photographs/video evidence; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Managing own Money	
Unique Reference Number:	Y/501/3971	
Level:	2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand the importance of budget planning	1.1 Explain why managing money in relation to income and expenditure is important in different contexts: a) personal b) family c) work	
	1.2 Explain why budget planning is important when: a) buying a car b) planning an event c) paying bills d) shopping	
	1.3 Identify the appropriate frequency of budget planning in a range of situations	
2.2 Be able to keep track of 'income' and 'expenditure'	2.1 Explain the terms 'income', 'expenditure', and 'disposable income'	
	2.2 Explain the importance of keeping track of income and expenditure	
	2.3 Record his/her income and expenditure over an agreed period of time	
	2.4 Plan a monthly personal budget to ensure expenditure does not exceed income and to maximise the benefit of any savings	
2.3 Understand different ways of paying for goods and services	3.1 Identify different ways of paying for goods and services	
	3.2 Explain the advantages and disadvantages of the different methods of payment	
	3.3 Explain his/her preferred methods of payment for specified goods and services and give reasons for his/her choice appropriate to the situation	
2.4 Understand the implications of borrowing money	4.1 Identify ways of borrowing money over the: a) short term b) medium term c) longer term	
	4.2 Explain the advantages and disadvantages of borrowing over these periods of time	
	4.3 Identify and explain the most appropriate way of borrowing money to purchase: a) a car b) a holiday c) property	
Additional information about the unit		
Organisation reference code	MOM2	
Unit aim/purpose	To help candidates to understand the importance of managing their personal finances effectively in relation to income and expenditure and to know about different	

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	ways of paying for goods and services and the implications of borrowing money. Candidates are also required to plan a personal budget.
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Simple guidance/information leaflet; table/spreadsheet/diary; personal budget plan; question and answer sheets; article on advantages and disadvantages of payment methods; candidate's own analysis/PowerPoint presentation; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Managing Social Relationships	
Unique Reference Number:	H/601/8827	
Level:	2	
Credit Value:	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand how to interact with others in a range of social situations	1.1 Describe a range of social situations involving interaction with others	
	1.2 Identify positive behaviours which can be used when interacting with others and explain why they are positive	
	1.3 Give examples of a range of negative behaviours and explain their potential impact on self and others if used in social situations	
2.2 Interact with others in a range of social situations	2.1 Take an active role in exchanges in different social situations	
	2.2 Use a range of appropriate behaviours when participating in exchanges and justify why they are appropriate	
	2.3 Use a range of appropriate formal and informal communication techniques and explain why they are appropriate to different situations	
Additional information about the unit		
Organisation reference code	MSR2	
Unit aim/purpose	To support candidates in exploring individuals' behaviour in social situations and to help candidates to interact and communicate with others in positive ways.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	PowerPoint presentation/peer discussion and prep notes with witness statement/observation checklist; log/diary/commentaries; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit	
Equivalent ASDAN unit/s or exemptions	N/A	

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Title:	Parenting Awareness	
Unique Reference Number:	M/601/8832	
Level:	2	
Credit Value:	3	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand the stresses faced by new parents	1.1 Explain the ways in which looking after a baby can be physically demanding	
	1.2 Explain how looking after a baby can be stressful emotionally	
	1.3 Identify a range of strategies that new parents can adopt to safeguard themselves from stress	
2.2 Understand how babies and children can be kept safe in the home	2.1 Describe how to make a typical living room, kitchen and bathroom safe for babies and young children and explain the reasons for the safety measures required	
	2.2 Describe how to make a garden area safe for babies and young children	
	2.3 Identify a range of toys that would be safe for babies and young children	
	2.4 Explain the features that make toys suitable or unsuitable for particular age groups	
2.3 Understand the help that is available to new parents	3.1 Give examples of the help provided to new parents by the statutory services	
	3.2 Give examples of the ways families of new parents can provide help and support	
	3.3 Explain the support available to new parents from other sources	
	3.4 Identify different kinds of financial help available to parents	
	3.5 Explain how to access one form of financial help	
2.4 Understand the facilities available locally for new parents and their babies/children	4.1 Identify a range of locally available leisure opportunities available for parents and young children	
	4.2 Explain the benefits for parents and children of the opportunities on offer	
	4.3 Identify a range of learning and training opportunities that are available to a parent with young children and give examples of the ways such opportunities are made accessible to the parent	
	4.4 Explain the benefits and drawbacks for parents of young children of engaging with education or training	
2.5 Understand the importance of developing parenting skills	5.1 Describe the characteristics of an effective parent	
	5.2 Explain the benefits of good parenting skills for: a) the child b) the parent c) the family	
	5.3 Explain the potential consequences of poor parenting skills for: a) the child b) the parent c) the family	
	5.4 Give examples of support networks, and of sources of information and advice, that enable the development of parenting skills	

