ASDAN Personal and Social Development (PSD) qualifications Levels 1 and 2

Standards with guidance

Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Level 1 Award in Personal and Social Development	60	80	500/5560/4
ASDAN Level 1 Certificate in Personal and Social Development	120	130	500/5559/8
ASDAN Level 2 Award in Personal and Social Development	60	80	500/3606/3
ASDAN Level 2 Certificate in Personal and Social Development	120	130	500/3515/0

Personal and Social Development qualifications standards with guidance: Levels 1 and 2

Review history		
Date	**Change detail**	**Section**
2009	Document created.	All
2014	Guidance updated.	All
2018	Introduction updated.	Introduction
September 2023	Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of July 2023. Order of units changed to match the tables on pages 7 and 8.	All
	ICD2.1.4 assessment criteria updated to reference Equality and Human Rights Commission (formerly CEHR)	
	MOM2, YMF2 and MLT2 learning outcomes and assessment criteria updated to replace gendered pronouns with gender neutral they/them pronouns	
October 2023	Error corrected – 8 credits for an Award, 13 credits for a Certificate	Introduction (page 6)

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Introduction to the qualifications

ASDAN's Personal and Social Development (PSD) qualifications are available at five levels: Entry level 1, Entry level 2, Entry level 3, Level 1 and Level 2.

They are accredited by Ofqual, Qualifications Wales and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales, they appear in the Qualifications in Wales (QiW) database.

The ASDAN Level 1 and 2 qualifications in PSD embrace personal, social, health, citizenship and ICT education, and enable candidates to develop skills to prepare them for independence and working life. The PSD qualifications offer imaginative ways of supporting young people in becoming confident individuals, who are physically, emotionally and socially healthy, and who are able, as responsible citizens, to make a positive contribution to society. The qualifications support candidates to embrace change, to manage risk and their own wellbeing, while also 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 provision, PRUs, secure units and other local authority and independent settings.

Qualification end dates

The ASDAN PSD qualifications have two end dates:
- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

Title and level	Accreditation number	Registration end date	Certification end date
ASDAN Level 1 Award in Personal and Social Development	500/5560/4	31/12/2025 in England and Northern Ireland 30/09/2026 in Wales	31/12/2027 in England and Northern Ireland 30/09/2028 in Wales
ASDAN Level 1 Certificate in Personal and Social Development	500/5559/8		
ASDAN Level 2 Award in Personal and Social Development	500/3606/3		
ASDAN Level 2 Certificate in Personal and Social Development	500/3515/0		

Guidance for assessing PSD

Unit titles and codes: Level 1

Unit code	ASDAN code	Unit title	Credit value
M/502/0473	CA1	Community action	2
Y/502/0659	EA1	Environmental awareness	2
H/502/3094	FSC1	Food safety in the home and community	2
K/502/3355	HE1	Healthy eating	2
F/502/0476	HL1	Healthy living	2
M/502/3356	ICD1	Identity and cultural diversity	2
K/502/0472	IRR1	Individual rights and responsibilities	1
K/502/0651	MLT1	Making the most of leisure time	2
R/502/0479	MOM1	Managing own money	2
J/502/0656	PA1	Parenting awareness	2
D/502/0470	MSR1	Managing social relationships	2
J/502/0477	PW1	Preparation for work	2
H/502/3354	YMF1	Your money in the future	2

Guidance for assessing PSD

Unit titles and codes: Level 2

Unit code	ASDAN code	Unit title	Credit value
H/502/3404	CA2	Community action	2
K/502/3405	EA2	Environmental awareness	2
Y/502/4081	FSC2	Food safety in the home and community	2
A/501/3994	HE2	Healthy eating	2
M/601/8829	HL2	Healthy living	3
M/501/3961	ICD2	Identity and cultural diversity	2
M/502/3406	IRR2	Individual rights and responsibilities	1
T/501/3993	MLT2	Making the most of leisure time	2
Y/501/3971	MOM2	Managing own money	2
M/601/8832	PA2	Parenting awareness	3
H/601/8827	MSR2	Managing social relationships	2
T/502/3407	PW2	Preparation for work	2
F/501/3981	YMF2	Your money in the future	2

Guidance for assessing PSD

Introduction to the guidance

This guidance focuses on the units that make up the ASDAN PSD qualifications at Level 1 and 2, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the Level 1 and 2 qualifications, together with a description of the type and quantity of evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

The guidance for these units has been written in a format that takes account of feedback received from practitioners and external moderators about previous versions. It emphasises what candidates should know, understand or be able to do independently when tackling a particular unit and identifies when it is appropriate for tutors to provide advice. There are suggestions of suitable activities for assessment, and examples that illustrate the quality and quantity of evidence assessors should expect to show that candidates are clearly meeting the required standard for the level they are working at. The guidance does not address every single assessment criterion; additional information is not provided for criteria that can be easily understood.

