



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

Qualification specification

September 2022 | Version 3.0

Qualifications at a glance

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

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

Version and date	Change detail	Section
1.0 May 2021	Document created	All
1.1 May 2021	Error corrected in LO3 for WW1; reworded unit aim/purpose in PS1; reworded sections on requirements about the way the units must be assessed to clarify that assessment is through the completion of challenges and portfolio evidence	5
	Reworded unit aim/purpose in PS2	6
	Error corrected in list of available topics, reference to Financial literacy removed	9.3
	Minor corrections to unit titles and updated page grabs of documents	14, 16, 17
1.2 July 2021	Superficial changes to cover only.	N/A
2.0 September 2021	References included to internal moderation templates. Updated page grabs of documents.	10, 16, 17
3.0 September 2022	References to grading removed.	3, 11
	Reworded to clarify the mandatory units required for the award and certificate.	3, 4

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

Contents

Section 1 ASDAN	6
1.1 Introduction	6
1.2 Qualification specification	6
1.3 Data protection	6
1.4 Complaints	6
1.5 Enquiries	7
Section 2 Qualification information	8
2.1 Qualifications purpose	8
2.2 Key features of these qualifications	8
Section 3 Qualification overview	9
3.1 Qualification number	9
3.2 Qualification levels	9
3.3 Location of the qualification within the subject/sector classification system	9
3.4 Who are these qualifications intended for?	9
3.5 Entry requirements	9
3.6 Total Qualification Time (TQT)	10
3.7 Taught element and co-teaching	10
3.8 Review date	10
3.9 Language	10
3.10 What the learner needs to do	11
3.11 Progression	11
3.12 Sitting and resitting the qualification	12
Section 4 Structure and assessment overview	13
4.1 Structure of the qualifications	13
4.2 Assessment overview	15
4.3 Portfolio challenge topics	16
4.4 Portfolio challenges overview	17
4.5 Project overview	18
4.6 Co-teaching different qualifications in one class	18
Section 5 Units for Level 1	19
Section 6 Units for Level 2	24

Contents

Section 7	Indicative content	29
Section 8	Portfolio challenges	33
8.1	Setting the portfolio challenges	33
8.2	Assessing the summative C challenges	35
Section 9	Project	37
9.1	Choosing the project	37
9.2	Project process	38
9.3	Assessing the proposal	41
9.4	Agreeing a timeline	42
9.5	Planning the project	42
9.6	Doing the project	42
9.7	Initial, midpoint and final project reviews	43
9.8	Finalising the project	44
9.9	Assessing the project	44
Section 10	Standardisation, assessment and quality assurance	45
10.1	Standardising the tutor/assessor decisions	45
10.2	Internal moderation	45
10.3	External moderation	46
Section 11	Results and certification	47
11.1	Results	47
11.2	Certification	47
Section 12	Administration	48
12.1	Learner registration and key dates	48
12.2	Authentication of learners' work	48
12.3	Learners with proven reasonable adjustments or special consideration	48
12.4	Malpractice	48

Contents

Section 13	Tier 2 vocabulary development	50
Section 14	Reading and writing for meaning	64
Section 15	Glossary of terms	66
Section 16	Assessment grids	70
Section 17	Project forms	72

Section 1

ASDAN

1.1 Introduction

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

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

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

1.2 Qualification specification

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

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

1.3 Data protection

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

1.4 Complaints

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

Section 1

ASDAN

1.5 Enquiries

ASDAN's policy and procedures for enquiries and appeals are available via the members area of the ASDAN website (see **appendix 1** of the generic centre guidance).

Tel: 0117 941 1126

Email: info@asdan.org.uk

Website: www.asdan.org.uk

Section 2

Qualification information

2.1 Qualifications purpose

The Personal and Social Effectiveness qualifications (PSE qualifications) will support young people to develop their confidence, wellbeing and personal resilience. They will help foster a positive mind-set and develop their ability to be independent learners who can both take initiative and work effectively with others. Young people who take the PSE qualifications will be supported to explore and affirm their strengths and identities, and to empathise with and value the perspectives and contributions of others.

The PSE qualifications have been designed to engage young learners in greatest need by providing an accessible and motivating curriculum that equips them to bring their emotions to learning and discover their passions and purpose.

The qualifications will elevate them by building in practical opportunities for mastery, holding their talents and abilities in high esteem, and supporting their progress in English GCSE – in particular through a focus on building tier 2 vocabulary and reading and writing for meaning. Young people who take the PSE qualifications will be empowered through opportunities to take control of their learning, discover themselves, and build relationships respectful of diversity and inclusion.

The key building blocks of personal effectiveness are the ability to communicate, collaborate and be emotionally intelligent. These building blocks will support young people to develop the knowledge, skills, values and attributes of personal and social effectiveness.

In the Award, learners will be assessed on how they have developed the ability to:

- understand and develop themselves and their own performance,
- work with others in teams, and
- develop and use problem solving skills.

In the Certificate, learners will additionally be assessed on how they have developed the ability to do a project. This includes planning, research, presentation and discussion.

2.2 Key features of these qualifications

Key features of these qualifications are that they:

- Develop a range of transferable knowledge, understanding, skills and attributes
- Enable learners to build their tier 2 vocabulary and to improve their ability to read and write for meaning
- Provide ongoing assessment opportunities that centres can schedule at times that are personalised to the learner
- Give learners the opportunity to delve deeply into a project area of their choice (Certificate only)
- Can be used to offer a Religious Studies curriculum in Northern Ireland

Section 3

Qualification overview

3.1 Qualification number

The PSE qualifications are regulated by Ofqual (the Office of the Qualifications and Examinations), England’s qualifications regulator, and you can see them on Ofqual’s Register of Regulated Qualifications at www.register.ofqual.gov.uk by searching the relevant Qualification Number (QN):

Qualification name	QN
ASDAN Level 1 Award in Personal and Social Effectiveness	603/7504/8
ASDAN Level 1 Certificate in Personal and Social Effectiveness	603/7505/X
ASDAN Level 2 Award in Personal and Social Effectiveness	603/7506/1
ASDAN Level 2 Certificate in Personal and Social Effectiveness	603/7507/3

3.2 Qualification levels

These qualifications have been listed in England on the Register of Regulated Qualifications at Level 1 or Level 2.

3.3 Location of the qualification within the subject/sector classification system

These qualifications are located within the subject/sector classification system under 14.1 – Foundations for learning and life.

3.4 Who are these qualifications intended for?

The PSE qualifications are designed for 14–25 year olds. Learners may be in full time education and are probably taking other Level 1–2 academic and technical qualifications at the same time. Learners may be in further or higher education or in employment.

The PSE qualifications do not aim to equip learners for employment in any specific roles but they provide foundational knowledge, understanding, skills and attributes that will support learners in continuing to learn and study and to find and keep a job.

3.5 Entry requirements

There are no specific entry requirements for the PSE qualifications but centres should be satisfied that when recruiting learners, they believe that the learners are likely to be able to cope with the level and demands of the qualification.

Section 3

Qualification overview

3.6 Total Qualification Time (TQT)

Total Qualification Time (TQT) is an estimate of the number of hours an average learner would reasonably be expected to need in order to achieve a qualification.

Guided Learning Hours (GLH) is the time in hours an average learner is likely to spend learning in the presence of a member of staff, such as a teacher, tutor, supervisor, invigilator or line manager.

The PSE qualifications have the following GLH and TQT assigned to them:

Qualification name	GLH	TQT
ASDAN Level 1 Award in Personal and Social Effectiveness	76	100
ASDAN Level 1 Certificate in Personal and Social Effectiveness	120	160
ASDAN Level 2 Award in Personal and Social Effectiveness	76	100
ASDAN Level 2 Certificate in Personal and Social Effectiveness	120	160

3.7 Taught element and co-teaching

Delivery of the qualifications in centres will involve some teaching of the necessary knowledge, understanding and skills, as well as supervision and assessment of the learner's progress. It is expected that the GLH hours in the table above will be required for the taught element as well as any assessment activities that are supervised. The content for Level 1 and 2 overlaps so learners taking Level 1 can be co-taught with learners taking Level 2. Learners taking the Award can be co-taught with learners taking the Certificate, for units 1, 2 and 3.

3.8 Review date

These qualifications will be reviewed every five years.

3.9 Language

ASDAN qualifications are published and assessed in English only.

Section 3

Qualification overview

3.10 What the learner needs to do

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

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

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

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

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

3.11 Progression

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

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

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

Section 3

Qualification overview

3.12 Sitting and resitting the qualification

Learners taking the Award or Certificate prepare their portfolio of challenges during their course so it is ready for external moderation at the end of the course. Those taking the Certificate additionally undertake their project by the end of the course.

A course normally lasts two years (typically Years 10 and 11 in schools). Unusually, where sufficient time can be made available in the timetable, centres may choose to deliver the course over one year, for example in Year 10.

Whether the course is delivered over one or two years, learners who have been submitted for the qualification once may resit the qualification at any time during the lifetime of the qualification by registering again and resubmitting their evidence for the qualification. Learners who resit must submit the portfolio challenges (and project for the Certificate) at the end of the course. Learners who resit must submit in total the three mandatory units for the Award and four mandatory units for the Certificate. Learners who resit must take the same portfolio challenges (and will use the same project brief for the Certificate) as other learners in the same cohort, who are likely to be taking the qualification for the first time.

