



ASDAN Personal Effectiveness Qualifications: Entry Level 3, Levels 1, 2 and 3

Qualification specification

Personal Effectiveness Qualifications: Qualification specification

Document review history

Version and date	Change detail	Section
1.0 August 2025	Document created	All
1.1 August 2025	Changes to assessment criteria wording across all units for clarity.	17
1.2 October 2025	Changes to command verbs in some assessment criteria at Levels 1, 2 and 3 to clarify distinction between levels.	17
1.3 December 2025	Operational start date confirmed. Corrections to command verbs in additional assessment guidance for Level 3 units.	Qualification summary, 17

Associated documents

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

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

- Access arrangements: Reasonable adjustments Policy and Procedure
- Access arrangements: Special Considerations Policy and Procedure
- Appeals and Enquiries about Results (VTQ) Policy and Procedure
- Assessment Planning Guidance
- Assessment Validity, Reliability and Accessibility Policy
- Centre Agreement for Qualifications
- Centre Approval Guidance
- Centre Approval Policy and Procedure
- Certification Policy
- Conflict of Interest Policy
- Internal Quality Assurance Guidance
- Malpractice and Maladministration Policy
- Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) Policy and Procedure
- Retention of Assessment Materials Policy
- Sanctions Policy
- Withdrawal of Qualifications Policy and Procedure
- Welsh Language Policy Statement

Qualification summary

Sector subject area	14.2 Preparation for Work
Age group approved	14+ (Level 3 16+)
Entry requirements	None
Assessment types	Portfolio
Grading scale	Pass/Fail
Delivery language(s)	English
Availability	England, Northern Ireland, international
Operational start date	1 January 2026
Review date	31 August 2027

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

Qualification summary

Qualification name	Qualification number	Guided learning hours (GLH)	Total qualification time (TQT)	Total credits required
ASDAN Entry Level Award in Personal Effectiveness (Entry 3)	610/5901/8	40	40	4
ASDAN Entry Level Extended Award in Personal Effectiveness (Entry 3)	610/5903/1	86	90	9
ASDAN Entry Level Certificate in Personal Effectiveness (Entry 3)	610/5902/X	134	140	14
ASDAN Level 1 Award in Personal Effectiveness	610/5904/3	36	40	4
ASDAN Level 1 Extended Award in Personal Effectiveness	610/5906/7	77	90	9
ASDAN Level 1 Certificate in Personal Effectiveness	610/5905/5	120	140	14
ASDAN Level 2 Award in Personal Effectiveness	610/5907/9	32	40	4
ASDAN Level 2 Extended Award in Personal Effectiveness	610/5909/2	68	90	9
ASDAN Level 2 Certificate in Personal Effectiveness	610/5908/0	106	150	15
ASDAN Level 3 Award in Personal Effectiveness	610/5919/5	42	60	6
ASDAN Level 3 Extended Award in Personal Effectiveness	610/5921/3	77	110	11
ASDAN Level 3 Certificate in Personal Effectiveness	610/5920/1	132	180	18

Contents

1.	About ASDAN	7
2.	Qualification overview	7
2.1	Qualification suite aim	7
2.2	Who are these qualifications for?	8
2.3	Entry requirements	8
2.4	Progression opportunities	8
3.	National standards and national curricula	8
4.	Performance points and funding	9
5.	Qualification structure (including rules of combination)	9
5.1	Qualification structure	9
6	Qualification units	11
6.1	Units for Personal Effectiveness Qualifications at Entry 3	11
6.2	Units for Personal Effectiveness Qualifications at Level 1	12
6.3	Units for Personal Effectiveness Qualifications at Level 2	13
6.4	Units for Personal Effectiveness Qualifications at Level 3	14
6.5	Barred unit combinations	15
7.	Recognition of prior learning (RPL)	15
8.	Centre requirements	16
9.	Delivery	16
10.	Assessment	17
11.	Internal quality assurance	18
12.	Centre assessment standards scrutiny (CASS) and external quality assurance	18
13.	Enquiries and appeals	19
14.	Administration, including certification	20

15. Assessor and internal quality assurer requirements	20
15.1 Assessor requirements	20
15.2 Internal quality assurer (IQA) requirements	20
16. Additional resources	21
17. Qualification content	21
Entry 3	23
Unit ComSkE3: Communication skills	24
Unit DecMkSkE3: Decision making skills	26
Unit LSkE3: Learning skills	28
Unit TmWkSkE3: Team working skills	30
Unit ThSkE3: Thinking skills	32
Unit WellbLeE3: Wellbeing in learning	34
Level 1	37
Unit ComSk1: Communication skills	38
Unit DecMkSk1: Decision making skills	40
Unit LSk1: Learning skills	42
Unit TmWkSk1: Team working skills	44
Unit ThSk1: Thinking skills	46
Unit WellbLe1: Wellbeing in learning	48
Level 2	51
Unit ComSk2: Communication skills	52
Unit DecMkSk2: Decision making skills	55
Unit LSk2: Learning skills	58
Unit TmWkSk2: Team working skills	60
Unit CrThSk2: Critical thinking skills	62
Unit WellbLe2: Wellbeing in learning	64
Level 3	67
Unit ComSk3: Communication skills	68
Unit DecMkSk3: Decision making skills	70
Unit LSk3: Learning skills	72
Unit TmWkSk3: Team working skills	74
Unit CrThSk3: Critical thinking skills	76
Unit WellbLe3: Wellbeing in learning	78

1. About ASDAN

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

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

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

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

ASDAN believes that learners should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities.

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

2. Qualification overview

2.1 Qualification suite aim

The ASDAN Personal Effectiveness Qualifications are designed to support and empower at every stage of the learning journey. These qualifications equip learners with the skills and knowledge needed to navigate our fast-paced, ever-changing world confidently and comfortably.

The qualifications are available in a range of sizes at four distinct levels. The structure of the qualifications allows practitioners to devise a programme of learning that enables learners to begin their qualification journey at any point, build on their current skills by completing units at the most appropriate levels, and to advance towards a choice of different outcomes. This approach encourages continuous motivation, enabling learners to stay engaged and progress in their education.

Learners undertaking an ASDAN Personal Effectiveness Qualification develop skills in learning, communication, critical thinking, decision-making and team working, as well as learner wellbeing through contexts that are chosen to suit the learner. Research has demonstrated that developing these skills positively impacts emotional, mental, and physical wellbeing. The Personal Effectiveness Qualifications help learners become independent thinkers, preparing them for further learning and the world of work with confidence and competence.

2.2 Who are these qualifications for?

The ASDAN Personal Effectiveness Qualifications are aimed at young people and adults, aged 14 and over. Qualifications at Level 3 and above are aimed at young people and adults aged 16 and over.

2.3 Entry requirements

There are no entry requirements for any of the ASDAN Personal Effectiveness Qualifications.

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

ASDAN's Level 3 Personal Effectiveness Qualifications are available to learners aged 16 and over.

2.4 Progression opportunities

Learners could progress to:

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

3. National standards and national curricula

In England, ASDAN's Personal Effectiveness Qualifications support the development of skills needed for progression within education and work. The qualifications support the national curricula across several subjects including careers, English, mathematics, and science.

ASDAN's Personal Effectiveness Qualifications support learning providers to align their careers programmes with the statutory guidance and framework, including the Gatsby Benchmarks for careers guidance. The flexibility of delivering skills development through a choice of contexts provides opportunities for enrichment, exploring further learning, careers and work, and considering how to overcome barriers to progression.

In Northern Ireland, the ASDAN Personal Effectiveness Qualifications are aligned to the Learning for Life and Work Area of Learning (Key Stages 3 and 4) and can contribute to Planning for Skills Development and Thinking Skills and Personal Capabilities (Key Stage 3).

In addition, a number of studies have identified how qualifications in personal effectiveness skills, in particular ASDAN's Personal Effectiveness Qualifications, support learners to develop resilience and adaptability and can lead to improved GCSE results. Details of these studies are available from the [ASDAN website](https://www.asdan.org.uk)¹.

1 [asdan.org.uk](https://www.asdan.org.uk)

4. Performance points and funding

The ASDAN Personal Effectiveness Qualifications are funded in England and Northern Ireland. Performance points are available for qualifications regulated in Northern Ireland. Centres should check the current details for funding and performance points when planning their curriculum.

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

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

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

UCAS Tariff points are available on selected Level 3 ASDAN qualifications. For more information, please refer to the [UCAS website](#)⁴.