The function of the PSD guidance is to

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been highlighted in bold where it applies. For example, **1.1.1 Give examples of human behaviours which harm the environment.** ...Candidates must be able to give **at least three** examples of different types of human behaviour that will cause immediate or long-term harm to the environment.
- to help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level.

Guidance for assessing PSD

Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.	Tutors guide candidates on the choice of units and practice activities to develop their skills. Tutors provide feedback on skills development.	
Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate recording documents. Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/audio recordings. Candidates organise all of their evidence in a portfolio and include blank assessment checklists.	Tutor guide candidates in choosing appropriate activities to evidence the selected assessment units and on completing the recording documents. Tutors/other relevant people complete observation checklists and witness statements. Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.	• Completed ASDAN recording documents, which are available to registered centres in the members area of the ASDAN website. • Supplementary evidence to support the recording documents.

Guidance for assessing PSD

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Following internal assessment, candidates provide additional evidence, if required.	**Internal assessment** For each assessment unit, tutors/assessors judge each candidate's evidence against the learning outcomes and assessment criteria. **Internal moderation** A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation. Feedback is given to assessors.	Assessment checklists that reference the evidence for each unit and identify where it can be found in the portfolio. Assessment checklists must be signed off by the candidate, the assessor and the internal moderator.
External moderation		

Unit MSR1:
Managing social relationships

Aim	This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways.		
Level	Level 1	Credit value	2

Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Understand how to interact with others in a range of social situations	1.1.1 Identify at least two social situations in which they may need to interact with others 1.1.2 Identify positive behaviours which can be used when interacting with others 1.1.3 Explain why it is important to use positive behaviours when interacting with others
1.2 Demonstrate how to interact with others in a range of social situations	1.2.1 Take an active role in exchanges on different topics, with one or more people 1.2.2 Use a range of appropriate behaviours when participating in the exchanges 1.2.3 Use appropriate formal and informal communication techniques

At this level...

Level 1 candidates should be capable of understanding the idea of positive and negative behaviours and how these impact on social interactions. Candidates should be able to apply this understanding and interact with others in positive ways in a range of situations.

Guidance for Level 1: Managing social relationships (MSR1)

Assessment and evidence

1.1 Understand how to interact with others in a range of social situations. Candidates should be given the opportunity to consider a range of social situations where they may interact with others. Tutors should ensure candidates have an understanding of what is meant by positive behaviour and why it is important. Observing and discussing the behaviour of characters in soap operas could be a good starting point for thinking about these issues.

Candidates must be able to identify behaviours that facilitate positive interaction with others in social situations, eg active listening; being polite, respectful and friendly; behaving assertively rather than responding aggressively or passively. Their evidence must show they know about **at least four** positive behaviours.

Recommended evidence:

- discussion with peers, witnessed by the tutor/assessor, about positive behaviours and why they are important. The tutor/assessor should provide a witness statement/observation checklist confirming the candidate has engaged in the discussion, is able to give examples of positive behaviours and understands the impact these have when interacting with others
- **plus** notes made by the candidate in preparation for the discussion. The notes should identify **at least four** positive behaviours that are appropriate for **at least two** different social situations, and include the candidate's explanation of why positive behaviours are important

Guidance for Level 1:
Managing social relationships (MSR1)

1.2 Demonstrate how to interact with others in a range of social situations. It is likely that candidates will need to engage in a significant amount of preliminary work before taking part in exchanges that can be used to evidence the criteria for this learning outcome. They will need to know about and practise different communication techniques, eg active listening, open body language, suitable vocabulary, questioning, and they should be encouraged to reflect on their performance and think about any changes they could make. Candidates must show that they are able to use these techniques appropriately in informal and formal settings.

Candidates must be witnessed demonstrating active participation, appropriate behaviour and appropriate communication when interacting with others on **at least two** different occasions, eg interacting in an informal situation with friends at a school club; interacting formally in an interview, when buying things from a shop/café or when buying lunch in the school canteen. Role play witnessed by a tutor/assessor is one way of evidencing this learning outcome.

Recommended evidence:

- observation sheets* of the candidate engaging in exchanges with **one or more** people in **two** different social situations, **one** informal and **one** formal. The comments should describe how the candidate met all of the criteria for **1.2** during the exchange

- **or** witness statements* giving details of how the candidate met all of the criteria for **1.2** when taking part in role plays of **two** different social situations, **one** informal and **one** formal

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*   Evidence must show that on each occasion the candidate took an active role in the exchange, behaved appropriately and used a range of communication techniques.

Unit MSR2:
Managing social relationships

Aim	This unit is about exploring individuals' behaviour in social situations and about helping candidates to interact and communicate with others in positive ways.		
Level	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	2.1.1 Describe a range of social situations involving interaction with others 2.1.2 Identify positive behaviours which can be used when interacting with others and explain why they are positive 2.1.3 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	2.2.1 Take an active role in exchanges in different social situations 2.2.2 Use a range of appropriate behaviours when participating in exchanges and justify why they are appropriate 2.2.3 Use a range of appropriate formal and informal communication techniques and explain why they are appropriate to different situations

At this level...

Level 2 candidates should be capable of understanding the idea of positive and negative behaviours and be capable of explaining how they impact on social interactions. Candidates should be able to apply this understanding and interact and communicate with others in positive ways in a range of situations.

Guidance for Level 2: Managing social relationships (MSR2)

Assessment and evidence

2.1 Understand how to interact with others in a range of social situations. Candidates should be given the opportunity to consider a range of social situations where they may interact with others. Tutors should ensure they have an understanding of what represents positive behaviour and negative behaviour in these contexts. Observing and discussing the behaviour of characters in soap operas could be a good starting point for thinking about these issues.

Candidates must be able to identify **at least four** different behaviours that would support positive interaction with others and should be able to explain what makes them positive, eg greeting your neighbour in the street and having a chat with them demonstrates a friendly manner and contributes to maintaining a positive relationship.

Candidates must also give **at least four** examples of negative behaviours in social situations and must explain the impact these might have on themselves and on other people, eg behaving rudely in a café or restaurant would upset staff and could result in receiving poor service, either then or on other occasions. It is acceptable for the examples given by the candidate to relate to the same setting. For example, positive behaviour when talking to someone at a party would be to show your attention is focused on what the other person is saying, eg nodding, making eye contact, asking questions; the opposite would be allowing your attention to wander, eg looking round the room, checking your phone.

Recommended evidence:

- PowerPoint presentation produced by the candidate, with images, illustrating **at least four** positive and **at least four** negative behaviours in the context of **three** different scenarios, explaining the impact of the behaviours on the situation

- **or** discussion with peers, witnessed by the tutor/assessor, about positive and negative behaviours and why they are important, in the context of **at least three** different situations. The tutor/assessor should provide a witness statement/ observation checklist confirming the candidate has engaged in the discussion, they are able to give **at least four** examples of positive and **at least four** examples of negative behaviours and they understand the impact these have when interacting with others

- **plus** notes made by the candidate in preparation for the discussion, identifying **at least four** positive behaviours and **at least four** negative behaviours, including the candidate's explanation of why these are important and the impact they may have

Guidance for Level 2:
Managing social relationships (MSR2)

2.2 Interact with others in a range of social situations. Candidates need to know about and practise different communication techniques, eg active listening, using open body language, using suitable vocabulary, questioning. Candidates should show that they are able to use these techniques appropriately in formal and informal settings.

Candidates must be witnessed demonstrating active participation and appropriate behaviour/communication during exchanges with other people in **at least three** different social situations, including **at least one** informal and **at least one** formal situation. This could be interacting in an informal situation with friends, eg at a school club, and interacting formally, eg in an interview, when communicating with reception staff at school/college, when buying lunch in the school canteen. Candidates must be able to explain their choice of behaviour and/or communication technique in each situation and give reasons for their choices.

Role play, witnessed by a tutor/assessor, is one way of evidencing this learning outcome. Alternatively, candidates could be encouraged to keep an activity log/diary to record their positive behaviour/communication. If used as the sole piece of evidence for this learning outcome, the log/diary should cover **at least three** different social situations.

Recommended evidence:

- log/diary, verified by a witness, in which the candidate records their positive behaviour and their use of formal and informal communication techniques in different situations. The candidate should comment on why particular behaviours or communication techniques were appropriate for particular situations

- **and/or** observation sheets confirming the candidate behaved appropriately and used appropriate communication techniques when participating in role plays of different situations

- **plus** commentaries on the role plays produced by the candidate, explaining the impact on the situation of the behaviours and communication techniques they used

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