ASDAN Personal and Social Development Qualifications:

Entry 1, Entry 2, Entry 3, Level 1 and Level 2

Qualification specification

ASDAN

Version 1.2 September 2026

Personal and Social Development Qualifications: Qualifications specification

Document review history

Version and date	Change detail	Section
V1 August 2026	First version of combined specification	All
V1.1 August 2026	Amended criteria numbering	17. Qualification content
V1.2 September 2026	Updated reference to CCEA Regulation	2. Qualification overview

Associated documents

This document is intended for use by current and prospective ASDAN members.

So that centre staff delivering, assessing and quality assuring ASDAN qualifications fully understand their responsibilities and ASDAN's expectations, this qualification specification document should be read in conjunction with the following documents:

- Appeals policy and procedure
- Assessment planning guidance
- Centre agreement
- Centre auditing policy
- Centre policy and procedure guide
- Conflict of interest policy
- Equity, diversity and inclusion policy and procedure
- Internal quality assurance guidance
- Malpractice and maladministration policy and procedure
- Reasonable adjustments to assessment policy and procedure
- Recognition of prior learning policy and procedure
- Retention of assessment materials policy
- Safeguarding policy
- Sanctions policy and procedure
- Special considerations policy and procedure
- Welsh language policy statement
- Withdrawal policy and procedure

Qualification summary

Sector subject area	14.1 Foundations for learning and life
Age group approved	14+
Entry requirements	None
Assessment types	Portfolio
Grading scale	Pass/Fail
Delivery language(s)	English
Availability	England, Northern Ireland, International
Operational start date	1 February 2008
Review date	1 September 2029

Queries regarding the delivery, assessment or internal quality assurance of ASDAN qualifications should be sent to info@asdan.org.uk in the first instance.

Qualification summary

Qualification title	Qualification number	Guided learning hours (GLH)	Total qualification time (TQT)	Total credits required
ASDAN Entry Level Award in Personal and Social Development (Entry 1)	500/6881/7	60	60	6
ASDAN Entry Level Certificate in Personal and Social Development (Entry 1)	500/7297/3	130	130	13
ASDAN Entry Level Award in Personal and Social Development (Entry 2)	500/5558/6	60	60	6
ASDAN Entry Level Certificate in Personal and Social Development (Entry 2)	500/5459/4	130	130	13
ASDAN Entry Level Award in Personal and Social Development (Entry 3)	500/5557/4	58	60	6
ASDAN Entry Level Certificate in Personal and Social Development (Entry 3)	500/5326/7	124	130	13
ASDAN Level 1 Award in Personal and Social Development	500/5560/4	69	80	8
ASDAN Level 1 Certificate in Personal and Social Development	500/5559/8	111	130	13
ASDAN Level 2 Award in Personal and Social Development	500/3606/3	64	80	8
ASDAN Level 2 Certificate in Personal and Social Development	500/3515/0	104	130	13

Contents

1. About ASDAN 9

2. Qualification overview 9

2.1 Qualification suite aim 9

2.2 Who are these qualifications for? 10

2.3 Entry requirements 10

2.4 Progression opportunities 10

3. National standards and national curricula 10

4. Performance points and funding 11

5. Qualification structure (including rules of combination) 11

5.1 Qualification structure 11

6 Qualification units 13

6.1 Units for Personal and Social Development Qualifications at Entry 1 13

6.2 Units for Personal and Social Development Qualifications at Entry 2 14

6.3 Units for Personal and Social Development Qualifications at Entry 3 15

6.4 Units for Personal and Social Development Qualifications at Level 1 16

6.5 Units for Personal and Social Development Qualifications at Level 2 17

6.6 Barred unit combinations 18

8. Centre requirements 22

9. Delivery 22

10. Assessment 23

11. Internal quality assurance 24

12. Centre assessment standards scrutiny (CASS) and external quality assurance 24

13. Enquiries and appeals 25

14. Administration, including certification 26

15. Assessor and internal quality assurer requirements 26

15.1 Assessor requirements 26

15.2 Internal quality assurer (IQA) requirements 26

16. Additional resources 27

17. Qualification content 27

Entry 1 29
Unit CoE1: Communication 30
Unit CAE1: Community action 31
Unit DSE1: Developing self 32
Unit EAE1: Environmental awareness 33
Unit HLE1: Healthy living 34
Unit MCE1: Making choices 35
Unit MLTE1: Making the most of own leisure time 36
Unit MOME1: Managing own money 37
Unit MSRE1: Manging social relationships 38
Unit PAE1: Parenting awareness 39
Unit PSE1: Personal safety in the home and community 40
Unit PCAE1: Planning and carrying out activities 41
Unit PWE1: Preparation for work 42
Unit UTE1: Using technology in the home and community 43
Entry 2 44
Unit CAE2: Community action 45
Unit DLE2: Dealing with problems in daily life 46
Unit DSE2: Developing self 47
Unit EAE2: Environmental awareness 48
Unit HLE2: Healthy living 49
Unit IRRE: Individual rights and responsibilities 50
Unit MLTE2: Making the most of own leisure time 51
Unit MOME2: Managing own money 52
Unit MSRE2: Managing social relationships 53
Unit PAE2: Parenting awareness 54
Unit PSE2: Personal safety in the home and community 55
Unit PWE2: Preparation for work 56
Unit UTE2: Using technology in the home and community 57
Unit WGE2: Working as part of a group 59
Unit TGE2: Working towards learning goals 60

Entry 3 62
Unit CAE3: Community action 63
Unit DLE3: Dealing with problems in daily life 64
Unit DSE3: Developing self 66
Unit EAE3: Environmental awareness 68
Unit HLE3: Healthy living 69
Unit IRRE3: Individual rights and responsibilities 70
Unit MLTE3: Making the most of own leisure time 71
Unit: MOME3: Managing own money 72
Unit MSRE3: Managing social relationships 73
Unit PAE3: Parenting awareness 74
Unit PSE3: Personal safety in the home and community 75
Unit PWE3: Preparation for work 76
Unit UTE3: Using technology in the home and community 77
Unit WGE3: Working as part of a group 79
Unit TGE3: Working towards learning goals 80
Level 1 82
Unit CA1: Community action 83
Unit DS1: Developing self 84
Unit EA1: Environmental awareness 86
Unit FSC1: Food safety in the home and community 88
Unit HE1: Healthy eating 90
Unit HL1: Healthy living 91
Unit IRR1: Individual rights and responsibilities 92
Unit MLT1: Making the most of own leisure time 93
Unit MOM1: Managing own money 95
Unit MSR1: Managing social relationships 96
Unit PA1: Parenting awareness 97
Unit PS1: Personal safety in the home and community 99
Unit PW1: Preparation for work 101
Unit TP1: Tackling problems 102
Unit UT1: Using digital technology in the home and community 104
Unit TG1: Working towards learning goals 106

Level 2 108
Unit CA2: Community action 109
Unit DS2: Developing self 111
Unit EA2: Environmental awareness 113
Unit FSC2: Food safety in the home and community 115
Unit HE2: Healthy eating 117
Unit HL2: Healthy living 119
Unit ICD2: Identity and cultural diversity 121
Unit IRR2: Individual rights and responsibilities 123
Unit MLT2: Making the most of own leisure time 125
Unit MOM2: Managing own money 127
Unit MSR2: Managing social relationships 129
Unit PA2: Parenting awareness 131
Unit PS2: Personal safety in the home and community 134
Unit PW2: Preparation for work 136
Unit TP2: Tackling problems 138
Unit UT2: Using digital technology in the home and community 140
Unit TG2: Working towards learning goals 142

1. About ASDAN

ASDAN is an education charity and awarding organisation providing regulated qualifications and non-regulated courses to engage, elevate and empower learners with diverse needs.

ASDAN creates accessible, high quality and impactful courses, programmes and qualifications, and works with partner educators to foster the personal, social and work-related abilities of learners.

Personal, social, and work-related skills are essential for all learners as they:

- support academic and vocational learning
- help learners re-engage in their education
- enable the acquisition of knowledge and skills for work and service
- prepare learners for entry-level work
- equip learners to live well and make full use of their abilities

ASDAN believes that learners 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.

ASDAN supports a wide variety of settings across the UK and internationally, including mainstream and special schools, further education colleges, pupil referral units, local authorities, and community organisations. See more at: asdan.org.uk

2. Qualification overview

2.1 Qualification suite aim

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

The versions of these qualifications in this specification are accredited by Ofqual and CCEA Regulation, and listed on the Register of Regulated Qualifications.

ASDAN's qualifications in Personal and Social Development embrace personal, social, health, citizenship and digital education, and enable learners to develop skills to prepare them for independence and working life. The PSD qualifications offer imaginative ways of supporting learners in becoming confident individuals, who are physically, emotionally and socially healthy, and who are able to make a positive contribution to society as responsible citizens. The qualifications support learners to embrace change, to manage risk and their own wellbeing, while also introducing them to new activities and personal challenges.

2.2 Who are these qualifications for?

The qualifications are available for learners aged 14 upwards and can be taught in schools, colleges, residential centres, training provision, PRUs, secure units and other local authority and independent settings.

2.3 Entry requirements

There are no entry requirements for any of the ASDAN Personal and Social Development Qualifications.

Learners must be aged 14 or over at the time of award.

Centres should carry out effective initial assessment of learners to determine which level and size qualification should be achievable prior to registering each learner for the chosen qualification. Centres should determine the appropriateness of the content of chosen units for learners prior to delivery.

2.4 Progression opportunities

Learners could progress to:

- an ASDAN Personal and Social Development Qualification at a higher level or of a larger size
- another ASDAN qualification that develops additional skills at the same or a higher level eg Personal Effectiveness Qualifications or a Project Qualification
- education or training at a higher level with another provider (eg from school to college)
- a work placement
- employment
- an apprenticeship

3. National standards and national curricula

In England, ASDAN's Personal and Social Development Qualifications support the development of skills needed for progression within education and work. The qualifications have clear alignment with the aims and cross-curricula expectations of the National Curricula, particularly for secondary age and SEND learners, SEMH provision, Foundation Learning pathways, and alternative provision and EOTAS.

ASDAN's PSD qualifications map to:

- statutory RSHE education including, health and wellbeing, relationships and living the wider world
- SEND Code of Practice (2015) Preparing for Adulthood outcomes employment, independent living, community inclusion, and health
- Gatsby Benchmarks and careers education, especially Benchmark 1 A stable careers programme, Benchmark 3 Addressing individual learner needs, and Benchmark 6 Experiences of workplaces
- In Northern Ireland, the ASDAN Personal and Social Development Qualifications are aligned to the Learning for Life and Work Area of Learning (Key Stages 3 and 4) and can contribute to Planning for Skills Development and Thinking Skills and Personal Capabilities (Key Stage 3). In addition, ASDAN's PSD qualifications support Ofsted's inspection framework through providing evidence of learner progression

- ASDAN's PSD qualifications map conceptually to Scotland's Curriculum for Excellence - Responsible Citizens and Effective Contributors

4. Performance points and funding

The ASDAN Personal and Social Development Qualifications are funded in England and Northern Ireland. Performance points are available for qualifications regulated in Northern Ireland.

Centres should check the current details for funding and performance points when planning their curriculum.

Information about each qualification can be found on the Register of Regulated Qualifications[1] (for qualifications regulated by Ofqual and CCEA Regulation).

Information about funding eligibility and performance points can be found on:

- List of qualifications approved for funding[2] (for qualifications regulated by Ofqual)
- NIEFQAN[3] (for qualifications regulated by CCEA Regulation)

5. Qualification structure (including rules of combination)

5.1 Qualification structure

To achieve an ASDAN Personal and Social Development Qualification, learners must complete units to a minimum number of credits. One credit is equal to approximately 10 hours of learning (including assessment of learning).

Centres can choose a combination of units that suit the needs and preferences of their learners.

Learners may complete units at the level above or level below the qualification level where available. The minimum number of credits required at the level of the qualification must be achieved for qualification certification. It is permitted to choose a combination of units that exceed the minimum number of credits required for qualification certification. Centres should take care that the chosen combination of units does not result in a different qualification outcome than intended (eg Intended outcome Entry 2 Certificate in PSD, if the learner achieves 8 credits at Entry 2 and a further 6 credits at Entry 3 they will be awarded Entry 3 Award in PSD with credit certification of the Entry 2 units.) Where centres are unsure about the likely outcome based on a specific combination of units, they should contact info@asdan.org.uk for further guidance.

If a learner does not achieve sufficient credits to gain a qualification, certification will be given for the units achieved.

1 Available at: register.ofqual.gov.uk
2 Available at: qualifications.education.gov.uk/search
3 Available at: education-ni.gov.uk/articles/qualifications

Qualification title	Qualification number	Total credits required	Minimum number of credits required at level of qualification
ASDAN Entry Level Award in Personal and Social Development (Entry 1)	500/6881/7	6	4
ASDAN Entry Level Certificate in Personal and Social Development (Entry 1)	500/7297/3	13	7
ASDAN Entry Level Award in Personal and Social Development (Entry 2)	500/5558/6	6	4
ASDAN Entry Level Certificate in Personal and Social Development (Entry 2)	500/5459/4	13	7
ASDAN Entry Level Award in Personal and Social Development (Entry 3)	500/5557/4	6	4
ASDAN Entry Level Certificate in Personal and Social Development (Entry 3)	500/5326/7	13	7
ASDAN Level 1 Award in Personal and Social Development	500/5560/4	8	5
ASDAN Level 1 Certificate in Personal and Social Development	500/5559/8	13	7
ASDAN Level 2 Award in Personal and Social Development	500/3606/3	8	5
ASDAN Level 2 Certificate in Personal and Social Development	500/3515/0	13	7

6 Qualification units

6.1 Units for Personal and Social Development Qualifications at Entry 1

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Communication	Entry 1	CoE1	H/652/1500	1	10
Community action	Entry 1	CAE1	A/502/4882	2	20
Developing self	Entry 1	DSE1	T/652/2244	2	20
Environmental awareness	Entry 1	EAE1	K/502/4912	2	20
Healthy living	Entry 1	HLE1	F/502/4883	2	20
Making choices	Entry 1	MCE1	Y/652/2245	2	20
Making the most of own leisure time	Entry 1	MLTE1	D/502/4910	2	20
Managing own money	Entry 1	MOME1	R/502/4886	2	20
Managing social relationships	Entry 1	MSRE1	A/652/2246	1	10
Parenting awareness	Entry 1	PAE1	J/502/4903	2	20
Personal safety in the home and community	Entry 1	PSE1	F/502/4916	2	20
Planning and carrying out activities	Entry 1	PCAE1	D/652/2247	2	20
Preparation for work	Entry 1	PWE1	L/502/4885	2	20
Using technology in the home and community	Entry 1	UTE1	M/502/4913	2	20

6.2 Units for Personal and Social Development Qualifications at Entry 2

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Community action	Entry 2	CAE2	Y/502/0449	2	20
Dealing with problems in daily life	Entry 2	DLE2	D/502/0436	2	20
Developing self	Entry 2	DSE2	M/502/0442	2	20
Environmental awareness	Entry 2	EAE2	L/502/0657	2	20
Healthy living	Entry 2	HLE2	L/502/0450	2	20
Individual rights and responsibilities	Entry 2	IRRE2	F/502/0445	1	10
Making the most of own leisure time	Entry 2	MLTE2	M/502/0649	2	20
Managing own money	Entry 2	MOME2	Y/502/0452	2	20
Managing social relationships	Entry 2	MSRE2	A/502/0444	1	10
Parenting awareness	Entry 2	PAE2	A/502/0654	2	20
Personal safety in the home and community	Entry 2	PSE2	L/502/3333	2	20
Preparation for work	Entry 2	PWE2	R/502/0451	2	20
Using technology in the home and community	Entry 2	UTE2	D/502/3319	2	20
Working as part of a group	Entry 2	WGE2	H/502/0437	2	20
Working towards learning goals	Entry 2	TGE2	Y/502/0435	2	20