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Additional information about the unit	
Organisation reference code	PA2
Unit aim/purpose	To introduce candidates to some of the issues facing new parents and help them to identify sources of help and support for families with babies and young children
Requirements about the way the units must be assessed (if appropriate)	N/A
Guidance on suitable types of supporting evidence	Advice leaflet/magazine article written by the candidate/PowerPoint presentation/interview transcript; annotated photographs; risk assessments; collage; information leaflets; survey; other relevant evidence
Unit review date	30/06/18
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit
Equivalent ASDAN unit/s or exemptions	N/A

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Title:	Preparation for Work	
Unique Reference Number:	T/502/3407	
Level:	2	
Credit Value (if any):	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Demonstrate an understanding of the skills and qualities needed for working life	1.1 Identify the skills and qualities desired by employers and explain why these are desirable	
	1.2 Identify their own skills, qualities and achievements	
	1.3 Identify their employability skills and explain how these contribute to employability	
	1.4 Identify skills they could develop to enhance their employability and describe how these skills might be developed	
2.2 Research personal career opportunities and progression routes	2.1 Describe employment options that match their skills	
	2.2 Identify and research a range of potential employment options which interest them and how they would access them	
	2.3 Investigate employment progression routes in an area of their choice	
	2.4 Demonstrate the ability to complete the key information needed for an application or interview.	
Additional information about the unit		
Organisation reference code	PW2	
Unit aim/purpose	To support candidates in exploring their own skills, qualities and achievements, and matching these to the requirements of the workplace and to employment options of interest to them; candidates are then required to apply their understanding to identify key information needed for the application process.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Collection of job adverts; notes from employer interview; questionnaire/action plan; report/leaflet with annotated job spec, CV and covering letter/ completed application form/letter of application; interview preparation notes; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.	
Equivalent ASDAN unit/s or exemptions	N/A	

ASDAN PSD Level 2 Award in Personal & Social Development

Title:	Your Money in the Future	
Unique Reference Number:	F/501/3981	
Level:	2	
Credit Value (if any):	2	
Learning outcomes The learner will:	Assessment criteria The learner can:	
2.1 Understand the operation of schemes for short- and medium-term saving	1.1 Identify a range of schemes for saving in the short and medium term	
	1.2 Decide on the most appropriate schemes when saving for: a) a car or bike b) further or higher education	
	1.3 Produce a personal saving plan for a specified purchase	
2.2 Understand the impact of major life decisions on his/her financial situation in the future	2.1 Describe life decisions he/she may make in the future	
	2.2 Estimate the costs of these decisions	
	2.3 Produce a detailed cost projection for one of these decisions	
	2.4 Explain the impact of this cost on his/her saving plans	
2.3 Understand the importance of managing finances to establish longer-term security	3.1 Identify the types of products that would contribute to future financial security	
	3.2 Explain why financial security is important related to the following: a) health b) family c) property	
	3.3 Identify a specific product which would help to support financial security in one of the above areas	
Additional information about the unit		
Organisation reference code	YMF2	
Unit aim/purpose	To help candidates develop their understanding of the importance of planning for future financial security and of how savings schemes can be used for short- and medium-term purchases and for establishing longer-term security.	
Requirements about the way the units must be assessed (if appropriate)	N/A	
Guidance on suitable types of supporting evidence	Information leaflets/PowerPoint presentation; personal savings plan; table/chart/projection/10 year plan; annotated information; poster/cartoon/leaflet; other relevant evidence	
Unit review date	30/06/18	
Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)	Optional unit.	
Equivalent ASDAN unit/s or exemptions	N/A	

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Sample Assessment Checklist:

Assessment Checklist – PSD Level 2				Credits: 2
Community Action (CA2)				
Learning outcome	You will:		You can:	Evidence (page no.)
2.1	Demonstrate an understanding of the role that community groups play	2.1.1	Describe a variety of community groups and their activities	
		2.1.2	Explain the role of these groups within the community	
2.2	Demonstrate an understanding of the benefits of participation in community activities	2.2.1	Explain how community groups benefit from the participation of individuals	
		2.2.2	Explain how individuals benefit from participation in community activities/groups	
		2.2.3	Describe any potential barriers to participation by individuals in community activities and how they can be overcome	
2.3	Demonstrate your involvement in community activities	2.3.1	Identify the range of activities that community groups offer	
		2.3.2	Contribute to activities within the community and explain the reason for your choice of activity	
		2.3.3	With others plan further activities to continue/maintain benefits to the community	
<p>Assessor Declaration: <i>"I confirm that the details above are correct, that the evidence submitted is the candidate's own work and the candidate meets all of the requirements for certification of this unit."</i></p> <p>Candidate Declaration: <i>"I confirm that the evidence in this portfolio is all my own work."</i></p>				
Candidate name:		Candidate signature:		Date:
Assessor name:		Assessor signature:		Date:
Internal moderator name:		Internal moderator signature:		Date: