

# ASDAN Level 1 Award in Personal and Social Development

## 1. Title

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

ASDAN Level 1 Award in Personal and Social Development

Accreditation Number: 500/5560/4

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

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

14.1 Foundations for Learning and Life

## 3. Total Qualification Time (TQT)

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

**Number of Guided Learning Hours assigned** 60 hours

**Total Qualification Time** 80 hours

## 4. Qualification Dates

Operational End Date: 31/12/2022

Certification End Date: 31/12/2024

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

## 5. Objective of the qualification

The ASDAN Level 1 Award in Personal and Social Development embraces personal, social, health, citizenship and ICT, and enables candidates to develop skills that prepare them for independence and working life. It offers imaginative ways of supporting young people in becoming confident individuals who are physically, emotionally and socially healthy, being responsible citizens who make a positive contribution to society and embrace change, managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

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

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## 6. Staffing requirements

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

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

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

Examples of relevant qualifications: Assessor/Internal Verifier awards

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

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

## 7. Units

The units listed below are available for the qualification.

| Title                                  | Level | Unit reference | Credit rating (if applicable) |
|--|-------|----------------|-------------------------------|
| Community Action                       | L1    | CA1            | 2                             |
| Environmental Awareness                | L1    | EA1            | 2                             |
| Food Safety in the Home and Community  | L1    | FSC1           | 2                             |
| Healthy Eating                         | L1    | HE1            | 2                             |
| Healthy Living                         | L1    | HL1            | 2                             |
| Identity and Cultural Diversity        | L1    | ICD1           | 2                             |
| Individual Rights and Responsibilities | L1    | IRR1           | 1                             |
| Making the Most of Leisure Time        | L1    | MLT1           | 2                             |
| Managing own Money                     | L1    | MOM1           | 2                             |
| Managing Social Relationships          | L1    | MSR1           | 2                             |
| Parenting Awareness                    | L1    | PA1            | 2                             |
| Preparation for Work                   | L1    | PW1            | 2                             |
| Your Money in the Future               | L1    | YMF1           | 2                             |

## 8. Structure of the qualification

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

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

### **Credit transfer**

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

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

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

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

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

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

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

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

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

### **9. Prior achievement and recognition of prior learning**

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

#### **Recognition of Prior Learning (RPL)**

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

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## 10. Progression Opportunities

ASDAN Level 1 Certificate in Personal and Social Development

ASDAN Award and Certificate in Personal and Social Development Level 2

## 11. Assessment and moderation

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

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

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

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

## 12. Assessment language

ASDAN qualifications are published and assessed in English only.

## 13. Standards

The standards for each unit are as follows:

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|   |   |  |
|---|---|--|
| <b>Title:</b>   | Community Action  |  |
| <b>Unique Reference Number:</b>   | M/502/0473  |  |
| <b>Level:</b>   | 1   |  |
| <b>Credit Value:</b>  | 2   |  |
| <b>Learning outcomes<br/>The learner will:</b>  | <b>Assessment criteria<br/>The learner can:</b>   |  |
| 1.1 Demonstrate an understanding of the role that community groups play                             | 1.1 Describe two different community groups and their activities  |  |
|   | 1.2 State why these groups are important for the community  |  |
| 1.2 Demonstrate their involvement in community activities   | 2.1 Contribute to activities within the community   |  |
|   | 2.2 Explain how the activity benefits themselves and the community  |  |
|   | 2.3 With others plan further activities to continue/maintain benefits to the community  |  |
| <b>Additional information about the unit</b>  |   |  |
| <b>Organisation reference code</b>  | CA1   |  |
| <b>Unit aim/purpose</b>   | To support candidates in developing an understanding of the function of community groups and encouraging them to engage in local community activities. Through this process they should be able to recognise the benefits of these activities – for themselves and for the community. |  |
| <b>Requirements about the way the units must be assessed (if appropriate)</b>                       | N/A   |  |
| <b>Guidance on suitable types of supporting evidence</b>  | Notes on local community groups, or directory of local community groups produced by the candidate; activity log/diary; annotated photographs/video record; candidate statement; other relevant evidence   |  |
| <b>Unit review date</b>   | 30/06/18  |  |
| <b>Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)</b> | Optional unit   |  |
| <b>Equivalent ASDAN unit/s or exemptions</b>  | N/A   |  |

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|  |  |  |
|--|--|--|
| Title:   | Environmental Awareness  |  |
| Unique Reference Number:   | Y/502/0659   |  |
| Level:   | L1   |  |
| Credit Value:  | 2  |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |  |
| 1.1 Demonstrate an awareness of how the actions of humans affect the environment             | 1.1 Give examples of human behaviours which harm the environment   |  |
|  | 1.2 Give examples of human behaviours which help the environment   |  |
|  | 1.3 Identify ways to raise awareness about environmental issues  |  |
| 1.2 Demonstrate an understanding of environmental issues which affect the local area         | 2.1 Describe an environmental issue which has an impact on their local area  |  |
|  | 2.2 Identify ways in which this issue can be tackled to bring about improvements   |  |
| 1.3 Carry out activities to help improve the environment in the local area                   | 3.1 Describe activities that they can carry out to improve the local environment   |  |
|  | 3.2 Carry out at least two activities to improve the local environment   |  |
|  | 3.3 Describe the benefits of these activities for the local area   |  |
|  | 3.4 Say what actions are needed to maintain improvements in the future   |  |
| Additional information about the unit  |  |  |
| Organisation reference code  | EA1  |  |
| Unit aim/purpose   | To support candidates in developing an understanding of the environmental impact of their actions and to encourage them to engage in activities to improve the environment in their local area |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A  |  |
| Guidance on suitable types of supporting evidence  | Poster/collage and mind map; report/annotated photos/video evidence/PowerPoint; activity log/diary; plans; letters; other relevant evidence  |  |
| Unit review date   | 30/06/18   |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit  |  |
| Equivalent ASDAN unit/s or exemptions  | Volunteering and environmental awareness Level 2 (CVQ)   |  |

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|  |   |  |
|--|---|--|
| Title:   | Food Safety in the Home and Community   |  |
| Unique Reference Number:   | H/502/3094  |  |
| Level:   | 1   |  |
| Credit Value:  | 2   |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |  |
| 1.1 Understand the importance of handling food safely  | 1.1 Describe why it is important to maintain good practice when handling food   |  |
|  | 1.2 Identify hazards related to food safety and describe appropriate actions  |  |
|  | 1.3 State why it is important to store and dispose of waste safely, and give examples of how to do it                                       |  |
| 1.2 Understand the importance of personal hygiene when handling food                         | 2.1 List ways to maintain personal hygiene in the food work area, including how and when to wash hands                                      |  |
|  | 2.2 List potential problems resulting from not maintaining personal hygiene in the food work area   |  |
| 1.3 Understand the importance of cleaning a food work area                                   | 3.1 State why cleaning is important in keeping food safe  |  |
|  | 3.2 List ways of keeping the food work area clean   |  |
|  | 3.3 Select and safely use appropriate cleaning materials in a food work area  |  |
| 1.4 Understand the importance of keeping food products safely                                | 4.1 Describe how to store different types of food correctly   |  |
|  | 4.2 State why it is important to follow food storage instructions   |  |
|  | 4.3 List ways in which food should be handled to avoid contamination  |  |
|  | 4.4 List ways in which food should be stored to avoid contamination   |  |
| 1.5 Handle food safely   | 5.1 Handle food safely following correct procedures   |  |
| Additional information about the unit  |   |  |
| Organisation reference code  | FSC1  |  |
| Unit aim/purpose   | To support candidates in exploring the importance of handling food safely and to introduce candidates to the basic elements of food hygiene |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A   |  |
| Guidance on suitable types of supporting evidence  | Leaflet/poster/collage; role-play; quiz; practical experience and witness statement; annotated photographs; other relevant evidence         |  |
| Unit review date   | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit   |  |
| Equivalent ASDAN unit/s or exemptions  | N/A   |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |   |  |
|--|---|--|
| Title:   | Healthy Eating  |  |
| Unique Reference Number:   | K/502/3355  |  |
| Level:   | 1   |  |
| Credit Value:  | 2   |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |  |
| 1.1 Understand the importance of maintaining a balanced diet                                 | 1.1 Describe why a balance diet is important in leading a healthy lifestyle   |  |
|  | 1.2 Describe the impact of a poor diet on an individual's health  |  |
|  | 1.3 Identify the main food groups needed to maintain a balanced diet  |  |
|  | 1.4 Plan and make a balanced healthy meal or packed lunch   |  |
| 1.2 Understand the dietary needs of different groups   | 2.1 Identify two different groups that have specific dietary needs and describe what these needs are  |  |
|  | 2.2 Produce a healthy eating plan for one day for an individual with specific dietary needs   |  |
| Additional information about the unit  |   |  |
| Organisation reference code  | HE1   |  |
| Unit aim/purpose   | To enable candidates to understand the importance of maintaining a healthy diet and to recognise how diet contributes to a healthy lifestyle  |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A   |  |
| Guidance on suitable types of supporting evidence  | Food diary; posters/leaflets/collage of main food groups; photos/recipes/menus of healthy meal/packed lunch prepared by the candidate; table or report of dietary needs of different groups plus healthy eating plan; other relevant evidence |  |
| Unit review date   | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit   |  |
| Equivalent ASDAN unit/s or exemptions  | N/A   |  |



## ASDAN Level 1 Award in Personal and Social Development

|  |  |  |
|--|--|--|
| Title:   | Healthy Living   |  |
| Unique Reference Number:   | F/502/0476   |  |
| Level:   | 1  |  |
| Credit Value:  | 2  |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |  |
| 1.1 Understand the importance of leading a healthy lifestyle                                 | 1.1 Describe the key elements of a healthy lifestyle   |  |
|  | 1.2 Explain why a healthy lifestyle is important   |  |
| 1.2 Demonstrate how they contribute to their own healthy lifestyle                           | 2.1 Select and carry out activities which contribute to a healthy lifestyle  |  |
| 1.3 Review the activities undertaken to maintain a healthy lifestyle                         | 3.1 Carry out a review of their activities   |  |
|  | 3.2 Describe what went well and areas for improvement  |  |
|  | 3.3 Describe how the activities have improved their lifestyle  |  |
|  | 3.4 Suggest further activities which could contribute to a healthy lifestyle   |  |
| Additional information about the unit  |  |  |
| Organisation reference code  | HL1  |  |
| Unit aim/purpose   | To introduce candidate to ways in which they can contribute to a healthy lifestyle and encourage them to engage in activities that will improve their lifestyle                                      |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A  |  |
| Guidance on suitable types of supporting evidence  | Information leaflets/posters/information from the press; assessment of current lifestyle highlighting areas for improvement; action plan and activity log; candidate review; other relevant evidence |  |
| Unit review date   | 30/06/18   |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit  |  |
| Equivalent ASDAN unit/s or exemptions  | N/A  |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |   |  |
|--|---|--|
| Title:   | Identity and Cultural Diversity   |  |
| Unique Reference Number:   | M/502/3356  |  |
| Level:   | 1   |  |
| Credit Value:  | 2   |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |  |
| 1.1 Understand aspects of cultural diversity   | 1.1 Give a definition of the term 'cultural diversity'  |  |
|  | 1.2 Give examples of diverse groups in society  |  |
|  | 1.3 Give examples of how diversity can benefit society  |  |
|  | 1.4 Identify bodies who work on 'equality/diversity' issues   |  |
| 1.2 Develop strategies to challenge anti-social behaviour                                    | 2.1 Define different types of antisocial behaviour  |  |
|  | 2.2 Give examples of antisocial behaviour in a range of situations  |  |
|  | 2.3 List ways of challenging antisocial behaviour assertively   |  |
| 1.3 Understand the value of respect and understanding  | 3.1 List ways to encourage respect and understanding between diverse cultural groups  |  |
|  | 3.2 Give examples of how to show respect and understanding to diverse cultural groups   |  |
| Additional information about the unit  |   |  |
| Organisation reference code  | ICD1  |  |
| Unit aim/purpose   | To raise candidates' awareness of issues to do with equality and diversity within society   |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A   |  |
| Guidance on suitable types of supporting evidence  | Information leaflet/poster; record of peer discussions and witness statement; annotated leaflets/printouts; collection of media articles; witness statements; lists; chart/table/PowerPoint/themed assembly/wall display; other relevant evidence |  |
| Unit review date   | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit   |  |
| Equivalent ASDAN unit/s or exemptions  | N/A   |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |   |  |
|--|---|--|
| Title:   | Individual Rights and Responsibilities  |  |
| Unique Reference Number:   | K/502/0472  |  |
| Level:   | 1   |  |
| Credit Value:  | 1   |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |  |
| 1.1 Understand their individual rights   | 1.1 Give examples of their rights as an individual  |  |
|  | 1.2 Give examples of barriers which may prevent the exercise of their rights  |  |
|  | 1.3 Identify sources of support and information about rights and responsibilities and describe how these could help   |  |
| 1.2 Understand their individual responsibilities   | 2.1 Identify their responsibilities to themselves   |  |
|  | 2.2 State their responsibilities to others  |  |
|  | 2.3 Demonstrate how they take responsibility for themselves   |  |
| Additional information about the unit  |   |  |
| Organisation reference code  | IRR1  |  |
| Unit aim/purpose   | To raise candidates' awareness of their rights and responsibilities as an individual within society   |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A   |  |
| Guidance on suitable types of supporting evidence  | Table/poster/leaflet/collage/newspaper or magazine article, plus leaflets/web pages/job descriptions; table/mind map; activity log/diary/witness statement; other relevant evidence |  |
| Unit review date   | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit   |  |
| Equivalent ASDAN unit/s or exemptions  | N/A   |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |  |  |
|--|--|--|
| Title:   | Making the most of Leisure Time  |  |
| Unique Reference Number:   | K/502/0651   |  |
| Level:   | 1  |  |
| Credit Value:  | 2  |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |  |
| 1.1 Understand how to make the best use of their leisure time                                | 1.1 Describe the benefits of participating in leisure activities   |  |
|  | 1.2 Describe a range of leisure activities available to them   |  |
|  | 1.3 Identify ways in which they can make the best use of their leisure time  |  |
| 1.2 Be able to participate in a range of activities  | 2.1 Make arrangements to take part in different leisure activities to include<br>a) a relaxing activity<br>b) a challenging activity<br>c) an activity which involves learning a new skill |  |
|  | 2.2 Take part in the activities  |  |
| 1.3 Carry out a review of the activities they have tried                                     | 3.1 Describe their experiences of the activities   |  |
|  | 3.2 State their preference for one activity from those tried out and give reasons for this choice  |  |
| Additional information about the unit  |  |  |
| Organisation reference code  | MLT1   |  |
| Unit aim/purpose   | To help candidates to understand the options available for making good use of their leisure time   |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A  |  |
| Guidance on suitable types of supporting evidence  | Mind map; leaflets/posters; activity log/diary; annotated photographs/video evidence; candidate's own written review/article; witness statement; other relevant evidence                   |  |
| Unit review date   | 30/06/18   |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit  |  |
| Equivalent ASDAN unit/s or exemptions  | N/A  |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |  |  |
|--|--|--|
| Title:   | Managing own Money   |  |
| Unique Reference Number:   | R/502/0479   |  |
| Level:   | 1  |  |
| Credit Value:  | 2  |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |  |
| 1.1 Understand how to plan a personal budget   | 1.1 Prepare a personal budget which includes key information on income and expenditure   |  |
|  | 1.2 Use appropriate calculations when preparing the budget plan  |  |
| 1.2 Understand how to manage their personal finances   | 2.1 Identify relevant financial organisations which can provide information on current accounts, savings and loans   |  |
|  | 2.2 Identify an account to suit their purpose and say why it is appropriate  |  |
| 1.3 Know how to carry out transactions   | 3.1 Identify a range of ways in which purchases can be paid for  |  |
|  | 3.2 Carry out two different types of transaction   |  |
|  | 3.3 Use appropriate calculations and checking procedures during transactions   |  |
| Additional information about the unit  |  |  |
| Organisation reference code  | MOM1   |  |
| Unit aim/purpose   | To introduce candidates to the basic elements of managing their personal finances including engaging them in planning a personal budget and carrying out transactions competently  |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A  |  |
| Guidance on suitable types of supporting evidence  | Table/spreadsheet/diary; personal budget plan; collage/list of organisations; completed application form; question and answer sheets; article on advantages and disadvantages of payment methods; witness testimony/observation sheet; other relevant evidence |  |
| Unit review date   | 30/06/18   |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit  |  |
| Equivalent ASDAN unit/s or exemptions  | N/A  |  |

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|   |   |  |
|---|---|--|
| <b>Title:</b>   | Managing Social Relationships   |  |
| <b>Unique Reference Number:</b>   | D/502/0470  |  |
| <b>Level:</b>   | 1   |  |
| <b>Credit Value:</b>  | 2   |  |
| <b>Learning outcomes<br/>The learner will:</b>  | <b>Assessment criteria<br/>The learner can:</b>   |  |
| 1.1 Understand how to interact with others in a range of social situations                          | 1.1 Identify at least two social situations in which they may need to interact with others  |  |
|   | 1.2 Identify positive behaviours which can be used when interacting with others   |  |
|   | 1.3 Explain why it is important to use positive behaviours when interacting with others   |  |
| 1.2 Demonstrate how to interact with others in a range of social situations                         | 2.1 Take an active role in exchanges on different topics, with one or more people   |  |
|   | 2.2 Use a range of appropriate behaviours when participating in exchanges   |  |
|   | 2.3 Use appropriate formal and informal communication techniques  |  |
| <b>Additional information about the unit</b>  |   |  |
| <b>Organisation reference code</b>  | MSR1  |  |
| <b>Unit aim/purpose</b>   | To support candidates in exploring individuals' behaviour in social situations and to help candidates to interact and communicate with others in positive ways. |  |
| <b>Requirements about the way the units must be assessed (if appropriate)</b>                       | N/A   |  |
| <b>Guidance on suitable types of supporting evidence</b>  | Peer discussion and notes with witness statement/observation checklist; other relevant evidence   |  |
| <b>Unit review date</b>   | 30/06/18  |  |
| <b>Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)</b> | Optional unit   |  |
| <b>Equivalent ASDAN unit/s or exemptions</b>  | N/A   |  |

## ASDAN Level 1 Award in Personal and Social Development

|   |   |  |
|---|---|--|
| Title:  | Parenting Awareness   |  |
| Unique Reference Number:  | J/502/0656  |  |
| Level:  | 1   |  |
| Credit Value:   | 2   |  |
| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   |  |
| 1.1 Demonstrate an understanding of the demands of having a baby                                  | 1.1 Identify the ways in which having a new baby can be emotionally and physically demanding  |  |
|   | 1.2 Identify the signs of stress that new parents may show and describe the impact this may have on the family  |  |
| 1.2 Demonstrate an understanding of the sources of help and support available for parents         | 2.1 Describe the sources of help available for new parents  |  |
|   | 2.2 Describe the facilities in their local area which support parents with young children   |  |
|   | 2.3 Describe the benefits to new parents of help and support from a range of sources  |  |
| 1.3 Demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy | 3.1 Describe a range of ways to ensure the safety and health of a baby  |  |
|   | 3.2 Give examples of when a parent should seek medical advice about their baby's health   |  |
| Additional information about the unit   |   |  |
| Organisation reference code   | PA1   |  |
| Unit aim/purpose  | To introduce candidates to some of the issues facing new parents and help them to identify sources of help and support for families with babies and young children                |  |
| Requirements about the way the units must be assessed (if appropriate)                            | N/A   |  |
| Guidance on suitable types of supporting evidence   | Poster/leaflet/magazine article/presentation/interview transcript; collage/poster/display; annotated photographs; risk assessments; information leaflets; other relevant evidence |  |
| Unit review date  | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)      | Optional unit   |  |
| Equivalent ASDAN unit/s or exemptions   | N/A   |  |

## ASDAN Level 1 Award in Personal and Social Development

|  |   |  |
|--|---|--|
| Title:   | Preparation for Work  |  |
| Unique Reference Number:   | J/502/0477  |  |
| Level:   | 1   |  |
| Credit Value (if any):   | 2   |  |
| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |  |
| 1.1 Understand how own skills and qualities relate to those needed for working life          | 1.1 Describe personal and employability skills and qualities which employees need   |  |
|  | 1.2 Describe their own skills, qualities and achievements   |  |
|  | 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace  |  |
|  | 1.4 Suggest areas for improvement   |  |
| 1.2 Research personal career opportunities   | 2.1 Find out about a range of potential job roles which interest them   |  |
|  | 2.2 Match their skills, qualities and achievements to a potential job role  |  |
|  | 2.3 Identify and prepare key information needed for an application or interview   |  |
| <b>Additional information about the unit</b>   |   |  |
| Organisation reference code  | PW1   |  |
| Unit aim/purpose   | To support candidates in exploring their own skills, qualities and achievements, and considering how to match these to the requirements of the workplace and a particular job role                      |  |
| Requirements about the way the units must be assessed (if appropriate)                       | N/A   |  |
| Guidance on suitable types of supporting evidence  | Collection of job adverts; notes from employer interview; questionnaire; CV and covering letter; completed application form/letter of application; interview preparation notes; other relevant evidence |  |
| Unit review date   | 30/06/18  |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.) | Optional unit.  |  |
| Equivalent ASDAN unit/s or exemptions  | N/A   |  |



## ASDAN Level 1 Award in Personal and Social Development

|  |  |  |
|--|--|--|
| <b>Title:</b>  | Your Money in the Future   |  |
| <b>Unique Reference Number:</b>  | H/502/3354   |  |
| <b>Level:</b>  | 1  |  |
| <b>Credit Value (if any):</b>  | 2  |  |
| <b>Learning outcomes<br/>The learner will:</b>   | <b>Assessment criteria<br/>The learner can:</b>  |  |
| 1.1 Understand the benefits of saving  | 1.1 Describe the benefits of having a saving plan  |  |
|  | 1.2 Record income and spending in an average month   |  |
|  | 1.3 Prepare a personal saving plan for a specified purpose   |  |
|  | 1.4 Identify options for investing their savings   |  |
| 1.2 Understand the impact of major life decisions on finance                                   | 2.1 Identify major life decisions that could be relevant to them in the next five years  |  |
|  | 2.2 Describe the financial impact of one of these decisions  |  |
|  | 2.3 Investigate and describe options of how they could save/pay for this decision  |  |
| 1.3 Understand how decisions about managing their money affects longer term financial security | 3.1 Identify the impact of poor financial decisions on how money is managed and their options in the future  |  |
|  | 3.2 Review their monthly spending and identify essential and non-essential purchases   |  |
|  | 3.3 Identify ways they could make changes to improve their current financial situation   |  |
|  | 3.4 Identify ways they could improve/enhance their future financial security   |  |
| <b>Additional information about the unit</b>   |  |  |
| Organisation reference code  | YMF1   |  |
| Unit aim/purpose   | To help candidates develop their understanding of the importance of planning for medium and longer term financial security                           |  |
| Requirements about the way the units must be assessed (if appropriate)                         | N/A  |  |
| Guidance on suitable types of supporting evidence  | Table/spreadsheet/diary; collage; personal savings plan; mind map/list/chart; annotated information; poster/cartoon/leaflet; other relevant evidence |  |
| Unit review date   | 30/06/18   |  |
| Unit place in the structure of an accredited qualification (e.g. Mandatory or optional etc.)   | Optional unit.   |  |
| Equivalent ASDAN unit/s or exemptions  | N/A  |  |

# ASDAN Level 1 Award in Personal and Social Development

## Sample Assessment Checklist:

| Assessment Checklist – PSD Level 1   |   |                               |   | Credits: 2          |
|--|---|-------------------------------|---|---------------------|
| Community Action (CA1)   |   |                               |   |                     |
| Learning outcome   | You will:   |                               | You can:  | Evidence (page no.) |
| 1.1  | Demonstrate an understanding of the role that community groups play | 1.1.1                         | Describe two different community groups and their activities                        |                     |
|  |   | 1.1.2                         | State why these groups are important for the community                              |                     |
| 1.2  | Demonstrate your involvement in community activities                | 1.2.1                         | Contribute to activities within the community                                       |                     |
|  |   | 1.2.2                         | Explain how the activities benefit you and the community                            |                     |
|  |   | 1.2.3                         | With others, plan further activities to continue/maintain benefits to the community |                     |
| <p><b>Assessor Declaration:</b> <i>"I confirm that the details above are correct, that the evidence submitted is the candidate's own work and the candidate meets all of the requirements for certification of this unit."</i></p> <p><b>Candidate Declaration:</b> <i>"I confirm that the evidence in this portfolio is all my own work."</i></p> |   |                               |   |                     |
| Candidate name:  |   | Candidate signature:          |   | Date:               |
| Assessor name:   |   | Assessor signature:           |   | Date:               |
| Internal moderator name:   |   | Internal moderator signature: |   | Date:               |

# ASDAN Level 1 Award in Personal and Social Development