6.3 Units for Personal and Social Development Qualifications at Entry 3

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Community action	Entry 3	CAE3	F/502/0459	2	20
Dealing with problems in daily life	Entry 3	DLE3	H/502/0454	2	20
Developing self	Entry 3	DSE3	M/502/0456	2	20
Environmental awareness	Entry 3	EAE3	R/502/0658	2	20
Healthy living	Entry 3	HLE3	T/502/0460	2	20
Individual rights and responsibilities	Entry 3	IRRE3	A/502/0458	1	10
Making the most of own leisure time	Entry 3	MLTE3	H/502/0650	2	20
Managing own money	Entry 3	MOME3	F/502/0462	2	20
Managing social relationships	Entry 3	MSRE3	T/502/0457	2	20
Parenting awareness	Entry 3	PAE3	F/502/0655	2	20
Personal safety in the home and community	Entry 3	PSE3	R/502/3334	2	20
Preparation for work	Entry 3	PWE3	A/502/0461	2	20
Using technology in the home and community	Entry 3	UTE3	J/502/3332	2	20
Working as part of a group	Entry 3	WGE3	K/502/0455	2	20
Working towards learning goals	Entry 3	TGE3	D/502/0453	2	20

6.4 Units for Personal and Social Development Qualifications at Level 1

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Community action	Level 1	CA1	M/502/0473	2	18
Developing self	Level 1	DS1	F/652/2248	2	18
Environmental awareness	Level 1	EA1	Y/502/0659	2	18
Food safety in the home and community	Level 1	FSC1	H/502/3094	2	18
Healthy eating	Level 1	HE1	K/502/3355	2	18
Healthy living	Level 1	HL1	F/502/0476	2	18
Individual rights and responsibilities	Level 1	IRR1	K/502/0472	1	9
Making the most of own leisure time	Level 1	MLT1	K/502/0651	2	18
Managing own money	Level 1	MOM1	R/502/0479	2	18
Managing social relationships	Level 1	MSR1	D/502/0470	2	18
Parenting awareness	Level 1	PA1	J/502/0656	2	18
Personal safety in the home and community	Level 1	PS1	H/652/2249	2	18
Preparation for work	Level 1	PW1	J/502/0477	2	18
Tackling problems	Level 1	TP1	J/504/5220	2	18
Using digital technology in the home and community	Level 1	UT1	L/652/2250	2	18
Working towards learning goals	Level 1	TG1	M/652/2251	2	18

6.5 Units for Personal and Social Development Qualifications at Level 2

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Community action	Level 2	CA2	H/502/3404	2	16
Developing self	Level 2	DS2	R/652/2252	2	16
Environmental awareness	Level 2	EA2	K/502/3405	2	16
Food safety in the home and community	Level 2	FSC2	Y/502/4081	2	16
Healthy eating	Level 2	HE2	A/501/3994	2	16
Healthy living	Level 2	HL2	M/601/8829	3	24
Identity and cultural diversity	Level 2	ICD2	M/501/3961	2	16
Individual rights and responsibilities	Level 2	IRR2	M/502/3406	1	8
Making the most of own leisure time	Level 2	MLT2	T/501/3993	2	16
Managing own money	Level 2	MOM2	Y/501/3971	2	16
Managing social relationships	Level 2	MSR2	H/601/8827	2	16
Parenting awareness	Level 2	PA2	M/601/8832	3	24
Personal safety in the home and community	Level 2	PS2	T/652/2253	2	16
Preparation for work	Level 2	PW2	T/502/3407	2	16
Tackling problems	Level 2	TP2	L/504/5218	3	24
Using digital technology in the home and community	Level 2	UT2	Y/652/2254	2	16
Working towards learning goals	Level 2	TG2	A/652/2255	2	16

6.6 Barred unit combinations

Where learners are working towards units at more than one level, only one unit from each row of the table below can contribute towards achievement of a single qualification; credit from the unit at the highest level contributes towards achievement.

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Community action (CAE1)	Community action (CAE2)	Community action (CAE3)	Community action (CA1)	Community action (CA2)
	Dealing with problems in daily life (DLE2)	Dealing with problems in daily life (DLE3)	Tackling problems (TP1)	Tackling problems (TP2)
Developing self (DSE1)	Developing self (DSE2)	Developing self (DSE3)	Developing self (DS1)	Developing self (DS2)
Environmental awareness (EAE1)	Environmental awareness (EAE2)	Environmental awareness (EAE3)	Environmental awareness (EA1)	Environmental awareness (EA2)
			Food safety in the home and community (FSC1)	Food safety in the home and community (FSC2)
			Healthy eating (HE1)	Healthy eating (HE2)
Healthy living (HLE1)	Healthy living (HLE2)	Healthy living (HLE3)	Healthy living (HL1)	Healthy living (HL2)
	Individual rights and responsibilities (IRRE2)	Individual rights and responsibilities (IRRE3)	Individual rights and responsibilities (IRR1)	Individual rights and responsibilities (IRR2)
Making the most of own leisure time (MLTE1)	Making the most of own leisure time (MLTE2)	Making the most of own leisure time (MLTE3)	Making the most of own leisure time (MLT1)	Making the most of own leisure time (MLT2)
Managing social relationships (MSRE1)	Managing social relationships (MSRE2)	Managing social relationships (MSRE3)	Managing social relationships (MSR1)	Managing social relationships (MSR2)
Managing own money (MOME1)	Managing own money (MOME2)	Managing own money (MOME3)	Managing own money (MOM1)	Managing own money (MOM2)
Parenting awareness (PAE1)	Parenting awareness (PAE2)	Parenting awareness (PAE3)	Parenting awareness (PA1)	Parenting awareness (PA2)

Personal safety in the home and community (PSE1)	Personal safety in the home and community (PSE2)	Personal safety in the home and community (PSE3)	Personal safety in the home and community (PS1)	Personal safety in the home and community (PS2)
Preparation for work (PWE1)	Preparation for work (PWE2)	Preparation for work (PWE3)	Preparation for work (PW1)	Preparation for work (PW2)
Using technology in the home and community (UTE1)	Using technology in the home and community (UTE2)	Using technology in the home and community (UTE3)	Using digital technology in the home and community (UT1)	Using digital technology in the home and community (UT2)
	Working as part of group (WGE2)	Working as part of group (WGE3)		
	Working towards learning goals (TGE2)	Working towards learning goals (TGE3)	Working towards learning goals (TG1)	Working towards learning goals (TG2)

7. Recognition of prior learning (RPL)

Prior achievement of some ASDAN's accredited programmes and qualifications may mean that a learner has already evidenced achievement of some learning outcomes from units in these qualifications and does not need to repeat that learning.

Recognition of prior learning is only eligible for learning achieved within the three years prior to the qualification quality assurance date.

Where a learner has achieved a unit with credit with another awarding organisation, and the unit has the same Ofqual unit reference as the unit in an ASDAN Personal and Social Development qualification, ASDAN will allow credit to be transferred to the ASDAN qualification.

In all instances where achievement is claimed through recognition of prior learning, or credit transfer centres are responsible for carrying out sufficient and effective assessment and internal quality assurance checks, and for following the correct procedure as detailed in the ASDAN Recognition of Prior Learning policy and procedure[1].

Award of all units and qualifications is dependent on successful external quality assurance sampling.

The process of credit transfer allows learners to use units awarded in the context of one qualification towards achievement of another qualification.

The following units can be used for credit transfer for ASDAN's Personal and Social Development qualifications:

Qualification	Unit	Unit allowed through credit transfer	Unit allowed through exemption
ASDAN Entry Level Award/ Certificate in Personal and Social Development (Entry 2)	Individual rights and responsibilities IRRE2 F/502/0445	Rights and responsibilities at work (Employability) RRWE2 L/501/6639 Rights and responsibilities at work (Employability) RRWE3 A/500/5894	
	Working towards learning goals TGE2 Y/502/0435	Planning and reviewing learning (Employability) PRLE2 R/501/6626 Planning and reviewing learning (Employability) PRLE3 H/500/5890	

1 Available at: asdan.org.uk/policies-regulations-and-centre-guidance

ASDAN Entry Level Award/ Certificate in Personal and Social Development (Entry 3)	Dealing with problems in daily life DLE3 H/502/0454		Key Skills in Problem Solving (Level 1) 100/3799/8 Introduction to problem solving (Certificate of Personal Effectiveness (CoPE), Level 1) 03 F/102/3417
	Individual rights and responsibilities IRRE3 A/502/0458	Rights and responsibilities at work (Employability) RRWE3 A/500/5894 Rights and responsibilities at work (Employability) RRW1 H/500/5016	
	Working towards learning goals TGE3 D/502/0453	Planning and reviewing learning (Employability) PRLE3 H/500/5890 Planning and reviewing learning (Employability/ Award of Personal Effectiveness (AoPE)) PRLL1 J/500/5008	Key Skills in Improving own Learning and Performance (Level 1) 100/3795/0 Introduction to improving own learning and performance (Certificate of Personal Effectiveness (CoPE)) 02 A/102/3416
ASDAN Level 1 Award/ Certificate in Personal and Social Development	There are no equivalencies or exemptions for units in the Level 1 Award/Certificate in Personal and Social Development		
ASDAN Level 2 Award/ Certificate in Personal and Social Development	There are no equivalencies or exemptions for units in the Level 2 Award/Certificate in Personal and Social Development		

8. Centre requirements

Centres must be an approved member with ASDAN and will need to request approval for the Personal and Social Development suite of qualifications before delivering these qualifications, as detailed in the ASDAN Centre policy and procedure guide.

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of ASDAN qualifications meet ASDAN's requirements for these roles, including attending appropriate training, as set out in this document.

Centres offering ASDAN qualifications must adhere to the requirements set out in the ASDAN Agreement.

Centres that do not adhere to the ASDAN Agreement may have their approval withdrawn for the Personal and Social Development Qualifications, or may have another type of sanction applied as set out in the ASDAN Sactions policy and proceedure.[1]

9. Delivery

Centres are expected to spend time developing learners' understanding of and competence in the relevant knowledge and skills prior to carrying out assessment. ASDAN provides a range of resources to support the teaching, learning and assessment of its qualifications, including training and a qualification delivery guide. These resources are available to approved centres via the Course resources area of the ASDAN Personal and Social Development Qualifications webpage[2].

The number of Guided Learning Hours (GLH) of a unit or qualification provides an indication of the amount of time that a learner is being taught or supervised by the centre in relation to that unit or qualification. GLH include assessment, where assessment is carried out directly by a centre-based assessor or tutor. The Total Qualification Time (TQT) of a unit or qualification is the GLH plus the estimated number of hours a learner will spend carrying out work related to the unit or qualification independently.
Total Qualification Time includes time needed for study that is directed by an assessor or tutor but not carried out under their direct supervision.

ASDAN's Personal and Social Development Qualifications are designed so that they can be delivered to a group of learners working towards different levels and sizes of qualification at the same time. Centre staff with responsibility for delivering and assessing the qualifications must plan teaching, learning and assessment that is effectively differentiated for their learners.

1 Available at: asdan.org.uk/policies-regulations-and-centre-guidance
2 Available at: asdan.org.uk/courses/personal-and-social-development

10. Assessment

Unless otherwise stipulated in the unit specification, centres may develop their own assessment activities. Centres must follow ASDAN's guidance for the development of assessment activities.

Assessment activities should be engaging for learners, must be accessible, and enable them to produce evidence that is valid, current, and sufficient. In addition, assessment activities must allow assessors and internal and external quality assurers, to make a reliable decision regarding the learner's achievement of the referenced criteria. Centres should refer to the ASDAN Assessment Planning Guidance[1].

ASDAN provides resources developed to support learners to generate appropriate evidence for some units and criteria. These resources are available via the Course resources area of the ASDAN Personal and Social Development Qualifications webpage[2].

Learners must produce a portfolio of evidence which is assessed by the centre. A portfolio, and the evidence within it, can be physical or digital. There must be explicit evidence, within the portfolio, to demonstrate achievement of all criteria at the standard required.

Learners must be given adequate opportunity to make any necessary amendments or additions to evidence where assessment identifies that evidence does not yet meet the required standard. Resubmitted and additional evidence must be assessed.

Ofqual defines a reasonable adjustment to be an adjustment made to an assessment for a qualification to enable a learner to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification (Ofqual, September 2023). This ensures that learners have equitable access to assessment. Reasonable adjustments to assessment can be applied to the ASDAN Personal and Social Development Qualifications. Centres must refer to the ASDAN Reasonable Adjustments to Assessment Policy and Procedure[3]

Records of assessment planning and assessment judgements must be produced and retained by the centre and made available for internal and external quality assurance, with associated evidence of learner achievement. Centres should refer to the ASDAN Retention of Assessment Materials Policy[4] for guidance on how long samples of portfolios, including records of assessment and internal quality assurance, should be kept.

Assessment judgements must be clearly and accurately recorded, for example within the unit assessment booklet. Assessment records should be completed, signed and dated (physically or digitally) by the assessor, learner and (where sampled) the internal quality assurer when complete, and included in the portfolio of evidence.

1 Available at: asdan.org.uk/policies-regulations-and-centre-guidance
2 Available at: asdan.org.uk/courses/personal-and-social-development
3 Available at: asdan.org.uk/policies-regulations-and-centre-guidance
4 Available at: asdan.org.uk/policies-regulations-and-centre-guidance

11. Internal quality assurance

Internal quality assurance is an ongoing process which supports the accurate awarding of a qualification and upholds the integrity of that qualification.

Centres must carry out sufficient and effective internal quality assurance, including the standardisation of assessment and sampling of assessment decisions, prior to external quality assurance sampling, to determine that assessment judgements are appropriate and to support the award of the unit or qualification.

Where internal quality assurance checks identify an inappropriate assessment judgement and where evidence does not yet meet the required standard, feedback must be given to the assessor. The learner must then be given adequate opportunity to make any necessary amendments or additions, prior to submission for re-assessment and internal quality assurance checking.

Internal quality assurance of an appropriate sample of assessed portfolio evidence must be carried out prior to external quality assurance sampling. It is not possible for ASDAN to award qualifications where internal quality assurance has not been carried out.

Centres should refer to the ASDAN Internal Quality Assurance Guidance[1] on the policies, regulations and centre guidance page* for further information.

Centres have a responsibility, through robust internal quality assurance, to identify and address any instances of potential, alleged or actual maladministration or malpractice. Centre staff with responsibility for delivery, assessment, or internal quality assurance of ASDAN qualifications must have access to the ASDAN Malpractice and Maladministration Policy and Procedure[2] on the policies, regulations and centre guidance page* and understand their responsibilities.

Records of internal quality assurance activities, including internal quality assurance sampling and standardisation activities. They must be produced and retained by the centre and made available, with associated learner evidence and assessment records, for external quality assurance sampling by ASDAN. Centres should refer to the ASDAN Retention of Assessment Materials Policy[3] on the policies, regulations and centre guidance page* for guidance.

12. Centre assessment standards scrutiny (CASS) and external quality assurance

Centre Assessment Standards Scrutiny (CASS) refers to the checks that an awarding organisation puts in place to ensure that centre-based assessment is fit for purpose and is applied accurately and consistently by assessors.

External moderation is a check where the quality of centre-based assessment and internal quality assurance is reviewed prior to awarding, and is one of the ways that ASDAN checks the accuracy and consistency of assessment carried out by its centres. ASDAN may carry out external quality assurance sampling or observations at any point during the delivery of its qualifications.

1 Available at: asdan.org.uk/policies-regulations-and-centre-guidance
2 Available at: asdan.org.uk/policies-regulations-and-centre-guidance
3 Available at: asdan.org.uk/policies-regulations-and-centre-guidance

Where external quality assurance (EQA) activities identify that assessment and internal quality assurance (IQA) judgements are ineffective and evidence does not meet the required standard, actions will be set for the centre and ASDAN may decide not to award the relevant unit(s) and, consequently, the qualification. In the event that a unit is not passed during external quality assurance sampling, centres will be given the opportunity to address actions and resubmit the relevant unit(s) for external quality assurance sampling at a later date.

Centres must ensure that learners are given adequate opportunity to make any necessary amendments or additions to evidence where assessment identifies that evidence does not yet meet the required standard.

Centres delivering ASDAN's Personal and Social Development Qualifications for the first time must arrange an external quality assurance sampling activity during the first year of delivery, for a date when at least one unit has been completed, assessed and internally quality assured. This activity provides ASDAN with an opportunity to review the centre's delivery, assessment and IQA of these qualifications and to provide guidance and support where needed, and for the centre to discuss any aspects of the delivery, assessment and IQA of these qualifications they are unsure about.

External quality assurance sampling activities usually take place remotely, however, ASDAN reserves the right to conduct external quality assurance activities in-person or on-site where it considers this to be appropriate.

Centres must confirm the names and details of learners expected to achieve the qualification by the date set by ASDAN. When learner details are confirmed, ASDAN will provide the sample for external quality assurance.

An external quality assurance feedback report is made available to centre staff with a valid ASDAN login via the ASDAN website within 20 working days of a successfully completed external quality assurance activity taking place. In some circumstances, such as when additional information is requested, it may not be possible to release the external quality assurance feedback report within 20 working days of the scheduled activity.

Centre staff with responsibility for internally quality assuring ASDAN Personal and Social Development Qualifications should attend an ASDAN Personal and Social Development standardisation event at least once every three years. ASDAN standardisation events are an opportunity for centre staff to stay up to date with any changes to the qualifications, to meet with other centre staff delivering and quality assuring the same qualifications, and to ensure that the standards applied in their own centre are consistent with ASDAN's expectations and the standards applied in other centres. Details of current and upcoming ASDAN training events can be found on the training page of the ASDAN website[1].

13. Enquiries and appeals

Centres must refer to the ASDAN Enquiries and Appeals Policy and Procedure[2] for guidance if they disagree with the outcome of an ASDAN external quality assurance activity.

1 Available at: asdan.org.uk/training
2 Available at: asdan.org.uk/policies-regulations-and-centre-guidance

14. Administration, including certification

Centres should register learners and create a cohort for an ASDAN qualification as soon as possible after starting delivery and before any assessment takes place. A course coordinator must be assigned at the point of setting up the cohort.

Centres must confirm the names and details of learners to be submitted for awarding and achievement, including the units achieved, by the deadline set by ASDAN (usually a minimum of four weeks prior to the scheduled external quality assurance sampling activity).

Centres receive an email notification that the outcome of an external quality assurance sampling activity is available. Certificates are issued to centres within 20 working days of successful award.

ASDAN reserves the right to withhold certificates under certain circumstances. Centres should refer to the ASDAN Sanctions policy and procedure[1] for information.

15. Assessor and internal quality assurer requirements

15.1 Assessor requirements

Centre staff with responsibility for delivery and assessment of ASDAN Personal and Social Development Qualifications must engage in appropriate training, which should include Assessment for ASDAN Qualifications and relevant qualification training. In addition, assessors must have relevant knowledge and expertise in carrying out centre-based assessment.

Assessors of ASDAN Personal and Social Development Qualifications are not required to hold a formal qualification in assessment. Centre staff with responsibility for assessment, who have no prior experience, should seek support from ASDAN if they are unsure about any aspect of the assessor role.

15.2 Internal quality assurer (IQA) requirements

Centre staff with responsibility for internal quality assurance activities of ASDAN Personal and Social Development Qualifications must engage in appropriate ASDAN training, which should include relevant qualification training, Assessment for ASDAN Qualifications, and Internal Quality Assurance for ASDAN qualifications training, prior to carrying out any internal quality assurance activities. In addition, IQAs must have relevant knowledge and expertise in carrying out centre-based internal quality assurance.

IQAs of ASDAN Personal and Social Development Qualifications are not required to hold a formal qualification in internal quality assurance. Centre staff with responsibility for IQA, who have no prior experience, should seek support from ASDAN if they are unsure about any aspect of this role.

Centre staff with responsibility for carrying out internal quality assurance should attend an appropriate ASDAN qualification centre standardisation event at least once every three (3) years.

1 Available at: asdan.org.uk/policies-regulations-and-centre-guidance

ASDAN issues updates and information about its qualifications on an ongoing basis. Centre staff involved in the delivery, assessment and internal quality assurance of ASDAN qualifications should check they have the correct ASDAN endorsements and contact status so that they receive these updates directly. Centres are responsible for ensuring that staff contact details on the centre's ASDAN website are kept up to date and that any communication from ASDAN is shared with appropriate people within the organisation.

16. Additional resources

In addition to this qualification specification document, ASDAN provides several other resources for its Personal and Social Development Qualifications.

The following additional qualification resources are available via the qualification webpage:

- Personal and Social Development Qualifications delivery guide
- Unit assessment booklets
- Example unit activities
- Personal and Social Development Qualification transition guidance

The following general resources are also available via the qualification webpage:

- Internal assessment procedures and paperwork
- Assessment planning template
- Assessment planning guidance
- Internal quality assurance guidance
- Internal quality assurance cycle
- Internal quality assurance pre-delivery check
- Internal quality assurance sampling plan
- Internal quality assurance feedback report
- Internal standardisation meeting template
- External quality assurance sample centre checklist
- Centre devised activity template
- Centre devised activity guidance
- Skills assessment tool

17. Qualification content

Unit specifications for all Personal and Social Development units are shown on the following pages.

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ASDAN Personal and Social Development Qualifications

Qualification content Entry 1

Unit CoE1: Communication

Unit title	Communication			Level	Entry level 1
ASDAN unit code	CoE1	Ofqual unit code	H/652/1500	Credit/GLH	1 credit 10 GLH
Unit aim	This unit supports learners to recognise and use common communication methods in everyday situations.				

Learning outcomes	Assessment criteria
E1.1 Know a simple communication method	E1.1.1 Identify a simple communication method
E1.2 Be able to communicate on an everyday topic	E1.2.1 Communicate on an everyday topic with a familiar person E1.2.2 Use the communication method in an appropriate way

Additional assessment requirements
E1.1.1 A minimum of one (1) communication method. E1.2.1 A minimum of one (1) occasion. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1.1 Tutors should support learners to identify a suitable method of communication based on their individual abilities and needs.

Unit CAE1: Community action

Unit title	Community action			Level	Entry level 1
ASDAN unit code	CAE1	Ofqual unit code	A/502/4882	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to recognise and access local community advice and to understand the importance of asking for help.				

Learning outcomes	Assessment criteria
E1.1 Know when and how to get help	E1.1.1 Identify a situation where help might be needed E1.1.2 Identify who could give help/advice
E1.2 Be able to access help	E1.2.1 Demonstrate how to get help

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1.1 The learner should identify a situation where help might be needed in their centre or in their local community. E1.1.2 The learner should identify who could give help/advice in a familiar setting. E1.2.1 The learner should demonstrate getting help in the situation identified in E1.1.

Unit DSE1: Developing self

Unit title	Developing self			Level	Entry level 1
ASDAN unit code	DSE1	Ofqual unit code	T/652/2244	Credit/GLH	2 credits 20 GLH
Unit aim	This unit helps learners recognise their strengths and areas for development. The unit can help motivate learners and improve their confidence.				

Learning outcomes	Assessment criteria
E1.1 Know about personal strengths	E1.1.1 Identify what a strength is E1.1.2 Identify a personal strength
E1.2 Know an area for personal development	E1.2.1 Identify a personal skill to be developed
E1.3 Be able to develop a personal skill	E1.3.1 Identify who will support in developing the identified skill E1.3.2 Follow steps to develop the personal skill

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.3.2 The personal skill to be developed should be the skill identified in E1.2.1.

Unit EAE1: Environmental awareness

Unit title	Environmental awareness			Level	Entry level 1
ASDAN unit code	EAE1	Ofqual unit code	K/502/4912	Credit/GLH	2 credits 20 GLH
Unit aim	This unit aims to develop a learner's understanding of the environmental issues that affect them and the environmental impact of their actions, and encourages them to think about how they can help the environment.				

Learning outcomes	Assessment criteria
E1.1 Know how the actions of humans affect the environment	E1.1.1 Identify things that humans do that can harm the environment
E1.2 Understand how an environmental issue can affect people	E1.2.1 Identify an environmental issue in a familiar setting E1.2.2 State a personal effect of the issue
E1.3 Know how to help the environment	E1.3.1 State how the environment in a familiar setting could be improved

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.2.2 Learners should state how this environmental issue affects themselves.

Unit HLE1: Healthy living

Unit title	Healthy living			Level	Entry level 1
ASDAN unit code	HLE1	Ofqual unit code	F/502/4883	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to ways they can contribute to and improve their lifestyle.				

Learning outcomes		Assessment criteria	
E1.1	Know what is needed to lead a healthy lifestyle	E1.1.1	Identify things that contribute to a healthy lifestyle
E1.2	Be able to contribute to a healthy lifestyle	E1.2.1	Participate in an activity that contributes to a healthy lifestyle

Additional assessment requirements

E1.1.1 A minimum of two (2) things that contribute to a healthy lifestyle.

E1.2.1 The learner must carry out an activity that contributes to a healthy lifestyle a minimum of three (3) times, over at least three (3) weeks.

'Plural' in an assessment criterion means at least two (2) unless otherwise stated.

'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit MCE1: Making choices

Unit title	Making choices			Level	Entry level 1
ASDAN unit code	MCE1	Ofqual unit code	Y/652/2245	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to ways in which they can make choices about simple every day situations.				

Learning outcomes	Assessment criteria
E1.1 Know a situation which involves making a choice	E1.1.1 State a scenario where a choice can be made E1.1.2 State a choice that can be made E1.1.3 State who can help with making a choice
E1.2 Be able to make a choice	E1.2.1 Make a simple choice in a familiar situation

Additional assessment requirements
E1.2.1 From a minimum of two (2) options. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1.2 Learners should be able to identify the choice that needs to be made based on their own preferences or needs.

Unit MLTE1:
Making the most of own leisure time

Unit title	Making the most of own leisure time			Level	Entry level 1
ASDAN unit code	MLTE1	Ofqual unit code	D/502/4910	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to different leisure facilities and encourages them to take part in a leisure activity that is relevant to them.				

Learning outcomes	Assessment criteria
E1.1 Know about local leisure facilities	E1.1.1 Identify a range of different leisure facilities in the local area
E1.2 Be able to take part in a leisure activity	E1.2.1 Take part in a leisure activity E1.2.2 Identify the benefits of taking part in the activity E1.2.3 Identify what was liked about the activity

Additional assessment requirements
E1.2.1 Learners must particpate in a leisure activity that is relevant to them for a minimum of two (2) hours.
E1.2.3 A minimum of one (1) thing they liked about the activity.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit MOME1: Managing own money

Unit title	Managing own money			Level	Entry level 1
ASDAN unit code	MOME1	Ofqual unit code	R/502/4886	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to the basic elements of managing personal finance and engages them in carrying out simple transactions.				

Learning outcomes	Assessment criteria
E1.1 Know about personal income and expenditure	E1.1.1 Identify a source of personal income E1.1.2 Identify everyday items that can be bought with personal income E1.1.3 Identify different methods of paying for items
E1.2 Be able to pay for items	E1.2.1 Use an appropriate method to pay for items

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.2.1 Role play is permitted.

Unit MSRE1:
Manging social relationships

Unit title	Managing social relationships			Level	Entry level 1
ASDAN unit code	MSRE1	Ofqual unit code	A/652/2246	Credit/GLH	1 credit 10 GLH
Unit aim	This unit supports learners to interact and communicate with others in positive ways.				

Learning outcomes	Assessment criteria
E1.1 Be able to interact with others in an everyday and familiar situation	E1.1.1 Take part in a short exchange with a familiar person about an everyday topic E1.1.2 Ask suitable questions E1.1.3 Respond to questions appropriately

Additional assessment requirements
E1.1.2 A minimum of two (2) questions to be asked and two (2) questions to respond to. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1 Learners should be encouraged to demonstrate appropriate behaviours throughout the exchange.

Unit PAE1: Parenting awareness

Unit title	Parenting awareness			Level	Entry level 1
ASDAN unit code	PAE1	Ofqual unit code	J/502/4903	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to some of the issues and difficulties facing new parents and make them aware of sources of help and support.				

Learning outcomes	Assessment criteria
E1.1 Know about things a baby needs	E1.1.1 Identify a way that a baby can be demanding for new parents E1.1.2 Identify a range of material things a baby needs
E1.2 Know about a source of help and support available for parents	E1.2.1 Identify a source of help for a new parent

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit PSE1: Personal safety in the home and community

Unit title	Personal safety in the home and community			Level	Entry level 1
ASDAN unit code	PSE1	Ofqual unit code	F/502/4916	Credit/GLH	2 credits 20 GLH
Unit aim	This unit aims to develop learners' understanding of the risks they could face in the home and when travelling.				

Learning outcomes	Assessment criteria
E1.1 Know how to keep safe in the home	E1.1.1 State something that can be done to use equipment or utensils safely in different rooms in the home: a) kitchen b) bathroom c) living room
E1.2 Know risks when travelling	E1.2.1 State risks that might be experienced when travelling
E1.3 Be able to keep safe in the home	E1.3.1 Demonstrate safe use of equipment in the home
E1.4 Be able to keep safe when travelling	E1.4.1 Demonstrate safely making a journey to an agreed, familiar destination

Additional assessment requirements
E1.3.1 A minimum of two (2) pieces of equipment/utensils in each room. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.4.1 The learner can be accompanied on this journey for their safety.

Unit PCAE1: Planning and carrying out activities

Unit title	Planning and carrying out activities			Level	Entry level 1
ASDAN unit code	PCAE1	Ofqual unit code	D/652/2247	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners to plan and carry out simple activities.				

Learning outcomes	Assessment criteria
E1.1 Be able to plan and carry out simple activities	E1.1.1 Sort the steps needed to carry out simple everyday activities into a suitable order E1.1.2 Follow the steps needed to carry out a simple everyday activity

Additional assessment requirements
E1.1.1 A minimum of two (2) simple everyday activities with at least two (2) steps for each activity. E1.1.2 A minimum of one (1) simple everyday activity that has at least two (2) steps. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1.2 The activity can be chosen from those sorted in E1.1.1.

Unit PWE1:
Preparation for work

Unit title	Preparation for work			Level	Entry level 1
ASDAN unit code	PWE1	Ofqual unit code	L/502/4885	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to think about their own skills and qualities and about the type of work they would like to do.				

Learning outcomes	Assessment criteria
E1.1 Know about personal skills and qualities	E1.1.1 State own personal skills E1.1.2 State own personal qualities
E1.2 Know about a job of interest	E1.2.1 Identify a job of interest E1.2.2 Identify tasks someone in the job would do E1.2.3 State why the job is of interest E1.2.4 State own skills and qualities relevant to the job

Additional assessment requirements
E1.2.4 A minimum of one (1) skill and one (1) quality relevant to the job. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.2 Responses to all criteria should relate to the same job.

Unit UTE1: Using technology in the home and community

Unit title	Using technology in the home and community			Level	Entry level 1
ASDAN unit code	UTE1	Ofqual unit code	M/502/4913	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to use technology safely and correctly in the home and in their centre.				

Learning outcomes	Assessment criteria
E1.1 Know about technology used in the home and community	E1.1.1 Identify technological equipment used in the home E1.1.2 Identify technological equipment used in the community E1.1.3 Identify digital technology used in the home or community
E1.2 Be able to use technology in the home and community	E1.2.1 Demonstrate safe use of a technological equipment in the home E1.2.2 Demonstrate safe use of a technological equipment in the community E1.2.3 Demonstrate safe use of a digital technology in the home or community

Additional assessment requirements
E.1.2 A minimum of one (1) piece of equipment for each criterion. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E1.1.2 and E1.2.2 A community setting could be the learner's education setting. E1.2.1 It is permitted for learners to demonstrate using household technology in their education setting. Technological equipment refers to physical, electronic devices and machines, while digital technology refers to the combination of hardware, software, applications, and online services used to store, process, and share information.

ASDAN Personal and Social Development Qualifications

Qualification content Entry 2

Unit CAE2: Community action

Unit title	Community action			Level	Entry level 2
ASDAN unit code	CAE2	Ofqual unit code	Y/502/0449	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to participate in local community activities and to recognise the benefits of these activities.				

Learning outcomes	Assessment criteria
E2.1 Know about a local community group	E2.1.1 Identify a community group in the local area E2.1.2 Identify what a community group in the local area does
E2.2 Be able to participate in a community activity	E2.2.1 Participate in a community activity
E2.3 Know the benefits of taking part in community activities	E2.3.1 Identify how the community activity benefits own self E2.3.2 Identify how the community activity benefits others

Additional assessment requirements
E2.2.1 The learner must participate in a community activity for at least five (5) hours. E2.3.1 A minimum of one (1) benefit to themselves of the community activity in E2.2.1 E2.3.2 A minimum of one (1) benefit to others of the community activity in E2.2.1. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.2.1 The learner should choose one activity of interest to participate in.

Unit DLE2:
Dealing with problems in daily life

Unit title	Dealing with problems in daily life			Level	Entry level 2
ASDAN unit code	DLE2	Ofqual unit code	D/502/0436	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to problem solving and helps them to develop a systematic approach to tackling problems in their daily lives.				

Learning outcomes	Assessment criteria
E2.1 Know how to recognise a simple problem	E2.1.1 Identify a simple problem
E2.2 Know how to tackle a simple problem	E2.2.1 Identify how the problem can be tackled E2.2.2 Identify where to get advice or support to tackle the problem
E2.3 Be able to tackle a simple problem	E2.3.1 Tackle the problem

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E.2.2.1	The approach to tackling the problem can include help/support from others, but the solution must not be for someone else to resolve the problem on the learner's behalf.
E2.3	The learner should tackle the problem identified in E2.1. It is possible for the learner to complete this unit successfully even if the problem has not been solved.

Unit DSE2: Developing self

Unit title	Developing self			Level	Entry level 2
ASDAN unit code	DSE2	Ofqual unit code	M/502/0442	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to reflect on their own personal development, to engage in activities to help them improve their personal skills, qualities, abilities and behaviours, and to motivate and improve their confidence.				

Learning outcomes		Assessment criteria	
E2.1	Know a strength and area for development	E2.1.1	Identify a personal strength or ability
		E2.1.2	Identify an area for self-development
E2.2	Know how to develop	E2.2.1	Identify a personal skill or behaviour to develop
		E2.2.2	Agree a suitable target for developing a skill or behaviour, with an appropriate person
		E2.2.3	Identify who can provide support in developing the identified skill or behaviour
E2.3	Be able to develop	E2.3.1	Take part in activities to develop the agreed skill or behaviour
E2.4	Know how to review development	E2.4.1	Identify what progress has been made
		E2.4.2	Identify what went well
		E2.4.3	Identify anything that did not go well

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
The same skill/behaviour and target should be used for E2.2, E2.3 and E2.4.

Unit EAE2: Environmental awareness

Unit title	Environmental awareness			Level	Entry level 2
ASDAN unit code	EAE2	Ofqual unit code	L/502/0657	Credit/GLH	2 credits 20 GLH
Unit aim	This unit aims to develop learners' understanding of the environmental impact of their actions and to encourage them to engage in activities to improve the environment in their local area.				

Learning outcomes	Assessment criteria
E2.1 Know how the actions of humans affect the environment	E2.1.1 Identify a human behaviour that harms the environment E2.1.2 Identify a human behaviour that helps the environment
E2.2 Know how an environmental issue may have an effect	E2.2.1 Identify an environmental issue E2.2.2 State a negative effect the identified environmental issue might have
E2.3 Be able to help the environment	E2.3.1 Choose an activity to participate in that will help the environment E2.3.2 Participate in an activity to help the environment

Additional assessment requirements
E2.3.2 A minimum of one (1) activity for a minimum of ten (10) hours in total. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.2.1 The learner should identify an environmental issue that is relevant to them. E2.3.1 Agree on the activity to participate in with an appropriate person. E2.3.2 The learner should participate in the activity chosen in E2.3.1.

Unit HLE2: Healthy living

Unit title	Healthy living			Level	Entry level 2
ASDAN unit code	HLE2	Ofqual unit code	L/502/0450	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to ways they can contribute to a healthy lifestyle and to encourage them to engage in activities that will improve their own lifestyle.				

Learning outcomes	Assessment criteria
E2.1 Know how to lead a healthy lifestyle	E2.1.1 State what is meant by having a healthy lifestyle E2.1.2 Identify an activity that could contribute to a healthy lifestyle
E2.2 Be able to contribute to their own healthy lifestyle	E2.2.1 Participate in an activity that contributes to a healthy lifestyle

Additional assessment requirements
E2.2.1 The learner must engage in the activity a minimum of three (3) times over a minimum of three (3) weeks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.1.2 Learners should be supported to choose an activity that is manageable and safe for them to carry out. E2.2.1 The learner should carry out the activity identified in E2.1.2.

Unit IRRE2:
Individual rights and responsibilities

Unit title	Individual rights and responsibilities			Level	Entry level 2
ASDAN unit code	IRRE2	Ofqual unit code	F/502/0445	Credit/GLH	1 credit 10 GLH
Unit aim	This unit aims to raise learners' awareness of their rights and responsibilities as an individual.				

Learning outcomes	Assessment criteria
E2.1 Know about rights and responsibilities an individual has	E2.1.1 Identify a right that individuals have E2.1.2 Identify a responsibility that individuals have E2.1.3 State where to find help or support with rights and responsibilities

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.1.1 The right identified should be relevant to the learner.

Unit MLTE2:
Making the most of own leisure time

Unit title	Making the most of own leisure time			Level	Entry level 2
ASDAN unit code	MLTE2	Ofqual unit code	M/502/0649	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to a range of leisure activities and encourages them to think about their leisure time preferences.				

Learning outcomes	Assessment criteria
E2.1 Understand how to make use of leisure time	E2.1.1 Identify own current leisure activities E2.1.2 Identify the benefits of taking part in an activity E2.1.3 List different leisure activities
E2.2 Be able to take part in leisure activities	E2.2.1 Take part in an activity that is relaxing E2.2.2 Take part in an activity that is challenging
E2.3 Know likes and dislikes about different activities	E2.3.1 Identify what was liked about the activities E2.3.2 Identify what was not liked about the activities

Additional assessment requirements	
E2.1.1	A minimum of one (1) leisure activity.
E2.2.1- E2.2.2	Learners must take part in both activities for a minimum of four (4) hours in total.

'Plural' in an assessment criterion means at least two (2) unless otherwise stated.

'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E2.1.2	Learners should identify the benefits of an activity identified in E2.1.1.
E2.1.3	Learners should list activities that are new to them.
E2.2.1 - E2.2.2	Learners should take part in activities that are new to them.

Unit MOME2: Managing own money

E2

Unit title	Managing own money			Level	Entry level 2
ASDAN unit code	MOME2	Ofqual unit code	Y/502/0452	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to the basic elements of managing personal finance.				

Learning outcomes	Assessment criteria
E2.1 Know about personal income and expenditure	E2.1.1 Identify sources of personal income E2.1.2 Identify everyday items that can be bought with personal income E2.1.3 Plan a simple personal weekly budget
E2.2 Be able to carry out a simple transaction	E2.2.1 Pay for an item E2.2.2 Make a simple calculation when paying for an item

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.2 Role play is permitted.

Unit MSRE2:
Managing social relationships

Unit title	Managing social relationships			Level	Entry level 2
ASDAN unit code	MSRE2	Ofqual unit code	A/502/0444	Credit/GLH	1 credit 10 GLH
Unit aim	This unit develops learners' skills in interacting and communicating with others in positive ways.				

Learning outcomes	Assessment criteria
E2.1 Be able to interact with another person in an everyday familiar situation	E2.1.1 Take part in an exchange with a familiar person about an everyday topic E2.1.2 Use appropriate behaviours during the exchange E2.1.3 Ask relevant questions E2.1.4 Respond to questions appropriately E2.1.5 Express an opinion during the exchange

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.1 Learners can be witnessed taking part in a single exchange with a familiar person about an everyday topic, to meet all of the assessment criteria.

Unit PAE2: Parenting awareness

Unit title	Parenting awareness			Level	Entry level 2
ASDAN unit code	PAE2	Ofqual unit code	A/502/0654	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to some of the issues facing new parents and help them to identify sources of help and support.				

Learning outcomes	Assessment criteria
E2.1 Know about the demands of a baby	E2.1.1 Identify ways that a baby can be demanding for new parents
E2.2 Know sources of help and support available for parents	E2.2.1 Identify a source of help for new parents E2.2.2 Identify a facility in the local area that supports parents with young children
E2.3 Understand a parent's responsibility for keeping a baby safe and healthy	E2.3.1 Identify a way that a parent can protect a baby against an unsafe situation in the home E2.3.2 Give an example of when a parent should seek medical advice about their baby's health

Additional assessment requirements
E2.1.1 A minimum of two (2) demands. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit PSE2: Personal safety in the home and community

Unit title	Personal safety in the home and community			Level	Entry level 2
ASDAN unit code	PSE2	Ofqual unit code	L/502/3333	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to be aware of the risks they could face in the home and when travelling, and helps them to develop strategies for reducing risk.				

Learning outcomes		Assessment criteria	
E2.1	Know how to keep safe in the home	E2.1.1	Identify safety precautions for different items of home equipment
E2.2	Know how to keep safe when travelling	E2.2.1	Identify a risk to personal safety that could occur when travelling
		E2.2.2	Identify something that can be done to stay safe when travelling
E2.3	Be able to keep safe in the home	E2.3.1	Demonstrate safe practices when carrying out simple household activities
E2.4	Be able to keep safe when travelling	E2.4.1	Demonstrate travelling safely to a familiar destination using public transport

Additional assessment requirements

E2.1.1 A minimum of one (1) safety rule each for two (2) different pieces of equipment.

E2.3.1 A minimum of two (2) household activities.

E2.4.1 The journey must be for a minimum duration of ten (10) minutes.

'Plural' in an assessment criterion means at least two (2) unless otherwise stated.

'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

E2.4.1 The journey can start and end at a familiar stop or station. Learners can be accompanied on the journey for safety.

E2.3.1 Activities carried out could be those identified in E2.1.1

Unit PWE2: Preparation for work

Unit title	Preparation for work			Level	Entry level 2
ASDAN unit code	PWE2	Ofqual unit code	R/502/0451	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners exploring the personal skills and qualities that employers need and matches these to their own skills and qualities.				

Learning outcomes	Assessment criteria
E2.1 Know the skills and qualities needed for working life	E2.1.1 State personal skills needed by employers E2.1.2 State personal qualities needed by employers E2.1.3 Identify own personal skills E2.1.4 Identify own personal qualities
E2.2 Know about a suitable job role	E2.2.1 Identify a suitable job role of personal interest E2.2.2 Provide key personal information needed to apply for the job role

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.2.2 Learners should provide information needed to apply for the job identified in E2.2.1.

Unit UTE2: Using technology in the home and community

Unit title	Using technology in the home and community			Level	Entry level 2
ASDAN unit code	UTE2	Ofqual unit code	D/502/3319	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to use technology safely and correctly in the home and community.				

Learning outcomes		Assessment criteria	
E2.1	Know how technology is used in the home and community	E2.1.1	Identify types of technological equipment used in the home
		E2.1.2	Identify types of technological equipment used in the local community
		E2.1.3	Identify types of digital technology used in the home
		E2.1.4	Identify types of digital technology used in the community
E2.2	Be able to safely use technology in the home and community	E2.2.1	Demonstrate safe practices when using technological equipment in the home
		E2.2.2	Demonstrate safe practices when using technological equipment in the local community
		E2.2.3	Demonstrate safe practices when using a digital technology in the home or community

Additional assessment requirements
E2.2.1, E2.2.2 A minimum of two (2) different types of technological equipment. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.1.2 and E2.2.2 A community setting could be the learner's education setting. E2.2.1 It is permitted for learners to demonstrate using household technological equipment in their education setting. Technological equipment refers to physical, electronic devices and machines, while digital technology refers to the combination of hardware, software, applications, and online services used to store, process, and share information.

Unit WGE2:
Working as part of a group

Unit title	Working as part of a group			Level	Entry level 2
ASDAN unit code	WGE2	Ofqual unit code	H/502/0437	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners in developing their skills as active contributors when working with others in group activities.				

Learning outcomes	Assessment criteria
E2.1 Know about different responsibilities in a group activity	E2.1.1 Identify an activity that can be carried out by a group E2.1.2 State the different responsibilities in the group activity E2.1.3 State own responsibility in the group activity
E2.2 Be able to work as part of a group	E2.2.1 Agree rules for working with others E2.2.2 Carry out given task(s) when working with others E2.2.3 Ask for help when required
E2.3 Be able to reflect on working as part of a group	E2.3.1 Identify something that went well E2.3.2 Identify something that could be improved

Additional assessment requirements
E2.1.3 A minimum of one (1) responsibility in the group activity.
E2.2 The learner must work with at least one (1) other person. Tutors/assessors must not participate in this group activity.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E2.3 The learner should reflect on the group activity in E2.2.

Unit TGE2:
Working towards learning goals

Unit title	Working towards learning goals			Level	Entry level 2
ASDAN unit code	TGE2	Ofqual unit code	Y/502/0435	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports development of independent learning skills.				

Learning outcomes		Assessment criteria	
E2.1	Know about own skills and qualities	E2.1.1	Identify own skills
		E2.1.2	Identify own qualities
		E2.1.3	State a skill or quality that could be improved
E2.2	Be able to identify personal goals	E2.2.1	Identify short-term learning goals to work towards
		E2.2.2	Agree a learning goal with an appropriate person
		E2.2.3	State who will help to work towards the agreed learning goal
E2.3	Be able to follow steps to achieve a personal goal	E2.3.1	Follow given steps to work towards the agreed learning goal
E2.4	Be able to reflect on working towards a personal goal	E2.4.1	Identify progress made towards the agreed learning goal

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E2.2.2	Learners should select a short term learning goal that can be achieved within the time allocated for this unit. The short-term learning goal should be linked to the improvement stated in E2.1.3.
E2.3.1	Tutors/assessors should set a sequence of steps which, when followed, will enable the learner to progress towards meeting the goal agreed in E2.2.2.
E2.4	The learner should be reflect on the steps followed in E2.3.1.

ASDAN Personal and Social Development Qualifications

Qualification content Entry 3

Unit CAE3: Community action

Unit title	Community action			Level	Entry level 3
ASDAN unit code	CAE3	Ofqual unit code	F/502/0459	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to participate in local community activities and to understand the benefits of these activities for themselves and the community.				

Learning outcomes	Assessment criteria
E3.1 Know about local community groups	E3.1.1 Identify community groups in the local area E3.1.2 Identify what community groups in the local area do
E3.2 Be able to participate in community activities	E3.2.1 Participate in activities within a local community group
E3.3 Be able to review participation in community activities	E3.3.1 Identify how the community benefits from people participating in the activities E3.3.2 Identify personal benefits from participating in the activities

Additional assessment requirements
E3.2.1 A minimum of ten (10) hours participation in total. E3.3.2 A minimum of one (1) benefit for each activity. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.1.2 The learner should identify what the community groups referenced in E3.1.1 do. E3.2.1 The learner should choose community groups whose activities interest them to participate in.

Unit DLE3:
Dealing with problems in daily life

Unit title	Dealing with problems in daily life			Level	Entry level 3
ASDAN unit code	DLE3	Ofqual unit code	H/502/0454	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to the concept of problem solving and helps them develop a systematic approach to tackling problems in their daily lives.				

Learning outcomes	Assessment criteria
E3.1 Know how to tackle a problem	E3.1.1 Identify a simple problem to be tackled E3.1.2 Agree ways of tackling the problem identified E3.1.3 Choose an approach to tackling the problem, from the ways identified E3.1.4 Identify the steps needed to tackle the problem E3.1.5 Identify who to ask for advice if needed
E3.2 Be able to tackle a problem	E3.2.1 Carry out steps to tackle the problem
E3.3 Be able to review progress towards solving the problem	E3.3.1 Review own progress towards solving the problem E3.3.2 Identify what went well E3.3.3 Identify what did not go well

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E3.1.2	The learner should agree ways of tackling the problem identified in E3.1.1 with an appropriate person.
E3.1.4	The learner should choose a method of tackling the problem, from the ways identified in E3.1.2.
E3.2	The learner should tackle the problem identified in E3.1.1 It is possible for the learner to complete this unit successfully even if the problem has not been solved.

Unit DSE3: Developing self

E3

Unit title	Developing self			Level	Entry level 3
ASDAN unit code	DSE3	Ofqual unit code	M/502/0456	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to reflect on their own personal development and to engage in activities to help them improve their personal skills, qualities, abilities and behaviours.				

Learning outcomes		Assessment criteria	
E3.1	Know how to identify an area for self development	E3.1.1	Describe a personal strength or ability
		E3.1.2	Describe a personal skill or behaviour to be developed
E3.2	Know how to develop self	E3.2.1	Agree a suitable target for developing a skill or behaviour
		E3.2.2	Outline the steps to take to achieve the target
		E3.2.3	Outline support and resources needed
E3.3	Be able to develop own self	E3.3.1	Develop the agreed skill or behaviour
E3.4	Be able to review own development	E3.4.1	Review progress made
		E3.4.2	Outline what went well
		E3.4.3	Outline what did not go well
		E3.4.4	Outline what can be done to continue developing the skill or behaviour identified

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E3.2.1	Agree a suitable target for developing the skill or behaviour identified in E3.1.2
E3.2.2	Outline the steps to take to achieve the target agreed in E3.2.1
E3.2.3	Outline support and resources needed to develop the skill or behaviour identified in E3.1.2
E3.3.1	Develop the agreed skill or behaviour by following the steps outlined in E3.2.2
E3.4	The learner should review own progress towards developing the skill or behaviour identified in E3.1.2.

Unit EAE3: Environmental awareness

Unit title	Environmental awareness			Level	Entry level 3
ASDAN unit code	EAE3	Ofqual unit code	R/502/0658	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners to develop an understanding of the environmental impact of their actions and encourages them to engage in activities to improve the environment in their local area.				

Learning outcomes	Assessment criteria
E3.1 Know how the actions of humans affect the environment	E3.1.1 Outline a range of human behaviours that harm the environment E3.1.2 Outline a range of human behaviours that help the environment
E3.2 Know about environmental issues that affect own life	E3.2.1 Identify environmental issues that are relevant to own life E3.2.2 State the effects the environmental issues could have on own life E3.2.3 Identify an activity that could improve the local environment
E3.3 Be able to improve the local environment	E3.3.1 Participate in an activity to improve the local environment

Additional assessment requirements
E3.3.1 A minimum of ten (10) hours participation in at least one (1) activity. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.2.2 Learners should state the effects of the issues identified in E3.2.1.

Unit HLE3: Healthy living

Unit title	Healthy living			Level	Entry level 3
ASDAN unit code	HLE3	Ofqual unit code	T/502/0460	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to ways they can contribute to a healthy lifestyle and encourages them to engage in activities that will improve their lifestyle.				

Learning outcomes		Assessment criteria	
E3.1	Understand what is needed to lead a healthy lifestyle	E3.1.1 E3.1.2	Describe activities that contribute to a healthy lifestyle Choose appropriate activities that could improve own lifestyle
E3.2	Be able to contribute to own healthy lifestyle	E3.2.1	Carry out activities to improve own lifestyle
E3.3	Be able to review participation in healthy lifestyle activities	E3.3.1	Describe how the activities have improved own lifestyle

Additional assessment requirements
E3.2.1 The learner must carry out both activities identified for E3.1.2 a minimum of three (3) times over at least three (3) weeks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit IRRE3: Individual rights and responsibilities

Unit title	Individual rights and responsibilities			Level	Entry level 3
ASDAN unit code	IRRE3	Ofqual unit code	A/502/0458	Credit/GLH	1 credit 10 GLH
Unit aim	This unit aims to raise learners' awareness of their rights and responsibilities as an individual.				

Learning outcomes	Assessment criteria
E3.1 Understand individual rights and responsibilities	E3.1.1 Identify sources of information about rights and responsibilities E3.1.2 Outline rights of an individual relevant to own self E3.1.3 Outline responsibilities they have for themselves E3.1.4 Outline responsibilities they have to others E3.1.5 State sources of support for rights and responsibilities

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit MLTE3:
Making the most of own leisure time

Unit title	Making the most of own leisure time			Level	Entry level 3
ASDAN unit code	MLTE3	Ofqual unit code	H/502/0650	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to a range of leisure activities and encourages them to think about their preferences for what they do in their leisure time.				

Learning outcomes	Assessment criteria
E3.1 Know how to make use of own leisure time	E3.1.1 Identify a range of ways to use own leisure time E3.1.2 Identify the benefits of participating in a range of leisure activities
E3.2 Be able to participate in activities	E3.2.1 Take part in a relaxing activity E3.2.2 Take part in a challenging activity E3.2.3 Take part in an activity that involves learning a new skill
E3.3 Be able to review activities	E3.3.1 Identify what was enjoyable E3.3.2 Identify what was not enjoyable E3.3.3 Identify an activity to try again

Additional assessment requirements
E3.2 The learner must take part in the three (3) activities for at least ten (10) hours in total. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.2.1 - E3.2.2 Learners should take part in activities that are new to them. E3.3 Learners should review all of the activities in E3.2 for each criterion in E3.3.

Unit: MOME3
Managing own money

Unit title	Managing own money			Level	Entry level 3
ASDAN unit code	MOME3	Ofqual unit code	F/502/0462	Credit/GLH	2 credits 20 GLH
Unit aim	This unit introduces learners to the basic elements of managing personal finance.				

Learning outcomes	Assessment criteria
E3.1 Be able to to plan a personal budget	E3.1.1 Identify sources of personal income E3.1.2 Identify key items of personal expenses E3.1.3 Prepare a simple weekly budget plan E3.1.4 Identify an appropriate way to save surplus money
E3.2 Be able to carry out transactions	E3.2.1 Choose items to buy E3.2.2 Identify different ways of paying for items E3.2.3 Pay for items E3.2.4 Use appropriate calculations when paying for items

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.2 Role play is permitted. Learners should choose items that are appropriate to the weekly budget plan prepared in E3.1.3.

Unit MSRE3:
Managing social relationships

Unit title	Managing social relationships			Level	Entry level 3
ASDAN unit code	MSRE3	Ofqual unit code	T/502/0457	Credit/GLH	2 credits 20 GLH
Unit aim	This unit helps learners to appropriately interact and communicate with others in familiar social situations.				

Learning outcomes		Assessment criteria	
E3.1	Understand how to interact with others in familiar social situations	E3.1.1	Identify social situations where they interact with others
		E3.1.2	Identify a range of appropriate/positive behaviours used when interacting with others
E3.2	Be able to interact with others in familiar social situations	E3.2.1	Take part in an exchange about a topic of interest
		E3.2.2	Use appropriate/ positive behaviours when participating in the exchange
		E3.2.3	Make appropriate contributions
		E3.2.4	Express an opinion
		E3.2.5	Respond appropriately to the views of others

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E3.1.2	Learners should be aware of appropriate and positive behaviours they can use in a variety of social situations.

Unit PAE3: Parenting awareness

Unit title	Parenting awareness			Level	Entry level 3
ASDAN unit code	PAE3	Ofqual unit code	F/502/0655	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners to explore some of the issues facing new parents and identifies sources of help and support.				

Learning outcomes	Assessment criteria
E3.1 Know about demands of having a baby	E3.1.1 Identify ways a new baby can be emotionally demanding E3.1.2 Identify ways a new baby can be physically demanding
E3.2 Know about sources of help and support available for parents	E3.2.1 Identify sources of help for new parents E3.2.2 Identify facilities in the local area that support parents with young children E3.2.3 Outline a way that help and support can benefit new parents
E3.3 Know about a parent's responsibility for keeping a baby safe and healthy	E3.3.1 Outline ways that a parent can protect a baby against unsafe situations in the home E3.3.2 Outline ways that a parent can protect a baby against health hazards E3.3.3 Outline situations when a parent should seek medical advice about their baby's health

Additional assessment requirements
E3.3.1 A minimum of two (2) unsafe situations with at least one (1) way of protecting a baby for each situation. E3.3.2 A minimum of two (2) health hazards with at least one (1) way of protecting a baby for each situation. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit PSE3: Personal safety in the home and community

Unit title	Personal safety in the home and community			Level	Entry level 3
ASDAN unit code	PSE3	Ofqual unit code	R/502/3334	Credit/GLH	2 credits 20 GLH
Unit aim	This unit raises learners' awareness of the risks they could face in the home and when travelling. The unit is also about helping learners to develop strategies for reducing risk.				

Learning outcomes	Assessment criteria
E3.1 Understand how to keep safe in the home	E3.1.1 Identify safety precautions that apply in the home
E3.2 Understand how to keep safe when travelling	E3.2.1 Outline risks to personal safety when travelling E3.2.2 Outline how to deal with a situation where personal safety is threatened when travelling
E3.3 Be able to keep safe in the home	E3.3.1 Demonstrate safe practices when carrying out a range of household activities
E3.4 Be able to keep safe when travelling	E3.4.1 Travel safely and independently to a familiar destination using public transport

Additional assessment requirements
E3.4.1 The journey must be for a minimum duration of fifteen (15) minutes. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.4.1 The journey may, but does not need to, involve changes of transport. It is permitted for the learner to be shadowed for safety.

Unit PWE3: Preparation for work

Unit title	Preparation for work			Level	Entry level 3
ASDAN unit code	PWE3	Ofqual unit code	A/502/0461	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners to explore the personal skills and qualities employers need and match them to their own skills and qualities.				

Learning outcomes	Assessment criteria
E3.1 Understand the skills and qualities needed for working life	E3.1.1 Identify personal skills needed by employers E3.1.2 Identify personal qualities needed by employers E3.1.3 Identify own skills and qualities E3.1.4 Compare own skills and qualities with those needed by employers E3.1.5 Identify a personal skill needed for work that can be developed E3.1.6 Identify a personal quality needed for work that can be developed
E3.2 Be able to explore personal career opportunities	E3.2.1 Identify potential job roles of interest E3.2.2 Select a job role that could be applied for E3.2.3 Prepare key personal information needed to apply for the job role

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.2.3 Learners should prepare key information for the job role identified in E3.2.2.

Unit UTE3: Using technology in the home and community

Unit title	Using technology in the home and community			Level	Entry level 3
ASDAN unit code	UTE3	Ofqual unit code	J/502/3332	Credit/GLH	2 credits 20 GLH
Unit aim	This unit encourages learners to use technology safely and correctly in the home and community and raises their awareness of what to do if the technology goes wrong.				

Learning outcomes		Assessment criteria	
E3.1	Know where and how technological equipment is used in the home and local community	E3.1.1	Identify where technological equipment is used in the home
		E3.1.2	Identify how technological equipment is used in the home
		E3.1.3	Identify where technological equipment is used in the local community
		E3.1.4	Identify how technological equipment is used in the local community
E3.2	Understand types of digital technology	E3.2.1	Identify types of digital technology used in the home and community
		E3.2.2	State ways to be safe when using online technology
E3.3	Be able to use technological equipment in the home and local community	E3.3.1	Demonstrate safe practices when using different types of technological equipment in the home
		E3.3.2	Demonstrate safe practices when using different types of technological equipment in the local community
		E3.3.3	Demonstrate what to do if the technological equipment being used goes wrong
E3.4	Be able to use digital technology	E3.4.1	Demonstrate safe practice when using a digital technology in the home or community

Additional assessment requirements
E3.1 A minimum of two (2) different types of technology in the home and a minimum of two (2) other different types of technology in the community. E3.3.3 A minimum of two (2) different situations where technology goes wrong or fails. A minimum of one (1) example from the home and a minimum of one (1) example from the community. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.3.1 It is permitted for learners to demonstrate using household technology in their education setting. E3.3.2 A community setting could be the learner's education setting. Technological equipment refers to physical, electronic devices and machines, while digital technology refers to the combination of hardware, software, applications, and online services used to store, process, and share information.

Unit WGE3:
Working as part of a group

Unit title	Working as part of a group			Level	Entry level 3
ASDAN unit code	WGE3	Ofqual unit code	K/502/0455	Credit/GLH	2 credits 20 GLH
Unit aim	This unit supports learners to become active contributors when working with others in group activities.				

Learning outcomes	Assessment criteria
E3.1 Know how to work with others in appropriate ways	E3.1.1 Agree rules for working with others
E3.2 Be able to play an active role in working as part of a group	E3.2.1 Agree a group activity E3.2.2 Agree own role in the group E3.2.3 Carry out agreed role in the chosen group activity E3.2.4 Communicate appropriately when working with others on a group activity E3.2.5 Ask for help when required E3.2.6 Offer help to other members of the group when required
E3.3 Be able to review working as part of a group	E3.3.1 Receive feedback from another group member E3.3.2 Give feedback to another group member E3.3.3 Identify own contribution to the group activity E3.3.4 Identify something they could improve about own contribution

Additional assessment requirements
E3.2 The learner must work with at least one (1) other person. Tutors/assessors must not participate in this group activity.
E3.3.3 A minimum of one (1) contribution.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
E3.3 Learners should review the group activity they have participated in E3.2.

Unit TGE3: Working towards learning goals

Unit title	Working towards learning goals			Level	Entry level 3
ASDAN unit code	TGE3	Ofqual unit code	D/502/0453	Credit/GLH	2 credits 20 GLH
Unit aim	This unit aims to develop the skills needed to be an independent learner.				

Learning outcomes		Assessment criteria	
E3.1	Know how to identify goals	E3.1.1	Outline personal strengths
		E3.1.2	Outline skills or qualities that could be improved
		E3.1.3	Agree a skill or quality to be improved
		E3.1.4	Agree a learning goal with an appropriate person
E3.2	Be able to meet an agreed learning goal	E3.2.1	Identify the steps needed to work towards a learning goal
		E3.2.2	Identify sources of support to help achieve a learning goal
		E3.2.3	Set a deadline for achieving a learning goal
E3.3	Be able to follow a plan to achieve an agreed learning goal	E3.3.1	Follow steps to achieve a learning goal
E3.4	Be able to review progress towards achieving a learning goal	E3.4.1	Review progress towards achieving a learning goal

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
E3.1.3	The skill or quality to be improved should be one of those identified in E3.1.2.
E3.1.4	Learners should select a short term learning goal that can be achieved within the time allocated for this unit.
E3.2	Learners should plan how to meet the goal agreed in E3.1.4.
E3.3.1	Learners should follow the steps identified in E3.2.1.
E3.4.1	Learners should review progress made following the steps identified in E3.2.1.

ASDAN Personal and Social Development Qualifications

Qualification content Level 1

Unit CA1: Community action

L1

Unit title	Community action			Level	Level 1
ASDAN unit code	CA1	Ofqual unit code	M/502/0473	Credit/GLH	2 credits 18 GLH
Unit aim	This unit provides an opportunity for learners to understand the function and benefits of community groups, and encourages them to engage in community activity.				

Learning outcomes		Assessment criteria	
1.1	Understand the role that community groups play	1.1.1	Identify a range of different community groups
		1.1.2	Describe the activities the community groups provide
		1.1.3	Describe why these groups are important for the community
1.2	Be able to participate in community activities	1.2.1	Contribute to activities within the community
1.3	Be able to review participation in community activities	1.3.1	Explain the personal benefits of participating in these activities
		1.3.2	Explain how the activities benefit the community
		1.3.3	Identify further activities to continue/ maintain benefits to the community

Additional assessment requirements
1.2.1 A minimum of ten (10) hours of participation.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
1.1.1	It is recommended that learners select groups of particular interest to themselves that they can participate in for 1.2.1.
1.1.2- 1.1.3	Learners should make reference to the community groups identified in 1.1.1.
1.3.1- 1.3.2	Learners should review the activities completed in 1.2.1.

Unit DS1: Developing self

L1

Unit title	Developing self			Level	Level 1
ASDAN unit code	DS1	Ofqual unit code	F/652/2248	Credit/GLH	2 credits 18 GLH
Unit aim	This unit encourages learners to reflect on their own personal development and engages them in activities to help them improve their personal skills, qualities, abilities and behaviours.				

Learning outcomes		Assessment criteria	
1.1	Understand areas for self development	1.1.1	Describe personal skills
		1.1.2	Describe personal qualities
		1.1.3	Outline a personal skill and a behaviour for self development
		1.1.4	Outline the reasons for choosing the personal skill and behaviour to develop
1.2	Know how to develop own skills and behaviours	1.2.1	Agree suitable targets to develop the skill and behaviour
		1.2.2	Identify support and resources needed to achieve the targets
		1.2.3	Complete a plan(s) to work towards targets set
1.3	Be able to develop a personal skill and behaviour	1.3.1	Follow the plan(s)
1.4	Be able to review development of own skills and behaviours	1.4.1	Review progress against plan(s)
		1.4.2	Outline what went well
		1.4.3	Outline what did not go well

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
1.2	Learners should develop own skill and behaviour identified in 1.1.3.
1.3.1	Follow the plan(s) developed in 1.2.3
1.4	Learners should review how they have developed the personal skill and behaviour identified in 1.1.3.

Unit EA1: Environmental awareness

L1

Unit title	Environmental awareness			Level	Level 1
ASDAN unit code	EA1	Ofqual unit code	Y/502/0659	Credit/GLH	2 credits 18 GLH
Unit aim	This unit aims to develop learners' understanding of the environmental impact of their actions and encourages them to engage in activities to improve the environment in their local area.				

Learning outcomes		Assessment criteria	
1.1	Know how the actions of humans affect the environment	1.1.1	Outline a range of examples of human behaviours that harm the environment
		1.1.2	Outline a range of examples of human behaviours that help the environment
		1.1.3	Outline a range of ways to raise awareness about environmental issues
1.2	Understand how environmental issues affect the local area	1.2.1	Describe an environmental issue that has an impact on the local area
		1.2.2	Identify ways that this issue can be tackled
1.3	Be able to participate in activities to improve the local environment	1.3.1	Plan activities to improve the local environment
		1.3.2	Carry out activities to improve the local environment
1.4	Be able to review activities participated in to improve the local environment	1.4.1	Describe how the activities have improved the local environment
		1.4.2	Describe what actions are needed to maintain improvements to the local environment in the future

Additional assessment requirements
1.3.2 A minimum of ten (10) hours of participation. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.2.2 Learners should refer to the environmental issue identified in 1.2.1. 1.3 Learners should carry out activities associated with the issue identified in 1.2.2. 1.4 Learners should review the activities in 1.3.2.

L1

Unit FSC1: Food safety in the home and community

Unit title	Food safety in the home and community			Level	Level 1
ASDAN unit code	FSC1	Ofqual unit code	H/502/3094	Credit/GLH	2 credits 18 GLH
Unit aim	This unit explores the importance of handling food safely and introduces learners to the basic elements of food hygiene.				

Learning outcomes		Assessment criteria	
1.1	Understand the importance of food safety	1.1.1	Outline the potential consequences of poor food saftey
1.2	Understand the importance of personal hygiene when handling food	1.2.1 1.2.2	Identify a range of ways to maintain personal hygiene in the food work area Identify potential problems resulting from not maintaining personal hygiene in the food work area
1.3	Understand the importance of cleaning a food work area	1.3.1 1.3.2	State why cleaning is an important aspect of food safety List a range of ways to keep the food work area clean
1.4	Understand the importance of storing food products safely	1.4.1 1.4.2	Describe how to store different types of food correctly State why it is important to follow food storage instructions
1.5	Understand the importance of disposing of food safely	1.5.1 1.5.2	State why it is important to dispose of food safely Give an example of how to dispose of food waste safely
1.6	Be able to handle food safely	1.6.1	Follow correct procedures to handle food safely
1.7	Be able to clean a food work area	1.7.1 1.7.2	Select appropriate cleaning materials for a food work area Safely use appropriate cleaning materials in a food work area

Additional assessment requirements
1.6.1 A minimum of two (2) separate occassions. 1.7 A minimum of three (3) different types of surface in the food work area. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.2.1 Learners should include how and when to wash hands.

Unit HE1: Healthy eating

L1

Unit title	Healthy eating			Level	Level 1
ASDAN unit code	HE1	Ofqual unit code	K/502/3355	Credit/GLH	2 credits 18 GLH
Unit aim	This unit supports learners to understand the importance of maintaining a healthy diet and to engage in activities that contribute to a healthy lifestyle.				

Learning outcomes	Assessment criteria
1.1 Understand the importance of maintaining a balanced diet	1.1.1 Describe why a balanced diet is important for leading a healthy lifestyle 1.1.2 Describe the impact of a poor diet on an individual's health 1.1.3 Identify the main food groups needed to maintain a balanced diet
1.2 Understand different dietary needs	1.2.1 Describe a range of different dietary needs 1.2.2 Produce a healthy eating plan for one day for an individual with specific dietary needs
1.3 Be able to prepare a balanced healthy meal	1.3.1 Plan a balanced healthy meal 1.3.2 Prepare a balanced healthy meal

Additional assessment requirements
1.2.2 The plan must include three (3) meals, snacks and drinks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.2.1 The description should include the groups of people most likely to have each of the specific dietary needs. 1.3 The healthy meal could be a hot or cold meal and could be a packed meal for a day out. The meal should include at least two (2) separate components as well as a drink, and can be prepared in the education setting or at home.

Unit HL1: Healthy living

L1

Unit title	Healthy living			Level	Level 1
ASDAN unit code	HL1	Ofqual unit code	F/502/0476	Credit/GLH	2 credits 18 GLH
Unit aim	This unit introduces learners to ways that they can contribute to a healthy lifestyle and encourages them to engage in activities that will improve their own lifestyle.				

Learning outcomes		Assessment criteria	
1.1	Understand the importance of leading a healthy lifestyle	1.1.1	Describe key elements of a healthy lifestyle
		1.1.2	Explain why a healthy lifestyle is important
		1.1.3	Identify a range of activities that could improve own lifestyle
1.2	Be able to contribute to own healthy lifestyle	1.2.1	Carry out activities to improve own lifestyle
1.3	Be able to review the activities for a healthy lifestyle	1.3.1	Describe what went well
		1.3.2	Describe areas for improvement
		1.3.3	Describe how the activities have improved their lifestyle
		1.3.4	Identify further activities to improve own lifestyle

Additional assessment requirements

1.1.1 A minimum of four (4) examples of the key elements of a healthy lifestyle.

1.2.1 A minimum of two (2) activities from the three (3) identified in 1.1.3 at least four (4) times over at least four (4) weeks.

'Plural' in an assessment criterion means at least two (2) unless otherwise stated.

'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

1.1.3 Learners should consider their own abilities and preferences, costs associated with the activities and how the activities will be accessed, when choosing activities to improve own lifestyle.

1.3 Learners should review each of the activities in 1.2.1.

Unit IRR1:
Individual rights and responsibilities

L1

Unit title	Individual rights and responsibilities			Level	Level 1
ASDAN unit code	IRR1	Ofqual unit code	K/502/0472	Credit/GLH	1 credit 9 GLH
Unit aim	This unit raises learners' awareness of their rights and responsibilities as an individual within society.				

Learning outcomes	Assessment criteria
1.1 Understand individual rights	1.1.1 Outline a range of sources of information and support about rights and responsibilities 1.1.2 Outline a range of individual rights 1.1.3 Describe barriers that could prevent someone from exercising their individual rights 1.1.4 Describe how sources of support could help someone overcome barriers to exercising their individual rights
1.2 Understand individual responsibilities	1.2.1 Describe a range of responsibilities someone has for themselves 1.2.2 Outline a range of responsibilities someone has for others
1.3 Be able to take responsibility for own self	1.3.1 Demonstrate taking responsibility for own self

Additional assessment requirements
1.1.1 A total of three (3) sources of information and support.
1.3.1 Learners must demonstrate taking responsibility in a minimum of two (2) different ways over at least two (2) weeks.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.1.3 Learners should outline barriers that could prevent someone exercising the rights identified in 1.1.2.
1.3.1 Responsibilities to be demonstrated should be agreed in advance with an appropriate person such as a tutor, support worker, parent or caregiver.

Unit MLT1:
Making the most of own leisure time

L1

Unit title	Making the most of own leisure time			Level	Level 1
ASDAN unit code	MLT1	Ofqual unit code	K/502/0651	Credit/GLH	2 credits 18 GLH
Unit aim	This unit helps learners understand the options available for making good use of their leisure time.				

Learning outcomes		Assessment criteria	
1.1	Understand how to make the best use of own leisure time	1.1.1	Describe the benefits of participating in leisure activities
		1.1.2	Describe a range of leisure activities available in the local area
		1.1.3	Outline ways to make effective use of own leisure time
1.2	Be able to participate in activities	1.2.1	Take part in a relaxing activity
		1.2.2	Take part in a challenging activity
		1.2.3	Take part in an activity that involves learning a new skill
1.3	Be able to review activities	1.3.1	State the preferred activity
		1.3.2	Outline reasons for the preferred activity
		1.3.3	State the activity they disliked the most
		1.3.4	Outline reasons for disliking the activity
		1.3.5	Identify any difficulties or challenges experienced

Additional assessment requirements
1.2 A minimum of two (2) hours of active participation for each activity 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.1.1 The description should include how the activity benefits an individual's physical or mental health. 1.3 Learners should review the activities in 1.2. 1.3.5 Learners should describe potential difficulties or challenges if none were experienced in 1.2.

Unit MOM1:
Managing own money

L1

Unit title	Managing own money			Level	Level 1
ASDAN unit code	MOM1	Ofqual unit code	R/502/0479	Credit/GLH	2 credits 18 GLH
Unit aim	This unit aims to develop learners' understanding of the basic elements of managing personal finances.				

Learning outcomes	Assessment criteria
1.1 Understand how to manage personal finances	1.1.1 Describe what is meant by: a) current account b) savings c) loan 1.1.2 Identify a type of bank account to suit own needs 1.1.3 State why the account is appropriate
1.2 Be able to plan a personal budget	1.2.1 Prepare a personal budget plan 1.2.2 Use appropriate calculations when preparing the budget plan
1.3 Be able to carry out transactions	1.3.1 Identify a range of ways of paying for purchases 1.3.2 Carry out purchasing transactions 1.3.3 Use appropriate calculations during transactions

Additional assessment requirements
1.2.1 A minimum of two (2) weeks for a personal budget plan. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.1.1 Descriptions should focus on formal types of current, savings and loan accounts, although learners may also refer to informal ways of saving or borrowing money. 1.2.1 The budget plan should include key information about the learner's income and expenses.

Unit MSR1:
Managing social relationships

L1

Unit title	Managing social relationships			Level	Level 1
ASDAN unit code	MSR1	Ofqual unit code	D/502/0470	Credit/GLH	2 credits 18 GLH
Unit aim	This unit is about exploring individuals' behaviour in social situations and about helping learners to interact and communicate with others in positive ways.				

Learning outcomes	Assessment criteria
1.1 Understand how to interact with others in social situations	1.1.1 Identify social situations involving interacting with others 1.1.2 Identify positive behaviours to use when interacting with others 1.1.3 Explain why it is important to use positive behaviours when interacting with others
1.2 Be able to interact with others in social situations	1.2.1 Participate in exchanges on different topics 1.2.2 Use a range of appropriate behaviours when participating in the exchanges 1.2.3 Use appropriate formal and informal communication techniques

Additional assessment requirements
1.1.2 A minimum of four (4) positive behaviours over at least two (2) different social situations. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.2.2 For example: active listening, open body language, suitable vocabulary, questioning.

Unit PA1:
Parenting awareness

L1

Unit title	Parenting awareness			Level	Level 1
ASDAN unit code	PA1	Ofqual unit code	J/502/0656	Credit/GLH	2 credits 18 GLH
Unit aim	This unit introduces learners to some of the issues facing new parents and to identify sources of help and support.				

Learning outcomes		Assessment criteria	
1.1	Understand the demands faced by new parents	1.1.1	Outline a range of ways having a new baby can be emotionally demanding
		1.1.2	Outline a range of ways having a new baby can be physically demanding
		1.1.3	Identify a range of signs of stress that new parents may show
		1.1.4	Describe the impact stress may have on the family
1.2	Know sources of help and support available for parents	1.2.1	Outline a range of sources of help available for new parents
		1.2.2	Outline a range of facilities in the local area that support parents with young children
		1.2.3	Describe the ways that help and support from a range of sources can benefit new parents
1.3	Know about a parent's responsibility for keeping a baby safe and healthy	1.3.1	Outline a range of ways to ensure the safety of a baby
		1.3.2	Outline a range of ways to ensure the health of a baby
		1.3.3	Outline a range of examples when a parent should seek medical advice about their baby's health

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit PS1: Personal safety in the home and community

L1

Unit title	Personal safety in the home and community			Level	Level 1
ASDAN unit code	PS1	Ofqual unit code	H/652/2249	Credit/GLH	2 credits 18 GLH
Unit aim	This unit raises learners' awareness of the risks they could face in the home and when travelling, and how to develop strategies for reducing risk.				

Learning outcomes		Assessment criteria	
1.1	Understand how to keep safe in the home	1.1.1	Outline ways to keep safe in the home in relation to: a) self b) others
1.2	Understand how to keep safe when travelling	1.2.1	Identify risks that could be faced when travelling
1.3	Be able to keep safe in the home	1.3.1	Demonstrate an awareness of potential hazards in the home
		1.3.2	Demonstrate safe practices when carrying out a range of household activities
1.4	Be able to keep safe when travelling	1.4.1	Plan a journey to a familiar destination using public transport
		1.4.2	Demonstrate how to deal with a situation where personal safety when travelling is threatened
		1.4.3	Travel safely to a familiar destination

Additional assessment requirements
1.1.1 A minimum of one (1) way of keeping own self safe and one (1) way of keeping others safe. 1.4.3 The journey must be for a minimum duration of fifteen (15) minutes and involve a change of transport. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.4.2 A role play scenario should be used. 1.4.3 It is permitted for a learner to be shadowed for safety.

Unit PW1: Preparation for work

L1

Unit title	Preparation for work			Level	Level 1
ASDAN unit code	PW1	Ofqual unit code	J/502/0477	Credit/GLH	2 credits 18 GLH
Unit aim	This unit supports learners to explore their own skills, qualities and achievements, and to match these to the requirements of the workplace and a particular job role.				

Learning outcomes	Assessment criteria
1.1 Understand how own skills and qualities relate to those needed for working life	1.1.1 Describe personal skills needed by employers 1.1.2 Describe personal qualities needed by employers 1.1.3 Describe own skills, qualities and achievements 1.1.4 Explain how own skills, qualities and achievements relate to those needed by employers 1.1.5 Identify skills and qualities needed by employers, that can be developed
1.2 Be able to explore personal career opportunities	1.2.1 Research a range of potential job roles of interest 1.2.2 Identify potential job roles aligned to own skills, qualities and achievements 1.2.3 Complete a simple job application form to apply for one of the job roles identified

Additional assessment requirements
1.1.3 A minimum of two (2) skills, two (2) qualities and two (2) achievements. 1.2.2 Learners must identify two (2) of the most appropriate roles. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.2.3 The application should be for one of the job roles identified in 1.2.2. A template job application form can be completed.

Unit TP1:
Tackling problems

L1

Unit title	Tackling problems			Level	Level 1
ASDAN unit code	TP1	Ofqual unit code	J/504/5220	Credit/GLH	2 credits 18 GLH
Unit aim	To enable learners to develop the skills and understanding to tackle problems effectively.				

Learning outcomes	Assessment criteria
1.1 Understand a problem and different ways of tackling it	1.1.1 Identify a problem 1.1.2 Describe why the problem needs to be solved 1.1.3 Outline how the problem could be tackled 1.1.4 Identify how to know if the problem has been solved 1.1.5 Identify things that could go wrong while tackling the problem 1.1.6 Outline ways to overcome things that could go wrong while tackling the problem
1.2 Be able to develop and follow a plan to tackle a problem	1.2.1 Agree a plan to tackle the problem 1.2.2 Follow the plan to tackle the problem
1.3 Be able to review own effectiveness in tackling a problem	1.3.1 Check if following the plan has solved the problem 1.3.2 Identify what went well in tackling the problem 1.3.3 Identify what went less well in tackling the problem 1.3.4 Suggest ways of improving skills in tackling problems in the future

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
1.2.1	A plan template can be used. Learners should include the following in the plan: steps for working through the problem, how long each step should take, equipment and support needed and any health and safety issues that might occur.
1.3.1	The learner should revisit the criteria they identified in 1.1.4 to decide if the problem has been solved. It is possible for the learner to meet all the assessment criteria and achieve this unit without having solved the problem.

Unit UT1: Using digital technology in the home and community

Unit title	Using digital technology in the home and community			Level	Level 1
ASDAN unit code	UT1	Ofqual unit code	L/652/2250	Credit/GLH	2 credits 18 GLH
Unit aim	This unit encourages learners to use digital technology safely and responsibly in the home and community.				

Learning outcomes		Assessment criteria	
1.1	Understand the types and uses of digital technology	1.1.1	Outline types of digital technology used in the home
		1.1.2	Outline types of digital technology used in the community
		1.1.3	Outline the uses of digital technology in the home
		1.1.4	Outline the uses of digital technology in the community
1.2	Understand responsible and safe use of digital technology	1.2.1	Outline how to protect data and devices from given potential risks
		1.2.2	Describe responsible behaviour when interacting with others online
		1.2.3	Describe how to manage own health and wellbeing when using digital technology
1.3	Be able to use digital technology safely and responsibly	1.3.1	Demonstrate safe and responsible use of digital technology

Additional assessment requirements
1.2.1 A minimum of one (1) way for data and one (1) way for devices. 1.2.2 A minimum of three (3) examples. 1.2.3 A minimum of two (2) ways. 1.3.1 A minimum of two (2) hours over four (4) separate sessions. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
1.1.2, 1.1.4 A community setting could be the learner's education setting.

Unit TG1:
Working towards learning goals

L1

Unit title	Working towards learning goals			Level	Level 1
ASDAN unit code	TG1	Ofqual unit code	M/652/2251	Credit/GLH	2 credits 18 GLH
Unit aim	This unit enables learners to develop their skills as independent learners.				

Learning outcomes		Assessment criteria	
1.1	Understand how to identify goals	1.1.1	Describe own strengths
		1.1.2	Describe something that can be improved
		1.1.3	Identify appropriate learning goals to work towards
		1.1.4	Agree a learning goal to work towards
1.2	Be able to plan to meet the agreed learning goal	1.2.1	Identify the steps needed to work towards the goal
		1.2.2	Identify sources of support to help achieve the steps towards the learning goal
		1.2.3	Set achievable and realistic deadlines for achieving the learning goal
1.3	Be able to participate in activities to achieve a learning goal	1.3.1	Carry out activities to achieve the agreed goal
1.4	Be able to review activities to achieve a learning goal	1.4.1	Review progress towards achieving the agreed goal
		1.4.2	Review how successful the plan was in achieving the goal

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
1.1.4	Learners should select a learning goal that can be achieved within the time allocated for this unit.
1.4	Learners should review their progress towards meeting their agreed learning goal based on planning carried out in 1.2.

ASDAN Personal and Social Development Qualifications

Qualification content Level 2

Unit CA2: Community action

L2

Unit title	Community action			Level	Level 2
ASDAN unit code	CA2	Ofqual unit code	H/502/3404	Credit/GLH	2 credits 16 GLH
Unit aim	This unit provides an opportunity for learners to understand the function and benefits of community groups and to engage in a community activity.				

Learning outcomes		Assessment criteria	
2.1	Understand the role of community groups	2.1.1	Identify a range of community groups
		2.1.2	Compare the activities each of the community groups provide
		2.1.3	Explain the roles of these groups within the community
2.2	Understand the benefits of participating in community activities	2.2.1	Explain how community groups benefit from the participation of individuals
		2.2.2	Explain how individuals benefit from participating in community activities/groups
		2.2.3	Describe a range of potential barriers to an individual participating in community activities
		2.2.4	Describe how potential barriers to individuals participating in community activities can be overcome
2.3	Be able to contribute to community activities	2.3.1	Contribute to community activities
2.4	Be able to review participation in community activities	2.4.1	Explain the reasons for the choices of community activities
		2.4.2	Evaluate the impact of own participation in the activities on the community
		2.4.3	Plan and justify a range of further activities that support ongoing community benefits

Additional assessment requirements
2.3.1 Learners participate for a minimum total of ten (10) hours over at least two (2) different activities. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.1.2 Learners should consider the activities offered, the target audience for the groups, cost to participants and frequency of activities, as well as any other relevant factors they identify.

Unit DS2: Developing self

L2

Unit title	Developing self			Level	Level 2
ASDAN unit code	DS2	Ofqual unit code	R/652/2252	Credit/GLH	2 credits 16 GLH
Unit aim	This unit encourages learners to reflect on their own personal development and engages them in activities to help them improve their personal skills, qualities, abilities and behaviours.				

Learning outcomes		Assessment criteria	
2.1	Understand areas for self-development	2.1.1	Describe personal skills
		2.1.2	Describe personal qualities
		2.1.3	Identify personal skills and behaviours for self development
		2.1.4	Explain why it is important to develop the skills and behaviours identified
		2.1.5	Identify a personal skill or behaviour to develop
		2.1.6	Justify the reason for choosing the personal skil or/ behaviour to develop
2.2	Know how to develop own skills and behaviours	2.2.1	Identify suitable targets to work towards
		2.2.2	Identify support and resources needed to achieve the targets set
		2.2.3	Complete a detailed plan to work towards the targets set
2.3	Be able to develop a personal skill or behaviour	2.3.1	Follow the plan to develop the skill or behaviour
2.4	Be able to review development of own skills and behaviours	2.4.1	Evaluate progress towards the targets set
		2.4.2	Evaluate the success of the plan in developing the skill or behaviour

Additional assessment requirements
2.1.3 A minimum of two (2) personal skills and two (2) behaviours they would like to develop. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.1.5 Choice of personal skill or behaviour to develop should be one from those identified in 2.1.3 2.2 Learners should plan and manage their self-development based on the personal skill or behaviour for development selected in 2.1.5.

Unit EA2: Environmental awareness

L2

Unit title	Environmental awareness			Level	Level 2
ASDAN unit code	EA2	Ofqual unit code	K/502/3405	Credit/GLH	2 credits 16 GLH
Unit aim	This unit aims to develop learner's understanding of the environmental impact of their actions and lifestyle choices, and encourages them to engage in activities to improve the environment.				

Learning outcomes		Assessment criteria	
2.1	Understand how actions affect the environment	2.1.1	Describe positive effects that individual actions can have on the environment
		2.1.2	Describe negative effects that individual actions can have on the environment
		2.1.3	Describe the cumulative effects of the actions of multiple individuals on the environment
2.2	Understand how to tackle environmental issues	2.2.1	Describe a range of environmental issues that are personally relevant
		2.2.2	Explain how a change to own lifestyle could help to tackle an environmental issue
2.3	Be able to tackle environmental issues	2.3.1	Participate in a local project that has a positive effect on the environment
2.4	Be able to review the effects activities have had on the environment	2.4.1	Explain the positive effects the project has on the environment

Additional assessment requirements
2.1.1 A minimum of four (4) human behaviours that help the environment. 2.1.2 A minimum of four (4) human behaviours that cause harm to the environment. 2.3.1 A minimum of ten (10) hours of active participation. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.4.1 Explain the positive effects that the project participated in 2.3.1 has had on the environment.

Unit FSC2: Food safety in the home and community

L2

Unit title	Food safety in the home and community			Level	Level 2
ASDAN unit code	FSC2	Ofqual unit code	Y/502/4081	Credit/GLH	2 credits 16 GLH
Unit aim	This unit supports learners understand the importance of handling food safely and helps learners understand the significance of time and temperature when storing and cooking food.				

Learning outcomes		Assessment criteria	
2.1	Understand the importance of personal hygiene for food safety	2.1.1	Explain why personal hygiene is important for food safety
		2.1.2	Describe how to maintain personal hygiene that sustains food safety
2.2	Understand the importance of keeping work areas clean and hygienic	2.2.1	Explain how to keep the food work area clean and hygienic
		2.2.2	Explain how to keep food preparation and cooking equipment clean and hygienic
2.3	Understand the importance of keeping food products safe	2.3.1	Describe a range of safe food handling practices and procedures
		2.3.2	Describe the different ways that food may become contaminated
		2.3.3	Describe the potential impact of poor food hygiene practices
		2.3.4	Give examples of how to dispose of food waste safely
		2.3.5	Explain the importance of temperature and time when: a) storing b) preparing c) cooking d) serving e) transporting food
2.4	Be able to handle food safely	2.4.1	Maintain good personal hygiene in a food work area
		2.4.2	Select and use appropriate cleaning materials in a food work area
		2.4.3	Handle food safely following correct procedures

Additional assessment requirements
2.1.2 A minimum of four (4) different ways to maintain good personal hygiene in a food work area. 2.3.1 A minimum of six (6) examples of how food contamination can be avoided. 2.3.2 Must include biological, chemical, physical and allergenic contamination. 2.4.1 Learners must demonstrate good personal hygiene practices in practical food preparation on a minimum of three (3) separate occasions. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.3.2 Learners should include incorrect food waste disposal. 2.3.3 Learners should include health, financial, reputational and legal reputations and legal implications.

Unit HE2: Healthy eating

L2

Unit title	Healthy eating			Level	Level 2
ASDAN unit code	HE2	Ofqual unit code	A/501/3994	Credit/GLH	2 credits 16 GLH
Unit aim	This unit enables learners to understand the importance of maintaining a healthy diet, engage in activities which contribute to a healthy lifestyle and recognise how factors may affect dietary choices.				

Learning outcomes		Assessment criteria	
2.1	Understand the importance of maintaining a balanced diet	2.1.1	Describe why a balanced diet is an important factor for leading a healthy lifestyle
		2.1.2	Identify the main food groups needed by the human body for optimum health
		2.1.3	Describe a range of characteristics of an unhealthy diet
		2.1.4	Explain how poor diet impacts health
2.2	Understand dietary choices and dietary needs of different groups of people	2.2.1	Identify how media and/or peers may influence dietary choices
		2.2.2	Explain how religion can affect dietary choices
		2.2.3	Explain how culture can affect dietary choices
		2.2.4	Explain how to meet the nutritional needs of a person with a particular religious or cultural belief
		2.2.5	Explain how certain factors may impact on dietary needs: a) a medical condition b) age c) gender d) occupation
		2.2.6	Produce a healthy eating plan for a day for an individual with specific dietary needs
2.3	Be able to prepare a balanced healthy meal	2.3.1	Produce a healthy eating plan for one week, suitable for own circumstances and dietary needs
		2.3.2	Prepare a healthy meal from the eating plan

Additional assessment requirements
2.2.6 The plan must include three (3) meals, and drinks and snacks. Evidence must show how the individual's dietary needs are met, including through the choice of ingredients/meals. 2.3.1 The plan must include three (3) meals, drinks and snacks for at least seven (7) days. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.1.3 Learners should refer to poor eating habits in the characteristics. 2.3.2 Learners should refer to the eating plan from 2.3.1. The healthy meal could be a hot or cold meal and should include at least three (3) components as well as a drink, be nutritionally balanced and meet own dietary needs. The meal can be prepared at home or in the education setting.

Unit HL2: Healthy living

L2

Unit title	Healthy living			Level	Level 2
ASDAN unit code	HL2	Ofqual unit code	M/601/8829	Credit/GLH	3 credits 24 GLH
Unit aim	This unit introduces learners to ways they can contribute to a healthy lifestyle and encourages them to engage in activities that will improve their own lifestyle and wellbeing.				

Learning outcomes		Assessment criteria	
2.1	Understand the characteristics and benefits of a healthy lifestyle	2.1.1	Describe factors that may impact on an individual's health and wellbeing
		2.1.2	Explain a range of benefits of leading a healthy lifestyle
2.2	Understand ways to manage risks to health	2.2.1	Describe problems that can result from alcohol misuse
		2.2.2	Describe problems that can result from drug misuse
		2.2.3	Describe problems that can result from unsafe sexual practices
		2.2.4	Describe strategies that can be used to resist pressure in risky situations
		2.2.5	Identify sources of help, advice and support for managing risks to health
2.3	Know how to lead a healthy lifestyle	2.3.1	Explain changes in own activities that would lead to a healthier lifestyle
		2.3.2	Produce an action plan to implement positive changes towards leading a healthier lifestyle
2.4	Be able to improve own lifestyle	2.4.1	Follow the action plan to implement positive changes towards a healthier lifestyle
2.5	Be able to review the activities undertaken	2.5.1	Review the success of the activities undertaken to improve own health and wellbeing
		2.5.2	Propose further activities or lifestyle changes which could contribute to a healthier lifestyle

Additional assessment requirements
2.1.1 A minimum of four (4) factors that may have an impact on an individual's health and wellbeing. 2.2.5 Learners must identify appropriate sources of help, advice and support for managing a minimum of three (3) different risks to health. 2.3.2 A minimum of three (3) positive changes over at least two (2) weeks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.4.1 Learners should follow the action plan outlined in 2.3.2.

Unit ICD2:
Identity and cultural diversity

L2

Unit title	Identity and cultural diversity			Level	Level 2
ASDAN unit code	ICD2	Ofqual unit code	M/501/3961	Credit/GLH	2 credits 16 GLH
Unit aim	This unit raises learners' awareness of equality and diversity within society.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by social diversity and inclusion	2.1.1	Describe the key features of diversity
		2.1.2	Describe the key features of social diversity
		2.1.3	Define the term social inclusion
		2.1.4	Explain the role of a range of organisations that promote equality/diversity in society.
2.2	Understand what is meant by equity, equality, discrimination and prejudice	2.2.1	Outline the difference between equity and equality
		2.2.2	Identify examples of inequality in different situations
		2.2.3	Explain the differences between discrimination and prejudice
		2.2.4	Describe examples of positive stereotyping
		2.2.5	Describe examples of negative stereotyping
2.3	Understand the diversity of communities	2.3.1	Describe the common characteristics of a range of diverse groups in society
		2.3.2	Explain the benefits of diversity within communities

Additional assessment requirements
2.1.1 A minimum of four (4) features should be described. 2.2.2 A minimum of four (4) different situations. 2.2.4 A minimum of two (2) examples of positive stereotyping. 2.2.5 A minimum of two (2) examples of negative stereotyping. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.1.1 Learners should be encouraged to recognise commonality between individuals in different groups so that they appreciate the dangers of stereotyping.

Unit IRR2:
Individual rights and responsibilities

L2

Unit title	Individual rights and responsibilities			Level	Level 2
ASDAN unit code	IRR2	Ofqual unit code	M/502/3406	Credit/GLH	1 credit 8 GLH
Unit aim	This unit raises learners' awareness of their rights and responsibilities as an individual within society.				

Learning outcomes	Assessment criteria
2.1 Understand individual rights	2.1.1 Investigate sources of information about individual rights 2.1.2 Describe rights as an individual 2.1.3 Describe barriers which may prevent exercising own rights
2.2 Understand individual responsibilities	2.2.1 Investigate sources of information about individual responsibilities 2.2.2 Describe responsibilities to themselves 2.2.3 Describe responsibilities to others
2.3 Be able to take individual responsibilities	2.3.1 Demonstrate how to take responsibility for own self

Additional assessment requirements
2.1.1 A minimum of two (2) sources of information about rights. 2.1.2 A minimum of four (4) examples of their rights as an individual relating to four (4) different situations. 2.2.1 A minimum of two (2) sources of information about responsibilities. 2.2.2 A minimum of four (4) examples of responsibilities to themselves. 2.2.3 A minimum of four (4) examples of responsibilities to others. 2.3.1 Learners must demonstrate how they take responsibility for themselves in a minimum of two (2) areas of their life over at least two (2) weeks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance

Unit MLT2: Making the most of own leisure time

Unit title	Making the most of own leisure time			Level	Level 2
ASDAN unit code	MLT2	Ofqual unit code	T/501/3993	Credit/GLH	2 credits 16 GLH
Unit aim	This unit is about helping learners understand the benefits of participating in leisure activities.				

Learning outcomes		Assessment criteria	
2.1	Understand the benefits of participating in leisure activities	2.1.1	Describe a range of benefits of participating in leisure activities
		2.1.2	Describe benefits to own self of participating in leisure activities
2.2	Understand different types of leisure activities in the local area	2.2.1	Research leisure activities available in the local area
		2.2.2	Explain a range of potential barriers to participating in leisure activities
		2.2.3	Choose leisure activities to participate in
		2.2.4	Justify reasons for choices of leisure activities
2.3	Be able to participate in leisure activities	2.3.1	Participate in chosen leisure activities
2.4	Be able to review leisure activities	2.4.1	Evaluate own experiences of participating in the chosen leisure activities

Additional assessment requirements
2.1.1 A minimum of four (4) benefits. 2.1.2 A minimum of four (4) benefits. 2.2.1 A minimum of five (5) recreational activities available in the local area. 2.3.1 A minimum of ten (10) hours of active participation. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.4.1 Learners should highlight the activity they preferred most and which they disliked most, giving reasons for their choices. Learners should evaluate the positive and negative experiences of each activity chosen.

Unit MOM2:
Managing own money

L2

Unit title	Managing own money			Level	Level 2
ASDAN unit code	MOM2	Ofqual unit code	Y/501/3971	Credit/GLH	2 credits 16 GLH
Unit aim	This unit helps learners understand the importance of managing personal finance effectively in relation to income and expenditure.				

Learning outcomes		Assessment criteria	
2.1	Understand the importance of managing money	2.1.1	Explain the terms: a) income b) expenses c) disposable income
		2.1.2	Explain the importance of keeping track of own income and expenses
2.2	Understand different ways of paying for goods and services	2.2.1	Describe different ways of paying for goods and services
		2.2.2	Explain the advantages and disadvantages of different methods of payment
2.3	Understand the consequences of borrowing money	2.3.1	Describe ways of borrowing money over the: a) short term b) medium term c) longer term
		2.3.2	Explain the advantages of borrowing over these periods of time
		2.3.3	Explain the disadvantages of borrowing over these periods of time
		2.3.4	Outline suitable items to purchase using money borrowed over short, medium and long term
2.4	Be able to manage own money	2.4.1	Record own income and expenses over an agreed period of time
		2.4.2	Plan a personal monthly budget

Additional assessment requirements
2.2.2 Learners must explain the advantages and disadvantages of a minimum of five (5) different ways of paying for goods and services. 2.4.1 Learners must record their own income and expenses over at least four (4) weeks. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.1.2 Explanation could include reference to the consequences of not keeping track of own income and expenses. 2.4.2 Expenses should not exceed income. Opportunities to reduce expenses and maximise savings should be identified.

Unit MSR2:
Managing social relationships

L2

Unit title	Managing social relationships			Level	Level 2
ASDAN unit code	MSR2	Ofqual unit code	H/601/8827	Credit/GLH	2 credits 16 GLH
Unit aim	This unit explores individuals' behaviour in social situations and helps learners to interact and communicate with others in positive ways.				

Learning outcomes		Assessment criteria	
2.1	Understand how to interact with others in a range of social situations	2.1.1	Describe a range of social situations involving interacting with others
		2.1.2	Explain how positive behaviours are used when interacting with others
		2.1.3	Explain the impact that negative behaviours when interacting can have on self and others
2.2	Be able to interact with others in a range of situations	2.2.1	Take an active role in exchanges in a range of different social situations
		2.2.2	Use a range of appropriate behaviours when participating in exchanges
		2.2.3	Use a range of appropriate formal communication techniques
		2.2.4	Use a range of appropriate informal communication techniques
2.3	Be able to review interactions	2.3.1	Explain why behaviours and techniques were appropriate to the situations

Additional assessment requirements
2.1.1 A minimum of three (3) different social situations.
2.1.2 A minimum of four (4) positive behaviours.
2.1.3 A minimum of four (4) negative behaviours.
2.2.1 A minimum of three (3) different social situations, including at least one (1) informal and at least one (1) formal situation.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.2 Role play is permitted.
2.2.2 For example: active listening, open body language, suitable vocabulary, questioning.
2.3.1 Learners should explain why the behaviours and techniques were appropriate to the situations referenced in 2.2.2, 2.2.3 and 2.2.4.

Unit PA2:
Parenting awareness

L2

Unit title	Parenting awareness			Level	Level 2
ASDAN unit code	PA2	Ofqual unit code	M/601/8832	Credit/GLH	3 credits 24 GLH
Unit aim	This unit introduces learners to some of the issues facing new parents and ways to address them.				

Learning outcomes	Assessment criteria
2.1 Understand the demands faced by new parents	2.1.1 Explain how looking after a baby can be physically demanding 2.1.2 Explain how looking after a baby can be emotionally demanding 2.1.3 Describe a range of strategies that new parents can adopt to minimise the impact of stress
2.2 Know how babies and children can be kept safe in the home	2.2.1 Describe how to make rooms in the home safe for babies and young children including: a) a typical living room b) kitchen c) bathroom 2.2.2 Explain the reasons for the safety measures required 2.2.3 Describe how to make a garden area safe for babies and young children 2.2.4 Identify a range of toys that would be safe for babies and young children 2.2.5 Explain the features that make toys suitable or unsuitable for particular age groups
2.3 Know about help that is available to new parents	2.3.1 Describe the help provided to new parents by statutory services 2.3.2 Describe the ways families of new parents can provide help and support 2.3.3 Explain the support available to new parents from other sources 2.3.4 Identify different kinds of financial help available to parents 2.3.5 Explain how to access one form of financial help

Learning outcomes		Assessment criteria	
2.4	Know about facilities available locally for new parents, babies and young children	2.4.1	Identify a range of locally available leisure opportunities for parents with babies and young children
		2.4.2	Explain the benefits of engaging in the identified leisure opportunities
		2.4.3	Explain the potential barriers to engaging in the identified leisure opportunities
		2.4.4	Identify a range of learning and training opportunities that are available to parents of babies and young children
		2.4.5	Describe the ways learning or training opportunities are made accessible to a parent
		2.4.6	Explain the benefits of engaging in education or training to parents of babies and young children
		2.4.7	Explain the potential challenges to engaging in education or training, for parents of babies and young children
2.5	Understand the importance of developing parenting skills	2.5.1	Describe effective parenting skills
		2.5.2	Explain the benefits of good parenting skills for: a) the child b) the parent c) the family
		2.5.3	Explain the potential consequences of poor parenting skills for: a) the child b) the parent c) the family
		2.5.4	Identify networks and sources of information and advice, that support the development of good parenting skills

Additional assessment requirements	
2.1.1, 2.1.2	A minimum of six (6) examples of the demands of having a new baby, including a minimum of two (2) examples of physical demands and a minimum of two (2) examples of emotional demands.
2.2.1	A minimum of two (2) examples in a living room, two (2) examples in a kitchen and two (2) examples in a bathroom.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.	
'Range' in an assessment criterion means at least three (3) unless otherwise stated.	

Key assessment guidance	
2.4.2, 2.4.3	Explain the benefits of and potential barriers to engaging in the opportunities identified in 2.4.1.

L2

Unit PS2: Personal safety in the home and community

Unit title	Personal safety in the home and community			Level	Level 2
ASDAN unit code	PS2	Ofqual unit code	T/652/2253	Credit/GLH	2 credits 16 GLH
Unit aim	This unit raises learners' awareness of the risks they could face in the home and when travelling and helps them to develop strategies for reducing risk.				

Learning outcomes	Assessment criteria
2.1 Understand how to keep safe in the home	2.1.1 Describe ways to keep safe in the home in relation to: a) self b) others
2.2 Understand how to keep safe when travelling	2.2.1 Describe risks that could be faced when travelling 2.2.2 Describe ways to reduce the risks identified
2.3 Be able to keep safe in the home	2.3.1 Demonstrate an awareness of potential hazards in the home 2.3.2 Demonstrate safe practices when carrying out household activities
2.4 Be able to keep safe when travelling	2.4.1 Plan a journey to an unfamiliar destination using public transport 2.4.2 Demonstrate how to deal with situations where safety is threatened 2.4.3 Travel safely to an unfamiliar destination

Additional assessment requirements
2.1.1 A minimum of two (2) ways to keep safe in relation to self and a minimum of two (2) ways to keep safe in relation to others. 2.3.2 A minimum of four (4) household activities. 2.4.3 The journey must include a minimum of one (1) change of transport and must be between fifteen (15) to thirty (30) minutes in duration. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.4.1 Learners should consider and plan for the risks described in 2.2.1. 2.4.2 A role play scenario should be used

Unit PW2:
Preparation for work

L2

Unit title	Preparation for work			Level	Level 2
ASDAN unit code	PW2	Ofqual unit code	T/502/3407	Credit/GLH	2 credits 16 GLH
Unit aim	This unit explores learners' own skills, qualities and achievements and how these relate to the requirements of the workplace, and employment options of interest.				

Learning outcomes		Assessment criteria	
2.1	Understand the skills and qualities needed for work	2.1.1	Describe the personal and employability skills needed by employers
		2.1.2	Describe the personal qualities needed by employers
		2.1.3	Evaluate own skills, qualities and achievements
		2.1.4	Explain how own skills, qualities and achievements increase own employability
		2.1.5	Describe skills that could be developed to further enhance own employability
2.2	Be able to research career opportunities and progression routes	2.2.1	Investigate employment options that make use of own skills, qualities and achievements
		2.2.2	Evaluate potential barriers to accessing the employment options identified
		2.2.3	Investigate employment progression routes in a career pathway of own choice
		2.2.4	Research a range of suitable, available employment options
		2.2.5	Complete a job application for a suitable job

Additional assessment requirements
2.1.3 Learners should evaluate at least two (2) skills, two (2) qualities and two (2) achievements. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance
2.2.5 The application should be for one of the job roles indentified in 2.2.4. A template job application form can be completed.

Unit TP2:
Tackling problems

L2

Unit title	Tackling problems			Level	Level 2
ASDAN unit code	TP2	Ofqual unit code	L/504/5218	Credit/GLH	3 credits 24 GLH
Unit aim	This unit enables learners to develop the skills and understanding to tackle problems effectively.				

Learning outcomes		Assessment criteria	
2.1	Understand a problem and different ways of tackling it	2.1.1	Describe the main features of a problem
		2.1.2	Describe the reasons why the problem needs to be solved
		2.1.3	Identify how to know if the problem has been solved
		2.1.4	Compare different ways of tackling the problem
2.2	Be able to develop and follow a plan to tackle the problem	2.2.1	Justify the approach chosen to tackle the problem
		2.2.2	Develop a plan to tackle the problem
		2.2.3	Carry out the plan
2.3	Be able to review the effectiveness of how the problem was tackled	2.3.1	Assess the extent to which the planned actions solved the problem
		2.3.2	Describe the strengths of each action taken to tackle the problem
		2.3.3	Describe the weaknesses of each action taken to tackle the problem
		2.3.4	Explain how problem solving skills could be further developed

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
2.1.4	The learner should include the following in their comparison: • how similar problems have been addressed • risks and other factors that may have an effect on how the problem might be tackled • others' views on how the problem might be tackled • the strengths and weaknesses of different approaches
2.2.2	Learners should include the following in their plan: • any resources needed • methods • steps and time-line for working through the problem • health and safety procedures • things that might go wrong and how they could respond
2.2.3	Learners should take responsibility for: • health and safety • getting support when it is needed • revising the plan to deal with unexpected events or difficulties
2.3.1	The learner should revisit the criteria they identified in 2.1.3 to decide if the problem has been solved. It is possible for the learner to meet all the assessment criteria and achieve this unit without having solved the problem.

L2

Unit UT2: Using digital technology in the home and community

Unit title	Using digital technology in the home and community			Level	Level 2
ASDAN unit code	UT2	Ofqual unit code	Y/652/2254	Credit/GLH	2 credits 16 GLH
Unit aim	This unit is about encouraging learners to use digital technology safely and responsibly in the home and community.				

Learning outcomes		Assessment criteria	
2.1	Understand the types and uses of digital technology	2.1.1	Describe a range of types of digital technology used in the home
		2.1.2	Describe a range of types of digital technology used in the community
		2.1.3	Describe the uses of a range of digital technology used in the home
		2.1.4	Describe the uses of a range of digital technology used in the community
2.2	Understand responsible and safe use of digital technology	2.2.1	Describe how to protect data and devices from potential risks
		2.2.2	Describe responsible behaviour when interacting with others online
		2.2.3	Describe how to manage own health and wellbeing when using digital technology
2.3	Be able to use digital technology safely and responsibly	2.3.1	Demonstrate safe and responsible use of different types of digital technology

Additional assessment requirements
2.2.1 A minimum of two (2) ways for data and two (2) ways for devices. 2.2.2 A minimum of four (4) examples. 2.2.3 A minimum of three (3) ways. 2.3.1 A minimum of four (4) hours over four (4) separate occasions. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
2.1.2, 2.1.4	A community setting could be the learner's education setting.

Unit TG2:
Working towards learning goals

L2

Unit title	Working towards learning goals			Level	Level 2
ASDAN unit code	TG2	Ofqual unit code	A/652/2255	Credit/GLH	2 credits 16 GLH
Unit aim	This unit enables learners to develop their skills as independent learners.				

Learning outcomes		Assessment criteria	
2.1	Be able to identify learning goals	2.1.1	Describe own strengths
		2.1.2	Identify areas for improvement
		2.1.3	Describe appropriate learning goals to work towards
		2.1.4	Describe why the goals are important
		2.1.5	Select a goal to work towards
2.2	Be able to plan how to meet agreed learning goals	2.2.1	Plan the steps needed to work towards the goal
		2.2.2	Research sources of support to help achieve the goal
		2.2.3	Set achievable and realistic deadlines for achieving the goal
2.3	Be able to achieve an agreed learning goal	2.3.1	Carry out activities to achieve the goal
2.4	Be able to review activities to achieve an agreed learning goal	2.4.1	Review progress towards achieving the learning goal
		2.4.2	Review how successful the plan was in achieving the learning goal
		2.4.3	Recommend improvements to make when setting future learning goals

Additional assessment requirements
'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Key assessment guidance	
2.1.4	Learners should reflect on the learning goals set in 2.1.3
2.1.5	Learners should select a short term learning goal that can be achieved within the time allocated for this unit.
2.4.3	Learners should base their response on the outcome of 2.4.1 & 2.4.2

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