For a resit, centres will need to register learners again, and the qualification fee will apply. Learners resitting must be assessed by the centre. Assessment decisions must be internally moderated and submitted to ASDAN for external moderation using the normal procedure.

Learners who have successfully completed either the Award (at either level) and then wish to complete the Certificate (at the same level) must re-register for the Certificate.

Section 4

Structure and assessment overview

4.1 Structure of the qualifications

Level 1

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

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

In order to achieve the Level 1 Award, learners must complete the three mandatory units (DM1, WW1 and PS1).

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

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

In order to achieve the Level 1 Certificate, learners must complete the four mandatory units (DM1, WW1, PS1 and DP1).

Section 4

Structure and assessment overview

Level 2

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

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

In order to achieve the Level 2 Award, learners must complete the three mandatory units (DM2, WW2 and PS2).

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

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

In order to achieve the Level 2 Certificate, learners must complete the four mandatory units (DM2, WW2, PS2 and DP2).

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

Section 4

Structure and assessment overview

4.2 Assessment overview

Assessment	Units: Level 1	Units: Level 2	Assessed method	Timing of assessment
Portfolio challenges	DM1	DM2	Centre assessed and internally moderated.	Challenges are completed and internally assessed at any time during the course. Centre assessment decisions are submitted at the end of the course.
	WW1	WW2	Externally moderated by ASDAN.	
	PS1	PS2		
Project	DP1	DP2	Centre assessed and internally moderated. Externally moderated by ASDAN.	The project is completed and internally assessed at any time during the course. Centre assessment decisions are submitted at the end of the course.

- To achieve the Award, learners must complete the three mandatory units (DM, WW and PS).
- To achieve the Certificate, learners must complete the four mandatory units (DM, WW, PS and DP).

Section 4

Structure and assessment overview

4.3 Portfolio challenge topics

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

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

The topics are:

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

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

Section 4

Structure and assessment overview

4.4 Portfolio challenges overview

When a centre is approved to deliver this qualification, ASDAN provides the centre with a set of portfolio challenges consisting of **A, B and C challenges**. A, B and C challenges can be completed at any time during the course. They relate to the topics in **section 4.3**.

The **formative A and B challenges** are designed to be used for teaching and learning throughout the course. They are formatively assessed by the tutor/assessor, so learners can learn from feedback about their performance and continue to improve. They are **not externally moderated** and **do not** contribute to the result of the qualification. The formative A and B challenges enable learners to develop their knowledge and skills and to practise for the summative C challenges, which do contribute to the qualification result.

Tutor/assessors must ensure that learners have chosen **one** of the available topics for each unit. In some centres it may be more appropriate for the tutor/assessor to make the choice on behalf of the learners.

The tutor/assessor must set formative A and B challenges for the learner in their chosen topic. When the learner is ready for the summative C challenge in the unit, the tutor/assessor must set the C challenge in the same topic.

Learners must complete the A and B challenges in the same topic that they will take their C challenge in. If teachers wish to broaden the young person's learning, the learner may complete additional A and B challenges in any of the other topics that will not be assessed via their C challenge. This is on the understanding that the A and B challenges in other topics **do not** contribute to the qualification result.

Learners must complete **one** summative C challenge per unit; there are a choice of three summative C challenges for each topic area. The summative C challenge assesses all of the assessment criteria in the unit, so if the learner passes the summative C challenge they will have met each of the assessment criteria in that unit. The summative C challenge brief is mapped to the assessment criteria. This approach makes it straightforward for learners and tutor/assessors to understand what is being assessed.

The **summative C challenges** are for learners to complete as evidence for assessment and they contribute to the qualification result of Pass or Fail. Summative C challenges enable the learners to show that they have met each of the assessment criteria in the units DM1, WW1 and PS1 for Level 1; or DM2, WW2 and PS2 for Level 2. Summative C challenges are assessed by the tutor/assessor, internally moderated by the internal moderator and externally moderated by the ASDAN External moderator.

Centres must set the C challenges as provided by ASDAN, with no amendments. However, if a centre requires that the C challenges be amended, for example to contextualise them to suit their learners' age group or their specific work setting, ASDAN may agree to the centre amending them. The centre must apply to ASDAN in writing prior to the assessment being provided to the candidate with justification of the need for amendments. ASDAN will consider the request and will either accept or

Section 4

Structure and assessment overview

reject the request and provide the rationale for the decision to the centre. The centre must not set amended C challenges to learners until ASDAN has approved them. If this qualification is being used to deliver the Religious Studies curriculum, the tutor/assessor may choose the **Beliefs and values** topics for units DM and WW.

4.5 Project overview

Each learner selects a project linked to any one of the topics in DM1, WW1 and PS1 for Level 1; or DM2, WW2 and PS2 for Level 2. The learner undertakes the project over an agreed time period, while being regularly supervised by the tutor/assessor. The learner finalises the project and produces a presentation about the project. The learner gives this presentation to a non-specialist audience and answers their questions. The learner also attends a presentation given by another learner and asks that learner questions about their project.

The tutor/assessor gives the learner a project brief at the start of the project and uses various project forms in section 17 of this specification to ensure the learner completes the project.

The tutor/assessor assesses the evidence produced by the learner against the assessment grid. The internal moderator checks and may amend a sample of the assessment decisions before submitting centre assessment decisions to ASDAN. The ASDAN external moderator then moderates a sample before the results are finalised.

4.6 Co-teaching different qualifications in one class

The four Personal and Social Effectiveness qualifications are designed so that co-teaching of more than one qualification within one class can take place, if desired. The Level 2 units are parallel but more challenging versions of the Level 1 units. This enables the Level 1 and 2 qualifications to be delivered simultaneously in a mixed ability class.

The Award and first three units of the Certificate can also be delivered simultaneously as they are identical within each Level.

Learners registered for Level 1 take the Level 1 C challenges. Learners registered for Level 2 take similar but more challenging Level 2 C challenges. Learners taking the Award at either level are set the same challenges as those learners who are taking the Certificate. This makes it straightforward for tutor/assessors to run a mixed ability class and assess work at two different levels within one class, or to run a class where some learners are registered for the Award and others for the Certificate.

Further information on terms used within the unit assessment criteria to differentiate between Levels 1 and 2 can be found on page 20 of the **Centre handbook**.

Section 5

Units for Level 1

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

DM1: Developing myself and my performance

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

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

Section 5

Units for Level 1

WW1: Working with others

Title	Working with others
Unique Reference Number	M/618/7121
Level	1
Unit aim/purpose	<p>The aim of this unit is to equip learners with skills and attributes to work well with others and become socially effective.</p> <p>The unit will equip young people to understand other people's perspectives, thoughts and feelings in order to foster collaboration. It will encourage the development of empathetic ways of working with others that respect diversity and encourage inclusive approaches to working in teams. It will focus on building communication and language skills that are considerate of other peoples' heritage and perspectives.</p>

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to work with another person in socially effective ways	1.1	Demonstrate empathy with another person
		1.2	Express your own thoughts and feelings to another person
		1.3	Use communication and language skills that are considerate of another person's perspective, thoughts and feelings
2	Be able to work with others to meet an agreed objective	2.1	Cooperate with others to carry out tasks to meet an agreed objective
3	Be able to review whether you work well in a team	3.1	Give and receive feedback to identify whether you and others were effective when you collaborated
Requirements about the way the unit must be assessed:		Through the completion of challenges and portfolio evidence.	

Section 5

Units for Level 1

PS1: Problem solving

Title	Problem solving
Unique Reference Number	T/618/7122
Level	1
Unit aim/purpose	<p>The aim of this unit is to equip learners with skills in problem solving in order to become personally and socially effective.</p> <p>The unit will develop a sense of problem solving as a process with multiple stages. Young people will be equipped to identify and define simple problems. They will generate various possible solutions before deciding on the best option in collaboration with others. Having solved the problem, the learners' focus will be on identifying whether or not their solution was successful.</p>

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to identify a simple problem that needs to be solved	1.1	Identify a simple problem
		1.2	Break down the problem to its component parts
2	Be able to generate ideas to solve a simple problem	2.1	Generate ideas for solutions to the problem
		2.2	Discuss ideas with others
3	Be able to solve a simple problem	3.1	Solve a simple problem
		3.2	State why you chose the particular solution
		3.3	Identify whether the idea was successful
Requirements about the way the unit must be assessed:		Through the completion of challenges and portfolio evidence.	

Section 5

Units for Level 1

DP1: Delivering a project

Title	Delivering a project
Unique Reference Number	A/618/7123
Level	1
Unit aim/purpose	<p>The aim of this unit is to equip learners with skills in doing a project, giving a presentation about it and discussing it with others. It is an opportunity to build on the skills developed in the first three units of the Certificate.</p> <p>The unit will develop learners' skills in planning and doing a research project. It will develop the communication skills of presenting and discussing a project and using empathy to discuss other people's work with respect for their points of view. It will reinforce the development of problem solving, improving performance and resilience through a review of what went well in the project and what could have gone better.</p>

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

Section 5

Units for Level 1

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

Section 6

Units for Level 2

The four Level 2 units are shown on the following pages. They each contain unit aims, learning outcomes and assessment criteria.

DM2: Developing myself and my performance

Title	Developing myself and my performance
Unique Reference Number	F/618/7124
Level	2
Unit aim/purpose	The aim of this unit is to equip learners with the skills and attributes to become more emotionally intelligent and personally effective in school, work and life. It will support young people to understand, manage and articulate their own emotions. The unit will provide learners with skills to continuously develop performance through setting, working towards and reviewing goals. It will support the development of personal resilience in the face of challenges to achieve personal goals, drawing on social and emotional learning.

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to develop own personal effectiveness and emotional intelligence	1.1	Demonstrate development of own personal effectiveness and emotional intelligence
2	Be able to set targets for developing your performance	2.1	Set targets for developing your personal performance that are specific, measurable, attainable, realistic and time-bound
		2.2	Create an action plan to enable you to meet your targets
3	Be able to meet targets for developing your performance	3.1	Meet targets by completing the actions on your action plan
4	Be able to review development of your performance	4.1	Ask a range of others for feedback on how your performance has developed
		4.2	Review your actual development in your performance against your targets for developing your performance
Requirements about the way the unit must be assessed:		Through the completion of challenges and portfolio evidence.	

Section 6

Units for Level 2

WW2: Working with others

Title	Working with others
Unique Reference Number	J/618/7125
Level	2
Unit aim/purpose	<p>The aim of this unit is to equip learners with skills and attributes to work well with others and become socially effective.</p> <p>The unit will equip young people to understand other people's perspectives, thoughts and feelings in order to foster collaboration. It will encourage the development of empathetic ways of working with others that respect diversity and encourage inclusive approaches to working in teams. It will focus on building communication and language skills that are considerate of other peoples' heritage and perspectives.</p>

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to work with others in socially effective ways	1.1	Demonstrate empathy with other people
		1.2	Express your own thoughts and feelings to other people
		1.3	Use communication and language skills that are considerate of other people's perspective, thoughts and feelings
2	Be able to work with others to meet an agreed objective	2.1	Cooperate with others to carry out tasks to meet an agreed objective
3	Be able to review how well you work in a team	3.1	Give and receive feedback to identify how effective you and others were when you collaborated
Requirements about the way the unit must be assessed:		Through the completion of challenges and portfolio evidence.	

Section 6

Units for Level 2

PS2: Problem solving

Title	Problem solving
Unique Reference Number	L/618/7126
Level	2
Unit aim/purpose	<p>The aim of this unit is to equip learners with skills in problem solving in order to become personally and socially effective.</p> <p>The unit will develop a sense of problem solving as a process with multiple stages. Young people will be equipped to identify and define straightforward problems. They will generate a range of possible solutions before deciding on the best option in collaboration with others. Having solved the problem, the learners' focus will be on reviewing the success of their solution.</p>

Learning outcomes		Assessment criteria	
You, the learner, will:		You, the learner, can:	
1	Be able to identify a straightforward problem that needs to be solved	1.1	Identify a straightforward problem
		1.2	Break down the problem to its component parts
2	Be able to generate ideas to solve a straightforward problem	2.1	Generate a range of ideas for solutions to the problem
		2.2	Discuss a range of ideas with others
3	Be able to solve a straightforward problem	3.1	Solve a straightforward problem
		3.2	Justify why you chose the particular solution
		3.3	Review how successful the idea was
Requirements about the way the unit must be assessed:		Through the completion of challenges and portfolio evidence.	

Section 6

Units for Level 2

DP2: Delivering a project

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

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

Section 6

Units for Level 2

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

Section 7

Indicative content

Below is the indicative content for the units at both levels, which gives an indication of what is likely to be taught and assessed.

DM1, DM2 Developing myself and my performance

1 Be able to develop own personal effectiveness and emotional intelligence

- Personal effectiveness and emotional intelligence: making positive relationships with other people; understanding and managing ourselves and our own emotions, thoughts, and behaviours; understanding and responding to emotions and behaviour of others, in ways that are in the best long-term interest of themselves and others; development of self-awareness, management of own feelings, own motivation, empathy and social skills

2 Be able to set targets for developing your performance

- Setting SMART targets: working with a tutor, manager, mentor or peers to ensure targets are sufficiently but not excessively challenging; targets that enable improvement of own learning and performance
- Action plan: time-bound, broken into small attainable action points, with deadlines; personal growth in the community, at school, at work, at home, in further and higher education; support from others to work on actions; plan to review progress; toolkit to reflect on own ongoing development

3 Be able to work towards targets for developing your performance

- Starting actions; breaking actions down into smaller actions; finishing actions; regulating own emotions to continue taking actions; motivating self to complete actions; managing time; regular reviews of progress at and towards action points; new ways of learning; plan to meet physical, social and emotional needs to build resilience; communicating and collaborating with others for support

4 Be able to review development of your performance

- Communicate with others to gather their feedback about your personal growth
- Use of action plan; review which targets were met and which were not

WW1, WW2 Working with others

1 Be able to work with others in socially effective ways

- Empathy: show interest, care and concern; imagine yourself in their shoes; acknowledge the other person's feelings; withhold judgement; show emotional support and encouragement; respect diversity by acknowledging own biases, inviting input from people with different backgrounds and showing respect for similarities and differences; listening empathetically
- Express own thoughts and feelings: be direct; get to the point; use a suitable tone; keep it simple; ask if the listener has understood you; consider who you are talking to

Section 7

Indicative content

- Take another person's thoughts and feelings into account; active listening; be intuitive of other people's needs; be patient; consider who you are talking to; tailor your language to the person you are talking to; use appropriate tone; check your message; use good manners

2 Be able to work with others to meet an agreed objective

- Cooperate with others to meet an agreed objective: allocate tasks to people; work together on tasks; communicate; work safely with others; consider individual needs and take action to accommodate them; give and receive help; check progress towards objectives; build resilience; perseverance

3 Be able to review whether/how well you work in a team

- Give and receive feedback on effectiveness of collaboration: ask team members what went well and less well when you worked together as a team; give and receive constructive, specific, timely feedback with examples; reflect on your own contribution and contribution of team members; consider ways you could improve teamwork in the future

PS1, PS2 Problem solving

1 Be able to identify a simple or straightforward problem that needs to be solved

- Identify a problem: define a problem;
- Break down the problem to component parts: identify key elements of problem; check own understanding of problem; find out more about a problem; visualise or model the problem; identify causes of problem; identify impact of problem

2 Be able to generate ideas to solve a simple or straightforward problem

- Generate ideas to solve the problem: consider problem from a different angle; use information and answers to questions to explore ideas; ask others how they would approach the problem and what their solution would be; look for ways others have solved similar problems; encourage all ideas; use an open mind; reserve judgement on ideas; evaluate alternatives
- Discuss ideas with others: select range of people with relevant backgrounds, interests and roles; ask for and listen to their opinions and ideas

3 Be able to solve a simple or straightforward problem

- Apply selected idea to solve a problem: use decision-making to select the best idea for a problem; implement chosen solution; be flexible if chosen solution proves unsatisfactory during or after implementation; maintain own resilience during application of idea
- Give reasons for choosing the solution: most appropriate; likely to lead to best possible outcome; can be implemented with reasonable resources, time and budget
- Review how successful the idea was: consider desired outcome against success of implemented solution; weigh up what went well and what could have gone better; what can be learned when ideas for solutions are not as successful as we would like

Section 7

Indicative content

DP1, DP2 Delivering a project

1 Be able to plan to research a chosen project topic

- Plan of activities to do the project: choose topic, draft and agree title and aims, tasks, sub-tasks, milestones, start dates, deadlines, resources available including support from others
- Sources of information: websites; books; library; people with relevant experience and knowledge

2 Be able to research a chosen project topic

- Carry out the research activities: take action; follow the plan; primary research; secondary research; surveys; sources of information; research conducted by other people; evaluate sources; make notes about research; select key information and data; collate findings
- Monitor progress against plan: set regular dates or milestones to monitor progress; manage time; evaluate actual progress against planned progress; discuss progress with supervisor/tutor/manager; identify whether corrective action is needed; take corrective action where needed
- Use research to write up your findings: relate findings to project title and aims; use suitable structure, layout and headings for project report; use tables, figures and illustrations if appropriate; provide introduction and conclusions; use clear language to summarise findings; use grammar and spelling; use language suitable for audience

3 Be able to review your project management skills

- Review your project management skills: project aim met; time well managed; research carried out effectively; tasks completed; findings written up; corrective action taken if needed; identified own strengths and weaknesses in project management; identified ways to improve own project management skills

4 Be able to give a presentation about your project

- Prepare a presentation about own project: decide on key information to present, including findings and conclusions; select appropriate presentation method for audience; develop presentation with any supporting resources
- Use of resources for presentation: effective use of prepared resources; use of technology; use of hand-outs and other aids; use communication skills to present; use language that the audience is familiar with

5 Be able to discuss your project

- Respond to questions about project: prepare in advance to answer questions; practise answering questions in advance via role play; listen carefully to question; ask to rephrase question if need; ask for thinking time if need; formulate and give response; engage with audience; use words that everyone can understand

Section 7

Indicative content

6 Be able to discuss someone else's project

- Contribute to discussion about project: make notes while watching or listening to the presentation; formulate constructive, relevant and useful comments; consider speaker's point of view and points of view of other listeners; show empathy and respect; judge when to contribute and how much to contribute
- Ask questions: listen actively, formulate useful questions; ask questions that add value to the presentation for yourself and others; ask questions relevant to topic; show empathy and respect

Section 8

Portfolio challenges

8.1 Setting the portfolio challenges

When a centre is approved to deliver the qualification, ASDAN will provide the centre with a set of formative A and B challenges and a set of summative C challenges. The challenges will remain current year on year until ASDAN retires or amends them. ASDAN will inform centres of any retired, amended or new challenges.

There are A, B and C challenges in five different topics for unit WW and four different topics for both DM and PS per unit. Learners choose **one topic per unit** to take their A, B and C challenges in.

The C challenges are available at Level 1 and slightly more challenging versions are available at Level 2. Learners registered for the ASDAN Level 1 Award or Certificate in Personal and Social Effectiveness must take the Level 1 challenges for each of the three units that are assessed by challenges. Learners registered for the ASDAN Level 2 Award or Certificate in Personal and Social Effectiveness must take the Level 2 Challenges for each of the three units that are assessed by challenges.

Learners are not permitted to mix and match levels, for example taking Level 1 in one unit and Level 2 in two other units.

However, if, on a rare occasion, a learner is registered for a Level 1 qualification and accidentally takes a Level 2 C challenge, their work may be assessed and used towards the Level 1 qualification through Recognition of Prior Learning. Please try to avoid this happening, though, because if a learner is operating at Level 1 it can be off-putting for them to attempt a Level 2 challenge.

Conversely, we are unable to accept Level 1 work completed by learners who are registered for Level 2 because the Level 1 challenge would not enable learners to demonstrate a sufficiently high Level of attainment for Level 2.

Tutor/assessors are required to teach content to enable learners to acquire the skills that are assessed by the summative C challenges, and any underpinning knowledge that is needed to be able to demonstrate these skills. They should also regularly set formative A and B challenges during the course for learners to practise and embed the understanding and skills via the chosen topic. Once the learner has practised via the A and B challenges the tutor/assessor should set relevant summative C challenge for learners to complete.

For each unit there is a choice of topics to explore via the formative A and B and summative C challenges. Each challenge will relate to one topic. Each summative C challenge will assess all of the assessment criteria in a unit.

Learners may take a summative C challenge when they are ready to tackle it. This can be at any time during the course.

Section 8

Portfolio challenges

For unit **DM1/ DM2 Developing myself and my performance**, learners must complete a range of formative A and B challenges and a summative C challenge in one of the following topics:

- Health and wellbeing
- International links
- Digital communications
- Beliefs and values

For unit **WW1/WW2 Working with others**, learners must complete a range of formative A and B challenges and a summative C challenge in one of the following topics:

- Citizenship and community
- The environment
- Enterprise
- Sport and leisure
- Beliefs and values

For unit **PS1/PS2 Problem solving**, learners must complete a range of formative A and B challenges and a summative C challenge in one of the following topics:

- Science and technology
- Expressive arts
- Independent Living
- Vocational Preparation

We recommend spending approximately the following amount of time on delivering the course and its assessments. The breakdown includes time for teaching and learning, the A and B challenges and the C challenge for each of the relevant units:

ASDAN unit code.	Unit title	Total in unit		Teaching and learning time		A and B challenges		C challenge	
		GLH	TQT	GLH	TQT	GLH	TQT	GLH	TQT
DM1/2	Developing myself and my performance	30	40	12	16	12	16	6	8
WW1/2	Working with others	23	30	9	12	9	12	5	6
PS1/2	Problem solving	23	30	9	12	9	12	5	6
Total		76	100	30	40	30	40	16	20

GLH stands for Guided Learning Hours and TQT stands for Total Qualification Time.

Section 8

Portfolio challenges

This means that the learner should spend approximately the following time on each C challenge:

Unit		Time on C challenge
DM1/2	Developing myself and my performance	8 hours, of which 6 hours are supervised
WW1/2	Working with others	6 hours, of which 5 hours are supervised
PS1/2	Problem solving	6 hours, of which 5 hours are supervised

Tutor/assessors should plan regular progress meetings with learners to discuss their learning and their performance on the A and B challenges. The meetings should include learner self-reflection and formative feedback from the tutor/assessor. The learner should agree actions with the tutor/assessor that will help to improve their learning or their performance on the remaining challenges.

8.2 Assessing the summative C challenges

Tutor/assessors may assess each summative C challenge as the learner completes it, so there can be continuous assessment during the course.

The tutor/assessor assesses each summative C challenge and notes the assessment decisions on the **Level 1 or Level 2 summative C challenges assessment grid**.

Assessment grids for each unit are available to download from the members' area of the ASDAN website (see Section 16 for an example of an assessment grid). The learner must meet each of the assessment criteria in a unit to pass the unit.

The tutor/assessor may formatively assess a summative C challenge once and return it to the learner with feedback before it is summatively assessed. There is a column for formative assessment in the assessment grid.

If the work does not meet the standard at the formative assessment stage, the learner may amend their work or start it again from scratch by considering the feedback from the tutor/assessor and resubmitting the amended work or a new piece of work. Work for a given C challenge may be submitted only once for formative assessment and only once for summative assessment.

All assessment will be carried out by tutor/assessors who have the appropriate competence and who have no personal interest in the outcome of the assessment. Prior to carrying out any assessment, each centre will be provided with training.

Tutor/assessors should consider whether the work produced for the C challenge meets the assessment criteria and then record their decision on the assessment grid.

Centres will then carry out an internal moderation process, led by the internal moderator, to ensure all the tutor/assessors have applied the mark scheme accurately and to the same standard. The internal moderator samples the assessment decisions of the tutor/assessors and may require changes to their assessment decisions. Once the centre assessment decisions are final, the centre submits the Pass or Fail decision for each unit per learner to ASDAN.

Section 8

Portfolio challenges

The ASDAN external moderator samples the assessment decisions of the centre and agrees or disagrees with the centre assessment. The external moderator may amend the centre's decisions where there is disagreement.

Section 9

Project

9.1 Choosing the project

ASDAN will provide centres with a project brief when they first register learners for the Certificate. There is one brief for Level 1 and a similar but more challenging brief for Level 2. The same brief is used for each cohort unless ASDAN retires or amends the brief.

The brief enables the learner to attempt to meet each of the assessment criteria in unit DP1 for Level 1 or DP2 for Level 2. It allows them to select their own project title. The tutor/assessor will set the brief for learners at a suitable point during the course. The choice of project must be learner-led and should support the learner's personal and social effectiveness. Learners should select a project that compliments their other studies or that explores an area of interest to broaden their learning.

Each learner considers the topics in DM1, WW1 and PS1 for Level 1; or DM2, WW2 and PS2 for Level 2, and proposes one or more draft project titles, together with draft project aims, using the **Project proposal** (form 1). The project title must clearly link to at least **one** topic, but it may relate to more than one topic. The list of indicative subtopics is not intended to be a list of potential project titles, but it could be used to inspire ideas for learners.

Centres are not permitted to adapt the project brief in any way, so that ASDAN can ensure comparability of standards for all learners across different centres, except by prior agreement via the reasonable adjustments process.

Section 9

Project

9.2 Project process

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

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

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

Section 9

Project

Tutor/assessor

Learners should be assigned to an appropriate tutor/assessor for the duration of the project.

The tutor/assessor will be required to:

1	Carry out the taught element, this should include: <ul style="list-style-type: none">• how to choose a project• what paperwork must be used• what support is available• project management skills• research skills• presentation skills• how to finalise the project• bibliography/referencing requirements• requirements for original work and avoiding plagiarism
2	Meet each learner to review ideas
3	Agree and sign off the Project proposal (form 1)
4	Meet learners to sign off Initial project review, Midpoint review and Final review (forms 3, 6 and 7)
5	Ensure learners are meeting all of the assessment objectives
6	Liaise with employers
7	Observe learners during work experience
8	Assess the presentation
9	Assess the written report
10	Sign off the Project activity log (form 5)
11	Complete the learner record confirming that all of the work carried out and assessed is that of the learner

Section 9

Project

Internal moderator

The internal moderator is responsible for the internal quality assurance process.

The internal moderator will:	
1	Quality assure the tutor/assessors to ensure consistency and reliability of delivery and the standard of assessment decisions across all staff
2	Internally moderate learners' work
3	Be the main point of contact for ASDAN

We recommend spending approximately the following amount of time on the project. This includes time for teaching and learning and for the learner to undertake the project:

Teaching and learning time for the project unit		Project duration including feedback with supervisor	
GLH	TQT	GLH	TQT
9	12	35	48

This means that the learner should spend approximately the following time on the project:

DP1/DP2	Time on project
Learning project skills	12 hours, of which 9 hours are supervised
Doing the project	48 hours, of which 35 hours are supervised

Tutor/assessors should plan regular progress meetings with learners to discuss their learning and their performance on the project while it is still in the stages of researching and drafting. The meetings should include learner self-reflection and formative feedback from the tutor/assessor. The learner should agree actions with the tutor/assessor that will help to improve their learning or the completion of the project.

Section 9

Project

9.3 Assessing the proposal

Learners must choose a project title and set project aims, linked to **one** of the following topics:

- Health and wellbeing
- International links
- Digital communications
- Beliefs and values
- Citizenship and community
- The environment
- Enterprise
- Sport and leisure
- Science and technology
- Expressive arts
- Independent living
- Vocational preparation

For the first stage of this process the learners must use the **Project proposal** (form 1) to submit their project idea to the tutor/assessor. It must be fully completed prior to any meeting, as this will form the basis of the discussion.

Once agreed, learners are then required to complete the project proposal authorisation, which expands on the proposal, giving more detail. The tutor/assessor will agree this and it must be signed by the learner and the tutor/assessor.

The tutor/assessor discusses the draft project title and aims with the learner to ensure that:

- the selected project title gives the learner the opportunity to meet the assessment criteria
- the aims and objectives are clear and focused
- it is relevant to at least one topic
- it gives the learner an opportunity to develop their personal and social effectiveness
- there are likely to be appropriate resources for the project
- the project aims are meaningful, appropriate, realistic and attainable at the Level of the qualification and in the timeframe available
- any obvious risks or issues around the proposed project are highlighted and discussed.

If any amendment is required to either of the project forms, the learner should amend as required and then return the form for agreement and sign off. The learner must not continue with the project until these forms have been completed and signed off. The forms require a signature from both the learner and tutor/assessor, so that there is a record.

Section 9

Project

9.4 Agreeing a timeline

The tutor/assessor agrees a timeline with the learner for the following activities:

- Learner proposes one or more possible project titles and aims via **Project proposal** (form 1) and **Project proposal authorisation** (form 2)
- Learner and tutor/assessor discussion about the proposed title(s) and aims
- Any amendment of the title and aims then sign-off
- **Initial project review** (form 3)
- Development of **Project plan** (form 4)
- **Midpoint review** (form 6) with the tutor/assessor
- **Final review** (form 7) with the tutor/assessor
- Submission of project report and other evidence to the tutor/assessor
- Preparation of presentation materials
- Presentation and discussion of own project
- Discussion of project of other learner(s)

It is advisable for the tutor/assessor to also plan regular one-to-one meetings with learners so that learners can discuss any issues and ask for guidance and so that the tutor/assessor can support the learner and ensure the project is likely to be delivered on time to the required quality.

9.5 Planning the project

The learner must plan their project using the **Project plan** (form 4). The plan should detail the aim and objectives; the process with timings; resources needed; and any contingencies and milestones, along with their intentions of bringing the project to completion, delivering the presentation and taking part in a discussion about another presentation. The Project plan must be signed by the tutor/assessor.

9.6 Doing the project

Learners follow the project brief and undertake a project in line with the brief. The brief also requires them to prepare and deliver a presentation about their project and take part in a discussion about it. They will also listen to a presentation by another learner about a different project and take part in a discussion about that project.

Learners must produce evidence to show that they have met all the assessment criteria in the unit. Evidence could consist of the following, but other forms of evidence are likely to also enable learners to meet the assessment criteria so this list is not prescriptive or exhaustive (see Section 17 for a full list of the project forms):

- Title and aims of project within the **Project proposal** (form 1) and **Project proposal authorisation** (form 2)
- **Initial project review** (form 3)

Section 9

Project

- **Project plan** (form 4) showing how progress against activities has been monitored
- **Midpoint review** (form 6)
- List of sources of information used for research
- Notes made during research
- **Project activity log** (form 5)
- Witness statement or personal statement about own time management
- Project report
- **Final review** (form 7)
- Review of own project management skills
- Presentation and supporting resources
- Witness statement about presentation
- Evidence of preparation to answer questions about own project
- Witness statement about responding to questions from audience about own project
- Notes written about someone else's project
- Witness statement about contribution to discussion about someone else's project
- Witness statement about learner asking questions about someone else's project

If there is only one learner in the centre doing the project it may be difficult to assess LO6, which requires the learner to listen to a presentation about another learner's project. Please contact ASDAN to make alternative arrangements, for example we can provide a recording of someone giving a presentation. The tutor/assessor would play the recording to the learner and then role-play being the person giving the presentation and discuss the presentation with the learner being assessed. This would give the learner the opportunity to listen, make notes, take part in a discussion and ask questions, as required by the LO.

During the project, learners compile a **Project activity log** (form 5). The log should be compiled during the process and it will document the activities (including research carried out and resources used), time spent, decisions made and reflections during the process. Any fundamental advice given to the learner must also be recorded by them in the **Project activity log**.

9.7 Initial, midpoint and final project reviews

Learners and tutor/assessors use the **Initial project review**, **Midpoint review** and **Final review** (forms 3, 6 and 7) to help to keep learners on track and give them the opportunity to discuss both successes and issues and to obtain advice.

Section 9

Project

9.8 Finalising the project

Learners must produce a written report about their project. They must also produce materials for a presentation and discussion about their project. They must give the presentation face to face or via electronic means and then take part in a discussion about it. They must also take part in a discussion about another learner's project. The **Presentation and discussion record** (form 8) should be completed for the presentation by the tutor/assessor, together with any supporting materials such as handouts or aids prepared by the learner. The Presentation and discussion record should also capture the quality of the learner's response to questions asked.

The learner must also complete the **Project tracker** in their Project journal. The tutor/assessor (and internal moderator for learners included in the sample) must complete the **Centre declaration form** (available to download from the members' area of the ASDAN website).

9.9 Assessing the project

The tutor/assessor assesses the project evidence. The tutor/assessor may provide one formative assessment of the evidence and return it to the learner with feedback before it is summatively assessed. There is a column for formative assessment in the **Project assessment grid** (see section 16 for an example assessment grid).

If the work does not meet the standard on the first attempt, the learner may amend their work or start it again from scratch by considering the feedback from the tutor/assessor and resubmitting it for formal assessment. Work must be submitted once only to the tutor/assessor for formative assessment and once for summative assessment.

The tutor/assessor will assess the evidence using the Project assessment grid. The learner must gain a Pass for each assessment criterion to pass the unit.

All assessment will be carried out by tutor/assessors who have the appropriate competence and who have no personal interest in the outcome of the assessment. Prior to carrying out any assessment, each centre will be provided with training.

Tutor/assessors should decide which assessment criteria have been met and then record the decision using the assessment grid. Centres will then carry out an internal standardisation process, led by the internal moderator, to ensure the tutor/assessors are applying the mark scheme accurately and to the same standard.

Section 10 Standardisation, assessment and quality assurance

10.1 Standardising the tutor/assessor decisions

For all internally marked work the centre is required to hold a standardisation meeting. This is to ensure fair assessment of all learners and to check there is consistent application of the assessment criteria in the assessment grid. If there are two or more tutor/assessors then the internal moderator must take the lead role and make sure a single approach to the standard is taken.

In order to achieve this, all tutor/assessors must attend the standardisation meeting where common pieces of work are assessed and any differences are discussed to determine how the assessment criteria have been interpreted. Tutor/assessors must show clearly which assessment criteria have been passed by the learner and any that have not been achieved. If there are inconsistencies between the assessment decisions of different assessors, the internal moderator will have the final say.

An **internal standardisation meeting template** is available to download from the ASDAN website.

10.2 Internal moderation

Internal moderation is undertaken by the centre, following their own sampling strategy.

The centre's internal moderator is responsible for quality assuring the assessment of the tutor/assessors across the centre. They will:

- quality assure the tutor/assessors' judgements to ensure consistency and reliability
- internally moderate samples of work
- decide whether proposed centre assessment is accurate or whether tutor/assessors are required to amend their assessment before submitting assessment decisions
- provide accurate centre assessment decisions to the centre's examination officer for submission to ASDAN.

Internal moderation will be carried out by an internal moderator who has appropriate competence and who has no personal interest in the outcome of the moderation. A person who has previously been involved in the marking of assessments must NOT be involved in the internal moderation process of those assessments. Prior to carrying out any moderation, centres will be provided with training.

Prior to carrying out moderation, the internal moderator will be provided with a copy of:

- the evidence generated by the learners in the sample
- a record of the tutor/assessor's assessment decisions including any comments
- the portfolio challenges, project brief and assessment grids.

The internal moderator provides the quality control of the tutor/assessors' work before ASDAN's External moderator checks the quality of the centre's work.

An **internal moderation sampling plan template**, **internal moderation report template (with guidance)** and **internal moderation checklist** are available to download from the ASDAN website.

Section 10 Standardisation, assessment and quality assurance

10.3 External moderation

The ASDAN external moderator is responsible for quality assuring the assessment and internal moderation in each centre. They will:

- quality assure the judgements of the internal moderator to ensure consistency and reliability across all centres
- externally moderate samples of learner work
- submit external moderator assessment decision to ASDAN
- write a centre report for each centre
- contribute to the ASDAN Principal Moderator's report on the performance of the qualification across all centres each session.

External moderation is carried out by ASDAN's external moderators who consider the quality of learner work, assessment and internal moderation at each centre. Proposed results from centres may need to be changed by ASDAN after the external moderation if the centre has not interpreted or used the assessment grids to the same standard as the external moderator. Centre results may be adjusted up or down (ie a Fail may be changed to a Pass or vice versa).

All external moderation will be carried out by external moderators who have appropriate subject knowledge and competence and who have no personal interest in the outcome of the moderation. A person who has previously been involved in the marking of assessments must NOT be involved in the moderation process. Prior to carrying out any external moderation, External moderators will be provided with training.

External moderation of portfolio challenges and projects is conducted remotely. This may involve email or post. ASDAN cannot accept any responsibility for materials that are lost in transit as part of the moderation process.

ASDAN will notify the centre of the moderation outcomes in line with ASDAN's existing policy.

Section 11

Results and certification

11.1 Results

ASDAN will notify the centre of the qualification result for each learner after the centre has submitted centre assessment decisions and sample work, and our external moderator has moderated the sample and centre assessment decisions have been adjusted if needed.

11.2 Certification

Certificates will be issued following the deadline for post-results service requests (appeals).

Centres must check that they have all the certificates expected. They must be given to learners without delay (using secure post if sending by mail) and centres must keep a record of what they have issued. Any unclaimed certificates must be stored securely for at least 12 months, then returned to ASDAN.

If a certificate is missing, please inform ASDAN immediately.

Requests for replacement certificates must be made in writing, giving a clear explanation of the reason for the request. If replacements are requested because a certificate has been lost, full details of circumstances must be given so that a valid replacement certificate can be issued.

Damaged or erroneous certificates must be returned to ASDAN so that a valid replacement certificate can be issued.

There will be a charge for replacement certificates unless the need for its issue is as a result of an error by ASDAN.

All replacement certificates will be issued and invoiced to the centre. They cannot be issued directly to an individual learner.

Section 12

Administration

12.1 Learner registration and key dates

Details of how centres register learners and key dates for these qualifications can be found on the members area of the website.

This specification is not available to private learners.

12.2 Authentication of learners' work

These qualifications require that learners produce evidence for their portfolio challenges (and a project for the Certificate). They may produce some or all of their work at home or in private study ie not invigilated or supervised by the centre. Learners are required to sign a declaration (see form in Centre Handbook) to confirm that the work submitted is their own.

If the tutor/assessor is unconvinced of the authentication of the learner's work, it will not be accepted for assessment or external moderation.

12.3 Learners with proven reasonable adjustments or special consideration

The procedures and application form for reasonable adjustments and special consideration can be found in the ASDAN centre guidance document, which is available to download from the members area of the ASDAN website:

www.asdan.org.uk

ASDAN will acknowledge receipt of all reasonable adjustments and special consideration forms.

12.4 Malpractice

Examinations Officers must ensure that centres and learners are informed of ASDAN's regulations around malpractice. Please refer to our **Policy, Procedure and Guidance on Malpractice and Maladministration** for centres, which is available on the ASDAN website at: **www.asdan.org.uk/courses/policies-and-regulations**

In summary, learners must not:

- submit work that is not their own
- lend work to other learners
- include work directly copied from books, the internet or other sources without acknowledgement and attribution
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a sanction (eg disqualification from the qualification) will be applied.

Section 12

Administration

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice is identified by the centre after the learner has signed the declaration of authentication, the Head of Centre must submit full details of the case to ASDAN immediately. The procedure and malpractice notification form is available to download from the members area of the ASDAN website:

www.asdan.org.uk

ASDAN will acknowledge receipt of all forms relating to malpractice and maladministration.

Malpractice discovered prior to the learner signing the declaration of authentication need not be reported to ASDAN, but should be dealt with in accordance with the centre's internal procedures. ASDAN would expect centres to treat such cases very seriously.

Section 13

Tier 2 vocabulary development

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

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

Section 13

Tier 2 vocabulary development

Sublist 5			
Adjustment	Consultation	Marginal	Perspective
Alter	Contact	Mental	Target
Amendment	Enable	Modified	Whereas
Aware	Facilitate	Monitoring	
Capacity	Fundamental	Network	
Challenge	Generated	Objective	
Sublist 6			
Accurate	Exceed	Instructions	Revealed
Assigned	Furthermore	Minimum	Scope
Capable	Incentive	Motivation	Transformation
Cooperative	Incorporated	Nevertheless	Underlying
Display	Input	Preceding	
Sublist 7			
Adaptation	Contrary	Grade	Solely
Aid	Definite	Inferred	Somewhat
Comprehensive	Disposal	Isolated	Topic
Comprise	Extract	Mode	Ultimately
Confirmed	Foundation	Priority	
Sublist 8			
Accompanied	Detected	Minimised	Schedule
Accumulation	Deviation	Plus	Termination
Appreciation	Eventually	Predominantly	Thereby
Clarity	Exhibit	Reinforced	
Crucial	Induced	Revision	
Sublist 9			
Anticipated	Concurrent	Mutual	Supplementary
Attained	Conversely	Overlap	Team
Ceases	Diminished	Portion	Temporary
Commenced	Duration	Route	Trigger
Incompatible	Minimal	Scenario	Vision

Section 13

Tier 2 vocabulary development

Sublist 10			
Albeit	Encountered	Ongoing	Whereby
Colleagues	Forthcoming	Persistent	
Compiled	Likewise	Straightforward	
Convinced	Nonetheless	Undergo	

WW1 and WW2: Working with others			
Sublist 1			
Approach	Evidence	Issues	Required
Area	Factors	Major	Response
Assessment	Identified	Method	Role
Available	Indicate	Occur	Significant
Definition	Individual	Period	Source
Established	Interpretation	Procedure	Specific
Estimate	Involved	Process	
Sublist 2			
Achieve	Elements	Participation	Regulations
Appropriate	Features	Perceived	Relevant
Aspects	Final	Positive	Resources
Assistance	Focus	Potential	Sought
Conclusion	Impact	Previous	Select
Conduct	Items	Primary	Strategies
Consequences	Obtained	Range	
Sublist 3			
Alternative	Criteria	Interaction	Reliance
Circumstances	Demonstrate	Justification	Sequence
Comments	Document	Link	Specified
Considerable	Emphasis	Maximum	Sufficient
Constant	Ensure	Negative	Task
Contribution	Excluded	Outcomes	Techniques
Coordination	Initial	Partnership	
Corresponding	Instance	Reaction	

Section 13

Tier 2 vocabulary development

Sublist 4			
Adequate	Emerged	Obvious	Prior
Apparent	Error	Option	Professional
Approximated	Goals	Output	Project
Attitudes	Hence	Overall	Series
Commitment	Implementation	Parameters	Stress
Communication	Implications	Phase	Subsequent
Concentration	Internal	Predicted	Summary
Despite	Job	Principal	Undertaken
Sublist 5			
Academic	Contact	Image	Pursue
Adjustment	Enable	Logic	Styles
Alter	Energy	Marginal	Target
Amendment	Equivalent	Mental	Transition
Aware	External	Modified	Version
Capacity	Facilitate	Monitoring	Whereas
Challenge	Fundamental	Network	
Conflict	Generated	Objective	
Consultation	Generation	Perspective	
Sublist 6			
Accurate	Display	Incentive	Preceding
Acknowledged	Diversity	Incorporated	Presumption
Allocation	Domain	Initiatives	Rational
Assigned	Enhanced	Input	Revealed
Attached	Exceed	Instructions	Scope
Brief	Explicit	Intelligence	Transformation
Capable	Flexibility	Minimum	Underlying
Cooperative	Furthermore	Motivation	
Discrimination	Gender	Nevertheless	

Section 13

Tier 2 vocabulary development

Sublist 7			
Adaptation	Contrary	Inferred	Somewhat
Advocate	Definite	Innovation	Ultimately
Aid	Disposal	Intervention	Unique
Comprehensive	Foundation	Isolated	
Comprise	Hierarchical	Priority	
Confirmed	Identical	Solely	
Sublist 8			
Accompanied	Denote	Minimised	Termination
Accumulation	Deviation	Offset	Thereby
Ambiguous	Eventually	Plus	Via
Appreciation	Exhibit	Predominantly	Virtually
Bias	Fluctuations	Reinforced	Widespread
Clarity	Guidelines	Restore	
Complement	Implicit	Schedule	
Crucial	Inevitably	Tension	
Sublist 9			
Anticipated	Controversy	Mediation	Scenario
Assurance	Conversely	Minimal	Subordinate
Attained	Diminished	Mutual	Supplementary
Behalf	Duration	Overlap	Team
Commenced	Founded	Passive	Temporary
Incompatible	Inherent	Preliminary	Trigger
Concurrent	Insights	Relaxed	Unified
Confined	Integral	Rigid	Vision
Sublist 10			
Albeit	Enormous	Notwithstanding	Straightforward
Colleagues	Forthcoming	Odd	Undergo
Compiled	Inclination	Ongoing	
Conceived	Integrity	Persistent	
Convinced	Likewise	Reluctant	
Encountered	Nonetheless	So-called	

Section 13

Tier 2 vocabulary development

PS1 and PS2: Problem solving			
Sublist 1			
Analysis	Context	Indicate	Procedure
Approach	Create	Individual	Process
Area	Data	Interpretation	Required
Assessment	Definition	Involved	Research
Assume	Established	Issues	Role
Authority	Estimate	Major	Significant
Available	Evidence	Method	Similar
Benefit	Factors	Occur	Source
Concept	Function	Period	Specific
Consistent	Identified	Principle	Variables
Sublist 2			
Achieve	Design	Items	Previous
Appropriate	Distinction	Maintenance	Range
Aspects	Elements	Normal	Relevant
Assistance	Evaluation	Obtained	Resources
Categories	Features	Participation	Sought
Conclusion	Final	Perceived	Strategies
Consequences	Focus	Positive	Survey
Cultural	Impact	Potential	
Sublist 3			
Alternative	Corresponding	Interaction	Sequence
Circumstances	Criteria	Justification	Specified
Comments	Deduction	Link	Sufficient
Components	Demonstrate	Location	Task
Considerable	Dominant	Maximum	Technical
Constant	Emphasis	Outcomes	Techniques
Constraints	Ensure	Partnership	Validity
Contribution	Implies	Reaction	
Coordination	Initial	Reliance	
Core	Instance	Removed	

Section 13

Tier 2 vocabulary development

Sublist 4			
Access	Debate	Investigation	Project
Adequate	Despite	Job	Resolution
Apparent	Emerged	Obvious	Retained
Approximated	Error	Option	Series
Attitudes	Goals	Output	Stress
Attributed	Hence	Overall	Subsequent
Commitment	Hypothesis	Parameters	Summary
Communication	Implementation	Phase	Undertaken
Concentration	Implications	Predicted	
Contrast	Integration	Principal	
Debate	Internal	Prior	
Sublist 5			
Academic	Enable	Marginal	Pursue
Adjustment	Energy	Mental	Rejected
Alter	Entities	Modified	Stability
Amendment	Equivalent	Monitoring	Styles
Aware	Evolution	Network	Substitution
Capacity	Expansion	Notion	Sustainable
Challenge	External	Objective	Target
Conflict	Facilitate	Orientation	Transition
Consultation	Fundamental	Perspective	Version
Contact	Generated	Precise	Whereas
Discretion	Generation	Prime	
Draft	Logic	Psychology	

Section 13

Tier 2 vocabulary development

Sublist 6			
Abstract	Discrimination	Ignored	Neutral
Accurate	Display	Incentive	Nevertheless
Acknowledged	Diversity	Incidence	Preceding
Aggregate	Domain	Incorporated	Presumption
Allocation	Enhanced	Initiatives	Rational
Assigned	Exceed	Input	Revealed
Attached	Explicit	Instructions	Scope
Brief	Flexibility	Intelligence	Transformation
Capable	Furthermore	Minimum	Underlying
Cooperative	Gender	Motivation	
Sublist 7			
Adaptation	Dynamic	Innovation	Somewhat
Advocate	Eliminate	Intervention	Submitted
Aid	Equipment	Isolated	Successive
Comprehensive	Extract	Paradigm	Topic
Comprise	Finite	Phenomenon	Ultimately
Confirmed	Foundation	Priority	Visible
Contrary	Hierarchical	Prohibited	Voluntary
Couple	Identical	Reverse	
Definite	Ideology	Simulation	
Disposal	Inferred	Solely	

Section 13

Tier 2 vocabulary development

Sublist 8			
Accompanied	Denote	Inevitably	Schedule
Accumulation	Detected	Inspection	Tension
Ambiguous	Deviation	Minimised	Termination
Appreciation	Dramatic	Offset	Theme
Automatically	Eventually	Plus	Thereby
Bias	Exhibit	Predominantly	Via
Clarity	Fluctuations	Prospect	Virtually
Conformity	Guidelines	Radical	Widespread
Complement	Highlighted	Reinforced	Visual
Contradiction	Implicit	Restore	
Crucial	Induced	Revision	
Sublist 9			
Analogous	Controversy	Mediation	Restraints
Anticipated	Conversely	Medium	Rigid
Assurance	Diminished	Minimal	Route
Attained	Duration	Mutual	Scenario
Behalf	Ethical	Norms	Sphere
Bulk	Format	Overlap	Subordinate
Ceases	Founded	Portion	Supplementary
Coherence	Inherent	Preliminary	Team
Commenced	Insights	Protocol	Temporary
Incompatible	Integral	Qualitative	Trigger
Concurrent	Intermediate	Refine	Unified
Confined	Mature	Relaxed	Vision
Sublist 10			
Adjacent	Encountered	Likewise	So-called
Albeit	Enormous	Nonetheless	Straightforward
Colleagues	Forthcoming	Notwithstanding	Undergo
Compiled	Inclination	Ongoing	Whereby
Conceived	Integrity	Persistent	
Convinced	Intrinsic	Reluctant	

Section 13

Tier 2 vocabulary development

DP1 and DP2: Delivering a project			
Sublist 1			
Analysis	Definition	Issues	Response
Approach	Derived	Major	Role
Area	Established	Method	Section
Assessment	Estimate	Occur	Significant
Assume	Evidence	Percent	Similar
Available	Factors	Period	Source
Benefit	Function	Policy	Specific
Concept	Identified	Principle	Structure
Consistent	Indicate	Procedure	Variables
Context	Individual	Process	
Create	Interpretation	Required	
Data	Involved	Research	
Sublist 2			
Achieve	Consequences	Items	Range
Appropriate	Design	Maintenance	Relevant
Aspects	Elements	Obtained	Resources
Assistance	Evaluation	Perceived	Sought
Categories	Features	Positive	Select
Chapter	Final	Potential	Strategies
Computer	Focus	Previous	Survey
Conclusion	Impact	Primary	Text

Section 13

Tier 2 vocabulary development

Sublist 3			
Alternative	Demonstrate	Layer	Scheme
Circumstances	Document	Link	Sequence
Comments	Emphasis	Maximum	Specified
Components	Ensure	Negative	Sufficient
Considerable	Excluded	Outcomes	Task
Constraints	Illustrated	Partnership	Technical
Contribution	Implies	Philosophy	Techniques
Coordination	Initial	Proportion	Technology
Core	Instance	Published	Validity
Corresponding	Interaction	Reaction	Volume
Criteria	Justification	Reliance	
Sublist 4			
Access	Despite	Investigation	Prior Project
Adequate	Emerged	Job	Project
Apparent	Error	Obvious	Resolution
Approximated	Goals	Option	Statistics
Attitudes	Hence	Output	Stress
Attributed	Hypothesis	Overall	Subsequent
Commitment	Implementation	Parameters	Summary
Communication	Implications	Phase	Undertaken
Concentration	Integration	Predicted	
Debate	Internal	Principal	

Section 13

Tier 2 vocabulary development

Sublist 5			
Academic	Enable	Marginal	Styles
Adjustment	Equivalent	Modified	Substitution
Alter	Expansion	Monitoring	Sustainable
Amendment	External	Notion	Symbolic
Aware	Facilitate	Objective	Target
Capacity	Fundamental	Orientation	Transition
Challenge	Generated	Perspective	Trend
Consultation	Generation	Precise	Version
Contact	Image	Prime	Whereas
Draft	Logic	Rejected	
Sublist 6			
Abstract	Discrimination	Incidence	Nevertheless
Accurate	Display	Incorporated	Preceding
Acknowledged	Diversity	Index	Presumption
Allocation	Domain	Initiatives	Rational
Assigned	Edition	Input	Revealed
Attached	Enhanced	Instructions	Scope
Author	Exceed	Intelligence	Transformation
Brief	Explicit	Lecture	Underlying
Capable	Flexibility	Minimum	
Cited	Furthermore	Motivation	
Cooperative	Ignored	Neutral	

Section 13

Tier 2 vocabulary development

Sublist 7			
Adaptation	Empirical	Inferred	Simulation
Advocate	Extract	Innovation	Solely
Aid	File	Isolated	Somewhat
Comprehensive	Finite	Mode	Thesis
Comprise	Foundation	Paradigm	Topic
Contrary	Guarantee	Phenomenon	Ultimately
Definite	Hierarchical	Priority	Unique
Disposal	Identical	Publication	Visible
Eliminate	Ideology	Quotation	
Sublist 8			
Accumulation	Crucial	Implicit	Prospect
Appendix	Denote	Inevitably	Revision
Appreciation	Detected	Inspection	Schedule
Bias	Deviation	Manipulation	Termination
Chart	Dramatic	Minimised	Thereby
Clarity	Eventually	Offset	Via
Complement	Exhibit	Paragraph	Virtually
Contemporary	Guidelines	Plus	Widespread
Contradiction	Highlighted	Predominantly	Visual
Sublist 9			
Analogous	Confined	Insights	Refine
Anticipated	Controversy	Integral	Scenario
Attained	Conversely	Medium	Sphere
Behalf	Diminished	Minimal	Supplementary
Bulk	Duration	Mutual	Team
Ceases	Ethical	Overlap	Temporary
Coherence	Format	Portion	Vision
Commenced	Incompatible	Preliminary	
Concurrent	Inherent	Qualitative	

Section 13

Tier 2 vocabulary development

Sublist 10			
Albeit	Encountered	Likewise	Straightforward
Colleagues	Enormous	Nonetheless	Undergo
Compiled	Forthcoming	Notwithstanding	Whereby
Conceived	Inclination	Ongoing	
Convinced	Intrinsic	So-called	

*These words are extracted from the Academic Word List developed by Averill Cotteril. She divided the vocabulary into 10 sub-lists and we have kept to the sub-lists. Sub-list 1 vocabulary is more commonly used than sublist 2, and sublist 10 is the least commonly used.

Section 14

Reading and writing for meaning

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

Reading for meaning

DM1, DM2 Developing myself and my performance

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

WW1, WW2 Working with others

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

PS1, PS2 Problem solving

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

DP1, DP2 Delivering a project

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

Writing for meaning

DM1, DM2 Developing myself and my performance

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

WW1, WW2 Working with others

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

Section 14

Reading and writing for meaning

PS1, PS2 Problem solving

- Write creative ideas to solve a problem
- Write a short review about what went well and less well when you applied a selected idea

DP1, DP2 Delivering a project

- Write a plan to research a project topic
- Write a survey to research a project topic
- Write a project report to explain your findings
- Write a review about how well you conducted your project
- Write material for slides in a presentation about your project
- Write questions and answers about your project to practise for your discussion

Section 15

Glossary of terms

The terms below appear in the qualification units and assessment grids or elsewhere in the specification.

Appropriate	suitable, or right for a particular situation or occasion
Ask	to put a question to someone, or to request an answer from someone
Assess	to judge or decide the amount, value, quality, or importance of something
Carry out	complete a task or an activity
Check	to make certain that something or someone is correct, safe, or suitable by examining it or them quickly
Collaborate	work jointly with others on an activity or project
Comment	to make a comment something that you say or write that expresses your opinion
Complete	finish making or doing by having all the necessary or appropriate parts
Consider	to spend time thinking about a possibility or making a decision
Constructive	if advice, criticism, or actions are constructive, they are useful and intended to help or improve something (feedback)
Contribute	provide ideas or opinions about a subject, theory, situation
Cooperate	to act or work together for a particular purpose, or to be helpful by doing what someone asks you to do
Create	to make something new, or invent something
Decide	to choose something, especially after thinking carefully about several possibilities
Define	to say what the meaning of something, especially a word, is
Demonstrate	to show or make something clear to show something and explain how it works
Describe	to provide an extended range of detailed, factual information in a logical way
Discuss	explain a subject or theory presenting both sides of an issue and, where appropriate, take a position and explore the implications
Design	to make or draw plans for something
Draft	a draft plan, document, etc. that is in its first form and includes the main points, but not all the detail

Section 15

Glossary of terms

Effectiveness	the ability to be successful and produce the intended results
Elevate	to raise or lift up
Empower	to encourage and support the ability to do something
Engage	to cause someone to become interested or involved in an activity, or to attract someone's interest
Explain	to make something clear or easy to understand by describing or giving information about it
Explore	to think or talk about something in order to find out more about it
Express	to communicate what you think or feel, by speaking or writing, or in some other way
Fact	something that is known to have happened or to exist, especially something for which proof exists, or about which there is information
Feedback	information about something such as a new product or someone's work, that provides an idea of whether people like it or whether it is good
Find out	to obtain knowledge of something, or to obtain knowledge of someone's activities
Follow	to understand something as it is being said or done (eg instructions)
General	not detailed, but including the most basic or necessary information
Generate	to cause something to exist (eg a lot of interest)
Give	to offer something to someone, or to provide someone with something (eg support)
Guidance	help and advise about how to do something or about how to deal with problems
Guided learning (GL) (expressed in hours)	the amount of time spent, whether it be in the classroom or in tutorial, actually being guided, or taught
Ideas	thoughts or suggestions as to a possible course of action
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to show the meaning or truth of something more clearly, especially by giving examples
Independently	without being helped or influenced by other people

Section 15

Glossary of terms

Internal moderator	the centre's point of contact with ASDAN; they will also lead on centre standardisation and moderation
Knowledge	understanding of, or information about, a subject that you get by experience or study, either known by one person or by people generally
List	a list of words, statements or comments
Listen	to give attention to someone or something in order to hear them
Locate	find, identify or indicate the location of
Manage	to be able to use something, for example time or money, in an effective way
Measure	to judge the quality, effect, importance, or value of something
Monitor	to watch and check something carefully over a period of time
Name	to give someone or something a name
Non-specialist	a person who is not an expert or specialist in a particular subject
Notes	a piece of information that you write down while something is happening (eg to make a note)
Outline	a description of the main facts about something
Performance	how well someone does their job or their duties
Plan	to think about and decide what you are going to do or how you are going to do something
Prepare	to make or get something or someone ready for something that will happen in the future
Primary research	data that is obtained first hand (eg surveys, focus groups, questionnaires)
Procedures	an order or method of doing something
Produce	to make something or bring something into existence
Project	a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose
Provide	to give something that is needed or wanted to someone
Receive	to get or be given something (eg feedback)
Reflect	consider actions, experiences, learning and how these can promote self-development or future activities, decisions

Section 15

Glossary of terms

Relevant	correct or suitable for a particular purpose
Respond	to say or do something as a reaction to something that has been said or done (eg to questions)
Review	to consider something in order to make changes in it, study it, or give an opinion about it
Secondary research	involves the summary of data and literature that has been organised and published by others (eg journals, published books, education institutions)
Select	to choose something, or to make a choice
Set	to give someone a particular task to do (eg targets)
Solve	to find an answer to a problem
State	to say or write something, especially clearly and carefully
Suggest	to mention an idea, possible plan, or action for other people to consider
Summarise	to express the most important facts or ideas about something or someone in a short and clear form
Total Qualification Time (TQT)	the time the awarding organisation would expect to be taken by a typical learner to study for the qualification. TQT includes GL.
Tutor/assessor	this is the teacher/tutor/line manager/trainer who will also assess the learners work
Understand	to know the meaning of something that someone says to know why or how something happens or works (eg I understand why they did that)
Use	to apply knowledge to demonstrate understanding of a subject, theory, topic to put something such as a tool or skill to a particular purpose
Work	to be effective or successful (eg she should be given more time to work) to arrange for something to happen, especially by not using official methods or by being clever (eg can we work things out)
Write	to create something for other people to read or use, such as a book, poem, letter, or piece of music

Section 16

Assessment grids

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

List of assessment grids at Level 1 and Level 2:

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

See page 71 for an example of an assessment grid.

Section 16

Assessment grids

Personal and Social Effectiveness qualifications

DM1: Developing myself and my performance Level 1

Assessment grid



Learner name:			
Centre name:		Centre number:	
Topic area (delete as appropriate):	Health and wellbeing; International links; Digital communications; Beliefs and values		
Formative A and B challenge codes:			
Summative C challenge code:			

Assessment criteria		Tutor/assessor formative assessment		Tutor/assessor summative assessment		Internal moderator (for sampled work)		Evidence reference (document title and page number)
1	Be able to develop own personal effectiveness and emotional intelligence	Met	Not yet met	Pass	Fail	Pass	Fail	
1.1	Demonstrate development of own personal effectiveness and emotional intelligence							
2	Be able to set targets for developing your performance	Met	Not yet met	Pass	Fail	Pass	Fail	
2.1	Follow instructions to set targets for developing your performance that are specific, measurable, attainable, realistic and time-bound							
2.2	Use a model action plan to create your own action plan to enable you to meet your targets							
3	Be able to meet targets for developing your performance	Met	Not yet met	Pass	Fail	Pass	Fail	
3.1	Meet targets by completing the actions on your action plan							
4	Be able to review development of your performance	Met	Not yet met	Pass	Fail	Pass	Fail	
4.1	Ask others for feedback on how your performance has developed							
4.2	Identify whether you have met your targets for developing your performance							

Personal and Social Effectiveness qualifications | © ASDAN September 2021 version 2.0

PSE_DM1_AG_2021

Personal and Social Effectiveness qualifications

DM1: Developing myself and my performance Level 1

Assessment grid



Tutor/assessor feedback at formative assessment stage:
Tutor/assessor comments at summative assessment stage:
Internal moderator comments (if selected for sample):

Overall unit result at summative assessment stage			
Tutor/assessor		Internal moderator (if selected for sample)	
Unit result:	Pass/Fail	Unit result:	Pass/Fail
Date of assessment:		Date of internal moderation:	
Name:		Name:	
Signature:		Signature:	

Personal and Social Effectiveness qualifications | © ASDAN September 2021 version 2.0

PSE_DM1_AG_2021

Section 17

Project forms

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

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

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

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

List of project forms:

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

See the following pages for some examples of project forms.



PSESPEC v3.0 | © ASDAN September 2022

Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY

t: 0117 941 1126 | e: info@asdan.org.uk | www.asdan.org.uk |   @ASDANeducation