5. Qualification structure (including rules of combination)

5.1 Qualification structure

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

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

Learners may complete units at the level above or level below the qualification level where available. The minimum number of credits required at the level of the qualification must be achieved for qualification certification. It is permitted to choose a combination of units that exceed the minimum number of credits required for qualification certification. Achievement of more than the maximum number of credits at the level above the intended level of the qualification may result in a different qualification outcome. Where centres are unsure about the likely outcome based on a specific combination of units, they should contact info@asdan.org.uk for further guidance.

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

1 register.ofqual.gov.uk

2 qualifications.education.gov.uk/Search

3 education-ni.gov.uk/articles/qualifications

4 ucas.com/advisers/guides-and-resources/information-new-ucas-tariff-advisers

Qualification name	Qualification number	Total credits required	Minimum number of credits required at level of qualification
ASDAN Entry Level Award in Personal Effectiveness (Entry 3)	610/5901/8	4	4
ASDAN Entry Level Extended Award in Personal Effectiveness (Entry 3)	610/5903/1	9	6
ASDAN Entry Level Certificate in Personal Effectiveness (Entry 3)	610/5902/X	14	11
ASDAN Level 1 Award in Personal Effectiveness	610/5904/3	4	4
ASDAN Level 1 Extended Award in Personal Effectiveness	610/5906/7	9	6
ASDAN Level 1 Certificate in Personal Effectiveness	610/5905/5	14	11
ASDAN Level 2 Award in Personal Effectiveness	610/5907/9	4	4
ASDAN Level 2 Extended Award in Personal Effectiveness	610/5909/2	9	6
ASDAN Level 2 Certificate in Personal Effectiveness	610/5908/0	15	12
ASDAN Level 3 Award in Personal Effectiveness	610/5919/5	6	6
ASDAN Level 3 Extended Award in Personal Effectiveness	610/5921/3	11	8
ASDAN Level 3 Certificate in Personal Effectiveness	610/5920/1	18	15

6 Qualification units

6.1 Units for Personal Effectiveness Qualifications at Entry 3

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Communication skills	Entry 3	ComSkE3	R/651/6411	3	30
Decision making skills	Entry 3	DecMkSkE3	K/651/6419	2	20
Learning skills	Entry 3	LSkE3	A/651/6423	2	20
Team working skills	Entry 3	TmWkSkE3	K/651/6428	2	20
Thinking skills	Entry 3	ThSkE3	D/651/6415	2	20
Wellbeing in learning	Entry 3	WellbLeE3	A/651/6432	3	30
Communication skills	Level 1	ComSk1	T/651/6412	3	27
Decision making skills	Level 1	DecMkSk1	R/651/6420	2	18
Learning skills	Level 1	LSk1	D/651/6424	2	18
Team working skills	Level 1	TmWkSk1	L/651/6429	2	18
Thinking skills	Level 1	ThSk1	F/651/6416	3	27
Wellbeing in learning	Level 1	WellbLe1	D/651/6433	3	27

6.2 Units for Personal Effectiveness Qualifications at Level 1

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Communication skills	Entry 3	ComSkE3	R/651/6411	3	30
Decision making skills	Entry 3	DecMkSkE3	K/651/6419	2	20
Learning skills	Entry 3	LSkE3	A/651/6423	2	20
Team working skills	Entry 3	TmWkSkE3	K/651/6428	2	20
Thinking skills	Entry 3	ThSkE3	D/651/6415	2	20
Wellbeing in learning	Entry 3	WellbLeE3	A/651/6432	3	30
Communication skills	Level 1	ComSk1	T/651/6412	3	27
Decision making skills	Level 1	DecMkSk1	R/651/6420	2	18
Learning skills	Level 1	LSk1	D/651/6424	2	18
Team working skills	Level 1	TmWkSk1	L/651/6429	2	18
Thinking skills	Level 1	ThSk1	F/651/6416	3	27
Wellbeing in learning	Level 1	WellbLe1	D/651/6433	3	27
Communication skills	Level 2	ComSk2	Y/651/6413	3	24
Decision making skills	Level 2	DecMkSk2	T/651/6421	2	16
Learning skills	Level 2	LSk2	F/651/6425	2	16
Team working skills	Level 2	TmWkSk2	T/651/6430	2	16
Critical thinking skills	Level 2	CrThSk2	H/651/6417	3	24
Wellbeing in learning	Level 2	WellbLe2	F/651/6434	3	24

6.3 Units for Personal Effectiveness Qualifications at Level 2

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Communication skills	Level 1	ComSk1	T/651/6412	3	27
Decision making skills	Level 1	DecMkSk1	R/651/6420	2	18
Learning skills	Level 1	LSk1	D/651/6424	2	18
Team working skills	Level 1	TmWkSk1	L/651/6429	2	18
Thinking skills	Level 1	ThSk1	F/651/6416	3	27
Wellbeing in learning	Level 1	WellbLe1	D/651/6433	3	27
Communication skills	Level 2	ComSk2	Y/651/6413	3	24
Decision making skills	Level 2	DecMkSk2	T/651/6421	2	16
Learning skills	Level 2	LSk2	F/651/6425	2	16
Team working skills	Level 2	TmWkSk2	T/651/6430	2	16
Critical thinking skills	Level 2	CrThSk2	H/651/6417	3	24
Wellbeing in learning	Level 2	WellbLe2	F/651/6434	3	24
Communication skills	Level 3	ComSk3	A/651/6414	4	28
Decision making skills	Level 3	DecMkSk3	Y/651/6422	3	21
Learning skills	Level 3	LSk3	J/651/6427	3	21
Team working skills	Level 3	TmWkSk3	Y/651/6431	3	21
Critical thinking skills	Level 3	CrThSk3	J/651/6418	4	28
Wellbeing in learning	Level 3	WellbLe3	H/651/6435	3	21

6.4 Units for Personal Effectiveness Qualifications at Level 3

Unit title	Level	ASDAN unit code	Ofqual unit code	Unit credit value	Guided learning hours (GLH)
Communication skills	Level 2	ComSk2	Y/651/6413	3	24
Decision making skills	Level 2	DecMkSk2	T/651/6421	2	16
Learning skills	Level 2	LSk2	F/651/6425	2	16
Team working skills	Level 2	TmWkSk2	T/651/6430	2	16
Critical thinking skills	Level 2	CrThSk2	H/651/6417	3	24
Wellbeing in learning	Level 2	WellbLe2	F/651/6434	3	24
Communication skills	Level 3	ComSk3	A/651/6414	4	28
Decision making skills	Level 3	DecMkSk3	Y/651/6422	3	21
Learning skills	Level 3	LSk3	J/651/6427	3	21
Team working skills	Level 3	TmWkSk3	Y/651/6431	3	21
Critical thinking skills	Level 3	CrThSk3	J/651/6418	4	28
Wellbeing in learning	Level 3	WellbLe3	H/651/6435	3	21

6.5 Barred unit combinations

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

Entry 3	Level 1	Level 2	Level 3
Communication skills (ComSkE3)	Communication skills (ComSk1)	Communication skills (ComSk2)	Communication skills (ComSk3)
Decision making skills (DecMkSkE3)	Decision making skills (DecMkSk1)	Decision making skills (DecMkSk2)	Decision making skills (DecMkSk3)
Learning skills (LSkE3)	Learning skills (LSk1)	Learning skills (LSk2)	Learning skills (LSk3)
Team working skills (TmWkSkE3)	Team working skills (TmWkSk1)	Team working skills (TmWkSk2)	Team working skills (TmWkSk3)
Thinking skills (ThSkE3)	Thinking skills (ThSk1)	Critical thinking skills (ThSk2)	Critical thinking skills (ThSk3)
Wellbeing in learning (WellbLeE3)	Wellbeing in learning (WellbLe1)	Wellbeing in learning (WellbLe2)	Wellbeing in learning (WellbLe3)

7. Recognition of prior learning (RPL)

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

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

In all instances where achievement is claimed through recognition of prior learning, centres are responsible for carrying out sufficient and effective assessment and internal quality assurance checks, and for following the correct procedure as detailed in the [ASDAN Recognition of Prior Learning and Credit Accumulation and Transfer Policy and Procedures document](#)¹.

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

¹ Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

8. Centre requirements

Centres must have approval for ASDAN Qualifications membership, and where appropriate, will need to request approval for the Personal Effectiveness suite of qualifications, before delivering these qualifications, as detailed in the [ASDAN Centre Approval Policy and Procedure](#) and [Centre Approval Guidance documents](#)¹. Membership enables centres to purchase materials and access support from ASDAN.

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

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

Centres that do not adhere to the ASDAN Centre Agreement for Qualifications may have their approval withdrawn for the Personal Effectiveness Qualifications, or may have another type of sanction applied as set out in the [Sanctions for centres policy](#)².

9. Delivery

Centres are expected to spend time developing learners' understanding of and competence in the relevant knowledge and skills prior to carrying out assessment. ASDAN provides a range of resources to support the teaching, learning and assessment of its qualifications, including training and a qualification delivery guide. These resources are available to approved centres via the Course resources area of the [ASDAN Personal Effectiveness Qualifications webpage](#)³.

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

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

1 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

2 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

3 [asdan.org.uk/courses/personal-effectiveness-qualifications](https://www.asdan.org.uk/courses/personal-effectiveness-qualifications)

10. Assessment

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

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

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

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

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

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

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

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

1 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

2 [asdan.org.uk/courses/personal-effectiveness-qualifications](https://www.asdan.org.uk/courses/personal-effectiveness-qualifications)

3 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

4 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

11. Internal quality assurance

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

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

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

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

Centres should refer to the [ASDAN Guide to Internal Quality Assurance](#)¹ for further information.

Centres have a responsibility, through robust internal quality assurance, to identify and address any instances of potential, alleged or actual maladministration or malpractice. Centre staff with responsibility for delivery, assessment, or internal quality assurance of ASDAN qualifications must have access to the [ASDAN Malpractice and Maladministration Policy](#)² and understand their responsibilities in relation to it.

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

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

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

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

1 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

2 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

3 Available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

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

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

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

External quality assurance sampling activities usually take place remotely, however, ASDAN reserves the right to conduct external quality assurance activities in-person or on-site where it considers this to be appropriate. Centres must confirm the names and details of learners expected to achieve the qualification by the date set by ASDAN. When learner details are confirmed, ASDAN will provide the sample for external quality assurance.

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

Centre staff with responsibility for internally quality assuring ASDAN Personal Effectiveness Qualifications should attend an ASDAN Personal Effectiveness standardisation event at least once every three (3) years. ASDAN standardisation events are an opportunity for centre staff to stay up to date with any changes to the qualifications, to meet with other centre staff delivering and quality assuring the same qualifications, and to ensure that the standards applied in their own centre are consistent with ASDAN's expectations and the standards applied in other centres. Details of current and upcoming ASDAN training events can be found on the [training page of the ASDAN website](#)¹.

13. Enquiries and appeals

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

1 [asdان.org.uk/training](https://www.asdan.org.uk/training)

2 Available at: [asdان.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

14. Administration, including certification

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

Centres must confirm the names and details of learners to be submitted for awarding and achievement, including the units achieved, by the deadline set by ASDAN (usually a minimum of four (4) weeks prior to the scheduled external quality assurance sampling activity).

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

ASDAN reserves the right to withhold certificates under certain circumstances. Centres should refer to the [ASDAN Sanctions for Centres Policy](#)¹ for information.

15. Assessor and internal quality assurer requirements

15.1 Assessor requirements

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

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

15.2 Internal quality assurer (IQA) requirements

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

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

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

¹ Available at: [asdان.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

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

16. Additional resources

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

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

- Personal Effectiveness Qualifications delivery guide
- Unit assessment booklets
- Suggested activity sheets (challenge sheets)
- Qualification progress tracker
- Personal Effectiveness Qualification transition guidance

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

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

17. Qualification content

Unit specifications for all Personal Effectiveness units are shown on the following pages.

**This page has been
intentionally left blank**



ASDAN Personal Effectiveness
Qualifications

Qualification content

Entry 3



Unit ComSkE3: Communication skills

E3

Unit title	Communication skills			Level	Entry 3
ASDAN unit code	ComSkE3	Ofqual unit code	R/651/6411	Credit/GLH	3 credits 30 GLH
Unit aim	The unit develops learner knowledge and skills relating to effective communication, including sharing and exchanging information.				

Learning outcomes		Assessment criteria
E3.1	Know what is meant by 'communication'.	<p>E3.1.1 State what is meant by 'communication'.</p> <p>E3.1.2 List a range of ways that people communicate.</p> <p>E3.1.3 List a range of components of effective communication.</p> <p>E3.1.4 List difficulties that can occur when communicating.</p>
E3.2	Know what is meant by 'active listening'.	<p>E3.2.1 State what is meant by 'active listening'.</p> <p>E3.2.2 State the importance of using active listening skills.</p> <p>E3.2.3 List components of active listening skills.</p>
E3.3	Know the importance of feedback in communication.	<p>E3.3.1 State what is meant by 'feedback'.</p> <p>E3.3.2 State why feedback is important for communication.</p> <p>E3.3.3 List ways that feedback can be demonstrated during communication.</p>
E3.4	Be able to create a plan for a communication activity.	<p>E3.4.1 Create a plan for a communication activity, to include:</p> <ul style="list-style-type: none"> a. purpose b. audience c. types of communication d. an outline of the content e. resources f. potential audience questions and responses
E3.5	Be able to use a plan for a communication activity.	<p>E3.5.1 Use the plan.</p>

Learning outcomes	Assessment criteria
<p>E3.6 Be able to identify own success in relation to communication activity.</p>	<p>E3.6.1 Identify personal progress in relation to the communication activity, to include:</p> <ol style="list-style-type: none"> a. a positive outcome b. use of active listening skills c. how communication difficulties were managed d. use of peer feedback to inform future skills development e. an area of further development f. a situation where communication skills will be used in the future

Additional assessment requirements
<p>E3.1.2 A minimum of three (3) ways of communicating.</p> <p>E3.1.3 A minimum of three (3) components.</p> <p>E3.1.4 A minimum of two (2) difficulties.</p> <p>E3.4.1 f. A minimum of two (2) questions.</p> <p>E3.5.1 Requirements for the chosen communication activity (only one activity from the following is required):</p> <ul style="list-style-type: none"> • Presentation: minimum of two (2) minutes • Discussion: minimum of five (5) minutes • Text: minimum of 100 words <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>LOE3.4 and LOE3.5 It is expected that evidence for learning outcomes E3.4 and E3.5 will be generated through the completion of a challenge that leads to achievement of another unit in ASDAN's Personal Effectiveness Qualifications (eg Thinking skills, Team working skills, Decision making skills). Where learners undertake assessment activities for learning outcomes that are not related to other Personal Effectiveness Qualification units, there must be evidence of preparing for communication, including research of the chosen topic of communication.</p> <p>E3.6.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the communication activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed communication activity, they can state this.</p> <p>A group must have a minimum of three (3) members.</p>



Unit DecMkSkE3: Decision making skills

E3

Unit title	Decision making skills			Level	Entry 3
ASDAN unit code	DecMkSkE3	Ofqual unit code	K/651/6419	Credit/GLH	2 credits 20 GLH
Unit aim	The unit develops knowledge and skills needed to make informed decisions about situations relevant to themselves or others.				

Learning outcomes		Assessment criteria	
E3.1	Know what is meant by 'decision making'.	E3.1.1	State what is meant by 'decision making'.
		E3.1.2	State factors that are important in decision making.
E3.2	Know the tools and techniques used for decision making.	E3.2.1	List examples of decision-making tools or techniques.
E3.3	Know how to identify a situation that needs a decision.	E3.3.1	List situations where you need to make a decision.
		E3.3.2	State why these situations are relevant to you.
E3.4	Be able to create a plan to improve own decision making.	E3.4.1	Create a plan to improve own decision making, to include: <ul style="list-style-type: none"> a. SMART targets b. reasons for choosing targets c. use of a decision-making tool or technique d. a possible difficulty that might be experienced e. routes for support and guidance f. resources
E3.5	Be able to use a plan to improve own decision making.	E3.5.1	Use the plan.
E3.6	Be able to identify own success in relation to decision making.	E3.6.1	Identify personal progress in relation to the decision-making activity, to include: <ul style="list-style-type: none"> a. a positive outcome, including targets met b. use of a decision-making tool or technique c. something you did differently during the activity to change the way you make decisions d. how difficulties were managed e. an area of further development f. a situation where decision-making skills will be used in the future

Additional assessment requirements

E3.1.2 A minimum of two (2) factors.

E3.2.1 A minimum of two (2) decision-making tools or techniques.

E3.3.1 A minimum of two (2) situations.

E3.4.1 a. A minimum of two (2) SMART targets.

E3.4.1 b. A minimum of two (2) reasons, (one (1) reason per target).

E3.5.1 The plan must be used over a minimum period of 10 hours.

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

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

Additional assessment guidance

E3.1.2 Factors could include: the timeframe when the decision needs to be made by, who needs to be consulted or informed of the decision.

LOE3.3 More than one learner may choose the same or a similar situation, however, each learner must follow the decision-making process independently.

The chosen situation may relate to a decision with future consequences where success cannot be determined at the present time, for example deciding on a further education college or course of study.

Tools or techniques should be chosen from those listed by the learner in learning outcome E3.2

E3.4.1 SMART targets refer to those that are specific, measurable, achievable, realistic and timebound.

LOE3.6 Reflections of the decision-making process should include consideration of the appropriateness of: whether all relevant factors were considered; whether all possible outcomes were considered; the chosen decision-making tools or techniques; what worked well; what improvements you would make in future.

E3.6.1 d. Assessors should prompt learners to consider whether they experienced any difficulties during the decision-making activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed decision-making activity, they can state this.

Please note: when identifying decision-making situations, the learner should pick situations that do not negatively impact on their wellbeing. If learners identify situations where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



Unit LSke3: Learning skills

E3

Unit title	Learning skills			Level	Entry 3
ASDAN unit code	LSke3	Ofqual unit code	A/651/6423	Credit/GLH	2 credits 20 GLH
Unit aim	The unit develops knowledge and skills needed to improve personal learning. The learner will identify learning requirements, plan to meet learning goals, and reflect on successes and areas for future development.				

Learning outcomes		Assessment criteria
E3.1	Know what is meant by 'learning skills'.	E3.1.1 State what is meant by the term 'learning skills'. E3.1.2 State ways that people learn. E3.1.3 State motivations that a person can have to improve learning skills.
E3.2	Know the factors that can improve learning skills.	E3.2.1 State why it is important to improve learning skills. E3.2.2 State ways of improving learning skills.
E3.3	Be able to create a plan to improve own learning skills.	E3.3.1 Create a plan to improve own learning skills, to include: a. SMART targets b. reasons for choosing targets c. a possible barrier to success d. routes for support and guidance e. resources
E3.4	Be able to use a plan to improve own learning skills.	E3.4.1 Use the plan.
E3.5	Be able to identify own success in relation to learning skills.	E3.5.1 Identify personal progress in relation to learning skills, to include: a. a positive outcome, including targets met b. something you did differently during the activity to change the way you learn c. how barriers were managed d. an area of further development e. a situation where learning skills will be used in the future

Additional assessment requirements

E3.1.2 A minimum of two (2) ways that people learn.

E3.1.3 A minimum of two (2) motivations.

E3.2.2 A minimum of two (2) ways of improving own learning.

E3.3.1 a. A minimum of two (2) SMART targets.

E3.3.1 b. A minimum of two (2) reasons, one (1) reason per target.

E3.4.1 The plan must be used over a minimum period of 10 hours.

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

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

Additional assessment guidance

E3.1.2 Consideration should be given to, for example: mind maps, mnemonics, note-taking, performing experiments, revision skills, time management, flashcards, practice questions, chunking, deep questioning, presentations, memory aids, goal setting and organising study areas. This is not an exhaustive list.

E3.2.2 Consideration should be given to learning techniques, learning environment including location, minimising distractions, personal health management and different learning activities such as planning and revision.

E3.1.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

E3.5.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the learning activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed learning activity, they can state this.



Unit TmWkSkE3: Team working skills

E3

Unit title	Team working skills			Level	Entry 3
ASDAN unit code	TmWkSkE3	Ofqual unit code	K/651/6428	Credit/GLH	2 credits 20 GLH
Unit aim	The unit develops knowledge and skills in working collaboratively with others, through agreeing clear team goals, roles and responsibilities, and considering the impact of own actions on the team.				

Learning outcomes		Assessment criteria
E3.1	Know what is meant by 'teamwork'.	E3.1.1 State what is meant by 'teamwork'. E3.1.2 List the advantages of working in a team. E3.1.3 List the challenges of working in a team.
E3.2	Know the features of effective teamwork.	E3.2.1 List a range of features of effective teamwork.
E3.3	Be able to create a plan to undertake a teamwork activity.	E3.3.1 Work collaboratively to create a plan for a teamwork activity, to include: <ol style="list-style-type: none"> a. a team goal b. team members roles, responsibilities and tasks c. team ground rules d. potential barriers to the success of the teamwork activity e. routes for support and guidance f. resources
E3.4	Be able to use a plan to improve team working.	E3.4.1 Use the plan.
E3.5	Be able to identify own success in relation to team working.	E3.5.1 Identify personal progress in relation to team working, to include: <ol style="list-style-type: none"> a. a positive outcome, including team goal achieved b. how barriers were managed c. something you did differently during the activity to change the way you work in a team d. an area of further development e. a situation where team working skills might be used in the future

Additional assessment requirements

E3.1.2 A minimum of two (2) advantages.

E3.1.3 A minimum of two (2) challenges.

E3.2.1 A minimum of three (3) features.

E3.3.1 a, b, c. Team goal, members, roles, responsibilities, tasks and ground rules must be decided with other team members.

E3.4.1 The plan must be used over a minimum period of 10 hours.

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

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

Additional assessment guidance

E3.3.1 a. Assessors should introduce the concept of SMART goals (specific, measurable, achievable, realistic and time-bound or time-sensitive), but learners will not be assessed on whether they can produce these.

E3.5.1 b. Assessors should prompt learners to consider whether they faced any barriers during the teamwork activity and to respond appropriately to this element. Where learners do not need to overcome any barriers in the assessed teamwork activity, they can state this.

E3.5.1 d. The area of further development could be informed by peer feedback.

A team or group must have a minimum of three (3) members.



Unit ThSkE3: Thinking skills

E3

Unit title	Thinking skills			Level	Entry 3
ASDAN unit code	ThSkE3	Ofqual unit code	D/651/6415	Credit/GLH	2 credits 20 GLH
Unit aim	The unit develops knowledge and skills to improve thinking skills. Learners will be able to understand facts and opinions and how to use a tool or technique to help support their thinking skills.				

Learning outcomes		Assessment criteria
E3.1	Know what is meant by 'thinking skills'.	E3.1.1 State what is meant by 'thinking skills'. E3.1.2 State why thinking skills are important. E3.1.3 List the characteristics of an effective thinker.
E3.2	Know the tools and techniques used for thinking skills.	E3.2.1 Identify tools or techniques used to support thinking skills.
E3.3	Know how to identify accurate information sources.	E3.3.1 State what is meant by: a. a fact b. an opinion E3.3.2 Give an example of: a. a fact b. an opinion
E3.4	Be able to create a plan to improve own thinking skills.	E3.4.1 Create a plan to improve own thinking skills, to include: a. a topic for investigation b. a tool or technique to support thinking skills c. routes for support and guidance d. resources, including potential information sources e. how findings will be communicated
E3.5	Be able to use a plan to improve own thinking skills.	E3.5.1 Use the plan.

Learning outcomes	Assessment criteria
<p>E3.6 Be able to identify own success in relation to thinking skills.</p>	<p>E3.6.1 Identify personal progress in relation to the thinking skills activity, to include:</p> <ul style="list-style-type: none"> a. a positive outcome b. use of a tool or technique to support thinking skills c. an area of further development d. a situation where thinking skills might be used in the future

Additional assessment requirements
<p>E3.1.3 A minimum of two (2) characteristics.</p> <p>E3.2.1 A minimum of two (2) tools or techniques in total.</p> <p>E3.5.1 The plan must be used over a minimum period of 10 hours.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>N/A</p>



Unit WellbLeE3: Wellbeing in learning

E3

Unit title	Wellbeing in learning			Level	Entry 3
ASDAN unit code	WellbLeE3	Ofqual unit code	A/651/6432	Credit/GLH	3 credits 30 GLH
Unit aim	The unit develops knowledge and skills relating to wellbeing in learning. The learner will know their own needs for managing their wellbeing while learning and develop practical techniques to support their wellbeing.				

Learning outcomes		Assessment criteria	
E3.1	Know what is meant by 'learner wellbeing'.	E3.1.1	State what is meant by 'learner wellbeing'.
E3.2	Know how personal wellbeing impacts learning.	E3.2.1	Identify factors that can affect a learner's wellbeing.
		E3.2.2	State how these factors can impact learning.
E3.3	Know the techniques, individuals and services that can support learner wellbeing.	E3.3.1	State ways that learners can support their wellbeing while learning.
		E3.3.2	Identify a technique that can be used to improve wellbeing while learning.
		E3.3.3	Identify an individual who can support learner wellbeing.
		E3.3.4	Identify a service that can support learner wellbeing.
E3.4	Know why mistakes are an important part of learning.	E3.4.1	State why mistakes are important for learning.
		E3.4.2	State how mistakes can be positive for learner wellbeing.
E3.5	Be able to create a plan to improve own wellbeing while learning.	E3.5.1	Create a plan to improve own wellbeing while learning, to include: a. SMART targets b. reasons for choosing the targets c. routes for support and guidance d. resources
E3.6	Be able to use a plan to improve own wellbeing while learning.	E3.6.1	Use the plan.

Learning outcomes	Assessment criteria
<p>E3.7 Be able to identify own success in relation to wellbeing in learning.</p>	<p>E3.7.1 Identify personal progress in relation to wellbeing in learning, to include:</p> <ul style="list-style-type: none"> a. a positive outcome b. something you did differently during the activity to change the way you manage your own wellbeing while learning c. how difficulties were managed d. an area of further development e. a situation where skills in managing own wellbeing during learning might be used in the future

Additional assessment requirements
<p>E3.2.1 A minimum of two (2) factors that can affect learner wellbeing.</p> <p>E3.3.1 A minimum of two (2) ways that learners can support their wellbeing while learning.</p> <p>E3.5.1 a. A minimum of two (2) SMART targets.</p> <p>E3.5.1 b. A minimum of two (2) reasons, one (1) per target.</p> <p>E3.6.1 The plan must be used over a minimum period of 10 hours.</p> <p>‘Plural’ in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>‘Range’ in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>E3.5.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.</p> <p>E3.7.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the learning activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed learning activity, they can state this.</p> <hr style="border-top: 1px dashed #000;"/> <p>Please note: when identifying ways to improve their own wellbeing while learning, the learner may disclose information about issues that negatively impact on their wellbeing. If learners disclose information where there is a potential safeguarding concern, this should be managed through the centre’s safeguarding processes. This should be communicated to learners as part of the session.</p>

**This page has been
intentionally left blank**



**ASDAN Personal Effectiveness
Qualifications**

Qualification content

Level 1



Unit ComSk1: Communication skills

L1

Unit title	Communication skills			Level	1
ASDAN unit code	ComSk1	Ofqual unit code	T/651/6412	Credit/GLH	3 credits 27 GLH
Unit aim	The unit develops learner knowledge and skills relating to effective communication, including sharing and exchanging information.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by 'communication'.	1.1.1	Outline what is meant by 'communication'.
		1.1.2	Outline a range of ways that people communicate.
		1.1.3	Outline components of effective communication.
		1.1.4	Outline a range of difficulties that can occur when communicating.
1.2	Know what is meant by 'active listening'.	1.2.1	Outline what is meant by 'active listening'.
		1.2.2	Outline the importance of using active listening skills.
		1.2.3	Outline components of active listening skills.
1.3	Know the importance of feedback in communication.	1.3.1	Outline what is meant by 'feedback'.
		1.3.2	Outline why feedback is important for communication.
		1.3.3	Give examples of ways that feedback can be demonstrated during communication.
1.4	Be able to create a plan for a communication activity.	1.4.1	Create a plan for a communication activity, to include: <ul style="list-style-type: none"> a. purpose b. audience c. types of communication d. an outline of the content e. resources f. potential audience questions and responses
1.5	Be able to use a plan for a communication activity.	1.5.1	Use the plan.

Learning outcomes	Assessment criteria
<p>1.6 Be able to identify own success in relation to communication activity.</p>	<p>1.6.1 Describe personal progress in relation to the communication activity, to include:</p> <ul style="list-style-type: none"> a. positive outcomes b. use of active listening skills c. how communication difficulties were managed d. use of peer feedback to inform future skills development e. areas of further development f. a situation where communication skills will be used in the future

Additional assessment requirements
<p>1.1.2 A minimum of three (3) ways of communicating.</p> <p>1.1.3 A minimum of four (4) components.</p> <p>1.1.4 A minimum of three (3) difficulties.</p> <p>1.4.1 f. A minimum of two (2) audience questions.</p> <p>1.5.1 Requirements for the chosen communication activity (only one activity from the following is required):</p> <ul style="list-style-type: none"> • Presentation: minimum of three (3) minutes • Discussion: minimum of eight (8) minutes • Text: minimum of 250 words <p>1.6.1 a. A minimum of two (2) positives.</p> <p>1.6.1 e. A minimum of two (2) areas of further development.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>LO1.4 and LO1.5 It is expected that evidence for learning outcomes 1.4 and 1.5 will be generated through the completion of a challenge that leads to the achievement of another unit in ASDAN's Personal Effectiveness Qualifications, (eg Thinking skills, Team working skills, Decision making skills). Where learners undertake assessment activities for learning outcomes that are not related to other Personal Effectiveness Qualification units, there must be evidence of preparing for communication, including research of the chosen topic of communication.</p> <p>1.6.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the communication activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed communication activity, they can state this.</p> <p>A group must have a minimum of three (3) members.</p>



Unit DecMkSk1: Decision making skills

L1

Unit title	Decision making skills			Level	1
ASDAN unit code	DecMkSk1	Ofqual unit code	R/651/6420	Credit/GLH	2 credits 18 GLH
Unit aim	The unit develops knowledge and skills needed to make informed decisions about situations relevant to themselves or others.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by 'decision making'.	1.1.1	Outline what is meant by 'decision making'.
		1.1.2	Outline a range of factors that are important in decision making.
1.2	Know the tools and techniques used for decision making.	1.2.1	Give examples of decision-making tools or techniques.
1.3	Know how to identify a situation that needs a decision.	1.3.1	Outline situations where you need to make a decision.
		1.3.2	Outline why these situations are relevant to you.
1.4	Be able to create a plan to improve own decision making.	1.4.1	Create a plan to improve own decision making, to include: <ul style="list-style-type: none"> a. SMART targets b. reasons for choosing targets c. use of decision-making tools or techniques d. potential difficulties that might be experienced e. routes for support and guidance f. resources g. a review point
1.5	Be able to use a plan to improve own decision making.	1.5.1	Use the plan.
1.6	Be able to identify own success in relation to decision making.	1.6.1	Describe personal progress in relation to decision making, to include: <ul style="list-style-type: none"> a. positive outcomes, including targets met b. use of decision-making tools or techniques c. things you did differently during the activity to change the way you make decisions d. how difficulties were managed e. areas of further development f. a situation where decision-making skills will be used in the future

Additional assessment requirements

- 1.1.2 A minimum of three (3) factors.
- 1.2.1 A minimum of two (2) decision-making tools or techniques.
- 1.3.1 A minimum of two (2) situations.
- 1.4.1 a. A minimum of two (2) SMART targets.
- 1.4.1 b. A minimum of two (2) reasons, (one (1) reason per target).
- 1.4.1 d. A minimum of two (2) potential difficulties.
- 1.5.1 The plan must be used over a minimum period of 10 hours.
- 1.6.1 a. A minimum of two (2) positive outcomes.
- 1.6.1 c. A minimum of two (2) things they will do differently in future decision-making situations.
- 1.6.1 e. A minimum of two (2) areas of further development.

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

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

Additional assessment guidance

1.1.2 Factors could include: the timeframe when the decision needs to be made by, who needs to be consulted or informed of the decision.

LO1.3 More than one learner may choose the same or a similar situation, however, each learner must follow the decision-making process independently.

The chosen situation may relate to a decision with future consequences where success cannot be determined at the present time, for example deciding on a further education college or course of study.

1.4.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

1.4.1 c. Tools or techniques should be chosen from those outlined by the learner in 1.2.1.

LO1.6 Reflections of the decision-making process should include consideration of the appropriateness of: whether all relevant factors were considered; whether all possible outcomes were considered; the chosen decision-making tools or techniques; what worked well; what improvements you would make in future.

1.6.1 d. Assessors should prompt learners to consider whether they experienced any difficulties during the decision-making activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

Please note: when identifying decision-making situations, the learner should pick situations that do not negatively impact on their wellbeing. If learners identify situations where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



Unit LSk1: Learning skills

L1

Unit title	Learning skills			Level	1
ASDAN unit code	LSk1	Ofqual unit code	D/651/6424	Credit/GLH	2 credits 18 GLH
Unit aim	The unit develops knowledge and skills needed to improve personal learning. The learner will identify learning requirements, plan to meet learning goals, and reflect on successes and areas for future development.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by 'learning skills'.	1.1.1	Outline what is meant by the term 'learning skills'.
		1.1.2	Identify a range of ways that people learn.
		1.1.3	Give examples of a range of motivations that a person can have to improve learning skills.
1.2	Know the factors that can improve own learning skills.	1.2.1	Outline why it is important to improve own learning skills.
		1.2.2	Identify ways of improving own learning skills.
1.3	Be able to create a plan to improve own learning skills.	1.3.1	Create a plan to improve own learning skills, to include: a. SMART targets b. reasons for choosing targets c. potential barriers to success d. routes for support and guidance e. resources f. a review point
1.4	Be able to use a plan to improve own learning skills.	1.4.1	Use the plan.
1.5	Be able to identify own success in relation to learning skills.	1.5.1	Describe personal progress in relation to learning skills, to include: a. positive outcomes including targets met b. something you did differently during the activity to change the way you learn c. how barriers to success were managed d. areas of further development e. a situation where learning skills will be used in the future

Additional assessment requirements

- 1.1.2 A minimum of three (3) ways that people learn.
- 1.1.3 A minimum of three (3) motivations.
- 1.2.2 A minimum of three (3) ways of improving own learning.
- 1.3.1 a. A minimum of two (2) SMART targets.
- 1.3.1 b. A minimum of two (2) reasons, one (1) per target.
- 1.4.1 The plan must be used over a minimum period of 10 hours.
- 1.5.1 a. A minimum of two (2) positive outcomes.
- 1.5.1 d. A minimum of two (2) areas of further development.

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

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

Additional assessment guidance

1.1.2 Consideration should be given to, for example: mind maps, mnemonics, note-taking, performing experiments, revision skills, time management, flashcards, practice questions, chunking, deep questioning, presentations, memory aids, goal setting and organising study areas. This is not an exhaustive list.

1.2.2 Consideration should be given to learning techniques, learning environment including location, minimising distractions, personal health management and different learning activities such as planning and revision.

1.3.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

1.5.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the learning activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.



Unit TmWkSk1: Team working skills

L1

Unit title	Team working skills			Level	1
ASDAN unit code	TmWkSk1	Ofqual unit code	L/651/6429	Credit/GLH	2 credits 18 GLH
Unit aim	The unit develops knowledge and skills in working collaboratively with others, through agreeing clear team goals, roles and responsibilities, and considering the impact of own actions on the team.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by 'teamwork'.	1.1.1	Outline what is meant by 'teamwork'.
		1.1.2	Give examples of a range of advantages of working in a team.
		1.1.3	Give examples of a range of challenges of working in a team.
1.2	Know the features of effective teamwork.	1.2.1	Outline a range of features of effective teamwork.
1.3	Be able to create a plan to undertake a teamwork activity.	1.3.1	Work collaboratively to create a plan for a teamwork activity, to include: <ul style="list-style-type: none"> a. team goals b. team members roles, responsibilities and tasks c. team ground rules d. potential barriers to successful team working e. routes for support and guidance f. resources g. a review point
1.4	Be able to use a plan to improve team working.	1.4.1	Use the plan.
1.5	Be able to identify own success in relation to team working.	1.5.1	Describe personal progress in relation to team working, to include: <ul style="list-style-type: none"> a. positive outcomes, including own role in completing team goals b. how difficulties were managed c. something you did differently during the activity to change the way you work in a team d. areas of further development e. a situation where teamwork skills might be used in the future

Additional assessment requirements

1.1.2 A minimum of three (3) advantages

1.1.3 A minimum of three (3) challenges.

1.2.1 A minimum of three (3) features.

1.3.1 Team goals, members, roles, responsibilities, tasks and ground rules must be decided with other members of the team.

1.3.1 a. A minimum of two (2) SMART goals

1.4.1 The plan must be used over a minimum period of 10 hours.

1.5.1 a. A minimum of two (2) positive outcomes.

1.5.1 d. A minimum of two (2) areas of further development.

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

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

Additional assessment guidance

1.3.1 a. Goals should be specific, measurable, achievable, realistic and time-bound or time-sensitive.

1.5.1 Assessors should prompt learners to consider whether they experienced any difficulties during the teamwork activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

A team or group must have a minimum of three (3) members.



Unit ThSk1: Thinking skills

L1

Unit title	Thinking skills			Level	1
ASDAN unit code	ThSk1	Ofqual unit code	F/651/6416	Credit/GLH	3 credits 27 GLH
Unit aim	The unit develops a learner’s knowledge and skills to improve their thinking skills. Learners will be able to understand facts, opinions and assumptions and how to identify reliable information sources. Learners will know how to be independent thinkers.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by ‘thinking skills’.	1.1.1	Outline what is meant by ‘thinking skills’.
		1.1.2	Outline why thinking skills are important.
		1.1.3	Give examples of a range of characteristics of an effective thinker.
		1.1.4	Give examples of a range of barriers to improving thinking skills.
1.2	Know the tools and techniques used for thinking.	1.2.1	Identify a range of tools or techniques used to support thinking skills.
1.3	Know how to identify accurate information sources.	1.3.1	Outline what is meant by: a. a fact b. an opinion c. an assumption
		1.3.2	Give an example of: a. a fact b. an opinion c. an assumption
1.4	Know about primary and secondary research sources.	1.4.1	Outline what is meant by: a. primary research sources b. secondary research sources
		1.4.2	Give examples of: a. primary information sources b. secondary information sources

Learning outcomes	Assessment criteria
<p>1.5 Be able to create a plan to improve own thinking skills.</p>	<p>1.5.1 Create a plan to improve own thinking skills, to include:</p> <ul style="list-style-type: none"> a. a topic for investigation b. a tool or technique to be used to investigate the topic c. potential barriers to success d. routes for support and guidance e. resources, including potential information sources f. a review point g. how findings will be communicated
<p>1.6 Be able to use a plan to improve own thinking skills.</p>	<p>1.6.1 Use the plan.</p>
<p>1.7 Be able to identify own success in relation to thinking skills.</p>	<p>1.7.1 Describe personal progress in relation to thinking skills, to include:</p> <ul style="list-style-type: none"> a. positive outcomes b. use of a thinking tool or technique c. how difficulties were managed d. areas of further development e. a situation where thinking skills might be used in the future

Additional assessment requirements
<p>1.1.3 A minimum of three (3) characteristics.</p> <p>1.1.4 A minimum of three (3) barriers.</p> <p>1.2.1 A minimum of three (3) tools or techniques in total.</p> <p>1.6.1 The plan must be used over a minimum period of 10 hours.</p> <p>1.7.1 a. A minimum of two (2) positive outcomes.</p> <p>1.7.1 d. A minimum of two (2) areas of further development.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>1.7.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the thinking skills activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.</p>



Unit WellbLe1: Wellbeing in learning

L1

Unit title	Wellbeing in learning			Level	1
ASDAN unit code	WellbLe1	Ofqual unit code	D/651/6433	Credit/GLH	3 credits 27 GLH
Unit aim	The unit develops knowledge and skills relating to wellbeing in learning. The learner will understand their own needs for managing their wellbeing while learning and develop practical techniques to support their wellbeing.				

Learning outcomes		Assessment criteria	
1.1	Know what is meant by 'learner wellbeing'.	1.1.1	Outline what is meant by 'learner wellbeing', to include: <ul style="list-style-type: none"> a. emotional wellbeing b. social wellbeing c. physical wellbeing d. mental wellbeing
1.2	Know how personal wellbeing impacts learning.	1.2.1	Outline factors that can affect a learner's wellbeing.
		1.2.2	Indicate how these factors can impact learning.
1.3	Know the techniques, individuals and services that can support learner wellbeing.	1.3.1	Give examples of ways that learners can support their wellbeing while learning.
		1.3.2	Outline techniques that can be used to improve wellbeing while learning.
		1.3.3	Give examples of individuals who can support learner wellbeing.
		1.3.4	Give examples of services that can support learner wellbeing.
1.4	Know why mistakes are an important part of learning.	1.4.1	Outline why mistakes are important for learning.
		1.4.2	Outline how mistakes can be positive for learner wellbeing.
1.5	Be able to create a plan to improve own wellbeing while learning.	1.5.1	Create a plan to improve own wellbeing while learning, to include: <ul style="list-style-type: none"> a. SMART targets b. reasons for choosing the targets c. routes for support and guidance d. resources e. a review point

Learning outcomes		Assessment criteria	
1.6	Be able to use a plan to improve own wellbeing while learning.	1.6.1	Use the plan.
1.7	Be able to identify own success in relation to wellbeing in learning.	1.7.1	Describe personal progress in relation to managing own wellbeing while learning, to include: <ul style="list-style-type: none"> a. positive outcomes including targets met b. something you did differently during the activity to change the way you manage your own wellbeing while learning c. how difficulties were managed d. areas of further development e. situations where skills in managing own wellbeing while learning might be used in the future

Additional assessment requirements	
1.2.1	A minimum of two (2) factors that can affect learner wellbeing.
1.3.1	A minimum of two (2) ways that learners can support their wellbeing while learning.
1.3.2	A minimum of two (2) techniques.
1.3.3	A minimum of two (2) people.
1.3.4	A minimum of two (2) services.
1.5.1	a. A minimum of two (2) SMART targets.
1.5.1	b. A minimum of two (2) reasons, one reason for each target.
1.6.1	The plan must be used over a minimum period of 10 hours.
1.7.1	a. A minimum of two (2) positive outcomes.
1.7.1	d. A minimum of two (2) areas of further development.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.	
'Range' in an assessment criterion means at least three (3) unless otherwise stated.	

Additional assessment guidance

1.5.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

1.7.1 c. Assessors should prompt learners to consider whether they experienced any barriers to managing their own wellbeing during this activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

Please note: when identifying ways to improve their own wellbeing while learning, the learner may disclose information about issues that negatively impact on their wellbeing. If learners disclose information where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



ASDAN Personal Effectiveness
Qualifications

Qualification content

Level 2



Unit ComSk2: Communication skills

L2

Unit title	Communication skills			Level	2
ASDAN unit code	ComSk2	Ofqual unit code	Y/651/6413	Credit/GLH	3 credits 24 GLH
Unit aim	The unit develops learner knowledge and skills relating to effective communication, including sharing and exchanging information.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'communication'.	2.1.1	Describe what is meant by 'communication', to include: <ul style="list-style-type: none"> a. ways that people communicate b. different types of communication c. different purposes of communication
		2.1.2	Describe components of effective communication.
		2.1.3	Explain difficulties that can occur when communicating and the potential impact of poor communication.
2.2	Understand what is meant by 'active listening'.	2.2.1	Describe what is meant by 'active listening'.
		2.2.2	Explain the importance of using active listening skills.
		2.2.3	Describe components of active listening skills.
2.3	Understand the importance of feedback in communication.	2.3.1	Define what is meant by 'feedback'.
		2.3.2	Explain why feedback is important for communication.
		2.3.3	Describe ways that feedback can be demonstrated, giving examples across different ways of communicating, types and purposes of communication.
2.4	Be able to create plans for different types of communication activities.	2.4.1	Create plans for communication activities, to include: <ul style="list-style-type: none"> a. purpose b. audience c. types of communication with reason for choice d. an outline of the content e. resources f. potential audience questions and responses

Learning outcomes	Assessment criteria
2.5 Be able to use plans for communication activities.	2.5.1 Use the plans.
2.6 Be able to assess own success in relation to communication activities.	2.6.1 Evaluate personal progress in relation to communication, to include: <ol style="list-style-type: none"> a. a range of positive outcomes b. use of active listening skills c. how communication difficulties were managed d. use of peer feedback to inform future skills development. e. areas of further development f. situations where communication skills may be used in the future

Additional assessment requirements
<p>2.1.1 a. A minimum of four (4) ways of communicating.</p> <p>2.1.1 b. A minimum of three (3) different types of communication.</p> <p>2.1.1 c. A minimum of three (3) different purposes of communication.</p> <p>2.1.2 A minimum of four (4) components.</p> <p>2.1.3 A minimum of four (4) difficulties.</p> <p>2.4.1 A minimum of two (2) plans covering two (2) different ways of communicating, which can include delivering a presentation or a group discussion.</p> <p>2.4.1 f. A minimum of four (4) questions, two (2) for each communication activity.</p> <p>2.5.1 Requirements for communication activities:</p> <ul style="list-style-type: none"> • Presentation: minimum of four (4) minutes • Discussion: minimum of ten (10) minutes • Text: minimum of 500 words <p>2.6.1 a. A minimum of three (3) positive outcomes.</p> <p>2.6.1 f. A minimum of two (2) areas of further development.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance

LO2.4 and LO2.5 It is expected that evidence for learning outcomes **2.4** and **2.5** will be generated through the completion of challenges that leads to achievement of other units in ASDAN's Personal Effectiveness Qualifications, (eg Critical thinking skills, Team working skills, or Decision making skills). Where learners undertake assessment activities for learning outcomes that are not related to other Personal Effectiveness Qualification units, there must be evidence of preparing for communication, including research of the chosen topic of communication.

2.6.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the communication activities and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed communication activities, they can state this.

A group must have a minimum of three (3) members.



Unit DecMkSk2: Decision making skills

L2

Unit title	Decision making skills			Level	2
ASDAN unit code	DecMkSk2	Ofqual unit code	T/651/6421	Credit/GLH	2 credits 16 GLH
Unit aim	The unit develops knowledge and skills needed to make informed decisions about situations relevant to themselves or others.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'decision making'.	2.1.1	Define what is meant by 'decision making'.
		2.1.2	Describe a range of factors that are important in decision making.
2.2	Understand the tools and techniques used for decision making.	2.2.1	Compare decision-making tools or techniques that can be used for a range of different situations.
2.3	Understand how to identify a situation that needs a decision.	2.3.1	Describe examples of situations where you need to make a decision in the short-, medium- and long-term.
		2.3.2	Explain why these situations are relevant to you and the potential impact of poor decision making in these situations.
2.4	Be able to create a plan to improve own decision making.	2.4.1	Create a plan to improve own decision making, to include: a. SMART targets b. reasons for choosing targets c. use of decision-making tools or techniques d. potential difficulties that might be experienced during the decision-making activity e. routes for support and guidance f. resources g. a review point
2.5	Be able to use a plan to improve own decision making.	2.5.1	Use the plan.

Learning outcomes	Assessment criteria
<p>2.6 Be able to assess own success in relation to decision making.</p>	<p>2.6.1 Evaluate personal progress in relation to decision making, to include:</p> <ul style="list-style-type: none"> a. positive outcomes, including targets met b. use of decision-making tools or techniques c. things you did differently during the activity to change the way you make decisions d. how difficulties were managed e. areas of further development f. situations where decision-making skills will be used in the future

Additional assessment requirements
<p>2.1.2 A minimum of three (3) factors.</p> <p>2.2.1 A minimum of three (3) decision-making tools or techniques.</p> <p>2.3.1 A minimum of three (3) situations.</p> <p>2.4.1 a. A minimum of two (2) SMART targets.</p> <p>2.4.1 b. A minimum of two (2) reasons, one (1) reason per target.</p> <p>2.4.1 d. A minimum of two (2) difficulties.</p> <p>2.5.1 The plan must be used over a minimum period of 10 hours.</p> <p>2.6.1 a. A minimum of two (2) positive outcomes.</p> <p>2.6.1 c. A minimum of two (2) things that will be done differently.</p> <p>2.6.1 e. A minimum of two (2) areas of further development.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance

2.1.2 Factors could include: the timeframe when the decision needs to be made by, who needs to be consulted or informed of the decision.

LO2.3 More than one learner may choose the same or a similar situation, however, each learner must follow the decision-making process independently.

The chosen situation may relate to a decision with future consequences where success cannot be determined at the present time, for example deciding on a further education college or course of study.

2.4.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

2.4.1 c. Tools or techniques should be chosen from those described by the learner in 2.2.1.

LO2.6 Reflections of the decision-making process should include consideration of the appropriateness of: whether all relevant factors were considered; whether all possible outcomes were considered; the chosen decision-making tools or techniques; what worked well; what improvements you would make in future.

2.6.1 d. Assessors should prompt learners to consider whether they experienced any difficulties during the decision-making activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

Please note: when identifying decision-making situations, the learner should pick situations that do not negatively impact on their wellbeing. If learners identify situations where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



Unit LSk2: Learning skills

L2

Unit title	Learning skills			Level	2
ASDAN unit code	LSk2	Ofqual unit code	F/651/6425	Credit/GLH	2 credits 16 GLH
Unit aim	The unit develops knowledge and skills needed to improve personal learning. The learner will identify learning requirements, plan to meet learning goals, and reflect on successes and areas for future development.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'learning skills'.	2.1.1	Define what is meant by 'learning skills'.
		2.1.2	Describe a range of ways that people learn.
		2.1.3	Describe a range of motivations that a person can have to improve learning skills.
2.2	Understand the factors that can improve learning skills.	2.2.1	Explain the importance of improving learning skills, and the impact of engaging in learning throughout life.
		2.2.2	Compare ways of improving learning skills and reflect on personal preferences.
2.3	Be able to create a plan to improve own learning skills.	2.3.1	Create a plan to improve own learning skills, to include: a. SMART targets b. reasons for choosing targets c. potential barriers to success d. routes for support and guidance e. resource requirements f. a review point
2.4	Be able to use a plan to improve own learning skills.	2.4.1	Use the plan.
2.5	Be able to assess own success in relation to learning skills.	2.5.1	Evaluate personal progress in relation to learning skills, to include: a. positive outcomes including targets met b. things you did differently during the activity to change the way you learn c. how difficulties were managed d. areas of further development e. situations where learning skills may be used in the future

Additional assessment requirements

- 2.1.2 A minimum of three (3) ways that people learn.
- 2.1.3 A minimum of three (3) motivations.
- 2.2.2 A minimum of three (3) ways of improving own learning.
- 2.3.1 a. A minimum of two (2) SMART targets.
- 2.3.1 b. A minimum of two (2) reasons, one (1) per target.
- 2.3.1 c. A minimum of two (2) potential barriers.
- 2.4.1 The plan must be used over a minimum period of 10 hours.
- 2.5.1 a. A minimum of two (2) positive outcomes.
- 2.5.1 b. A minimum of two (2) things that will be done differently.
- 2.5.1 d. A minimum of two (2) areas of further development.

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

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

Additional assessment guidance

2.1.2 Consideration should be given to, for example: mind maps, mnemonics, note-taking, performing experiments, revision skills, time management, flashcards, practice questions, chunking, deep questioning, presentations, memory aids, goal setting and organising study areas. This is not an exhaustive list.

2.2.2 Consideration should be given to learning techniques, learning environment including cation, minimising distractions, personal health management and different learning tivities such as planning and revision.

2.3.1 a. SMART targets are those that are specific, measurable, achievable, realistic and timebound.

2.5.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the learning activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.



Unit TmWkSk2: Team working skills

L2

Unit title	Team working skills			Level	2
ASDAN unit code	TmWkSk2	Ofqual unit code	T/651/6430	Credit/GLH	2 credits 16 GLH
Unit aim	The unit develops knowledge and skills in working collaboratively with others, through agreeing clear team goals, roles and responsibilities, and considering the impact of own actions on the team.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'teamwork'.	2.1.1	Define what is meant by 'teamwork'.
		2.1.2	Explain the advantages and challenges of team working, using own experiences or real-world examples to illustrate these.
2.2	Understand the features of effective teamwork.	2.2.1	Describe a range of features of effective teamwork, providing real-world examples to illustrate each feature.
2.3	Be able to create a plan to undertake a teamwork activity.	2.3.1	Create a plan for a teamwork activity, to include: <ul style="list-style-type: none"> a. a range of SMART team goals b. team members roles, responsibilities and tasks c. team ground rules d. potential barriers to successful team working e. routes for support and guidance f. resources g. a review point
2.4	Be able to use a plan to improve team working.	2.4.1	Use the plan.
2.5	Be able to assess own success in relation to team working.	2.5.1	Evaluate personal progress in relation to team working, to include: <ul style="list-style-type: none"> a. positive outcomes, including own role in completing team goals b. how challenges were managed c. things that you did differently during the activity to change the way you work in a team d. areas of further development e. situations where teamwork skills may be used in the future

Additional assessment requirements

2.1.2 A minimum of three (3) advantages and a minimum of three (3) challenges.

2.2.1 A minimum of three (3) features.

2.3.1 Team goals, members, roles, responsibilities, tasks and ground rules must be decided with other members of the team.

2.3.1 a. A minimum of three (3) SMART goals

2.4.1 The plan must be used over a minimum period of 10 hours.

2.5.1 a. A minimum of two (2) positive outcomes.

2.5.1 c. A minimum of two (2) things.

2.5.1 d. A minimum of two (2) areas of further development.

2.5.1 e. A minimum of two (2) situations.

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

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

Additional assessment guidance

2.3.1 a. Goals should be specific, measurable, achievable, realistic and time-bound or time-sensitive.

2.5.1 b. Assessors should prompt learners to consider whether experienced any difficulties during the teamwork activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

A team or group must have a minimum of three (3) members.



Unit CrThSk2: Critical thinking skills

L2

Unit title	Critical thinking skills			Level	2
ASDAN unit code	CrThSk2	Ofqual unit code	H/651/6417	Credit/GLH	3 credits 24 GLH
Unit aim	The unit develops the knowledge and skills needed to improve critical thinking. The learner will understand critical thinking and the tools and techniques that can be used to improve these skills. They will also understand about different sources of information and their credibility.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'critical thinking skills'.	2.1.1	Define what is meant by 'critical thinking skills'.
		2.1.2	Explain why critical thinking is important.
		2.1.3	Describe characteristics of an effective critical thinker.
		2.1.4	Describe a range of barriers to critical thinking.
2.2	Understand the tools and techniques used for critical thinking.	2.2.1	Compare a range of critical thinking tools or techniques, reflecting on own preferences.
2.3	Understand how to assess information when using critical thinking skills.	2.3.1	Assess information for facts, opinions and assumptions.
		2.3.2	Assess information sources for credibility, accuracy and bias.
2.4	Understand primary and secondary research sources.	2.4.1	Explain and illustrate with examples, what is meant by: a. primary research sources b. secondary research sources
2.5	Be able to create a plan to improve own critical thinking skills.	2.5.1	Create a plan to improve own thinking skills, to include: a. a topic for investigation b. how critical thinking tools or techniques will be used c. routes for support and guidance d. resources, including potential information sources e. a review point f. how findings will be communicated
2.6	Be able to use a plan to improve own critical thinking skills.	2.6.1	Use the plan.

Learning outcomes	Assessment criteria
<p>2.7 Be able to assess own success in relation to critical thinking.</p>	<p>2.7.1 Evaluate personal progress in relation to critical thinking, to include:</p> <ul style="list-style-type: none"> a. positive outcomes b. use of critical thinking tools or techniques c. how difficulties were managed d. areas of further development e. situations where critical thinking skills may be used in the future

Additional assessment requirements
<p>2.1.3 A minimum of four (4) characteristics.</p> <p>2.1.4 A minimum of three (3) barriers.</p> <p>2.2.1 A minimum of three (3) tools or techniques in total.</p> <p>LO2.3 Sources could be related to the planned activity (LO2.5 and LO2.6).</p> <p>2.3.1 Use a minimum of one (1) information source.</p> <p>2.3.2 A minimum of two (2) information sources.</p> <p>2.6.1 The plan must be used over a minimum period of 10 hours.</p> <p>2.7.1 a. A minimum of two (2) positive outcomes.</p> <p>2.7.1 d. A minimum of two (2) areas of further development.</p> <p>'Plural' in an assessment criterion means at least two (2) unless otherwise stated.</p> <p>'Range' in an assessment criterion means at least three (3) unless otherwise stated.</p>

Additional assessment guidance
<p>2.7.1 c. Assessors should prompt learners to consider whether they experienced any difficulties during the critical thinking skills activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.</p>



Unit WellbLe2: Wellbeing in learning

L2

Unit title	Wellbeing in learning			Level	2
ASDAN unit code	WellbLe2	Ofqual unit code	F/651/6434	Credit/GLH	3 credits 24 GLH
Unit aim	The unit develops knowledge and skills relating to wellbeing in learning. The learner will understand their own needs for managing their wellbeing while learning and develop practical techniques to support their wellbeing.				

Learning outcomes		Assessment criteria	
2.1	Understand what is meant by 'learner wellbeing'.	2.1.1	Describe what is meant by 'learner wellbeing', to include: <ul style="list-style-type: none"> a. emotional wellbeing b. social wellbeing c. physical wellbeing d. mental wellbeing
2.2	Understand how personal wellbeing impacts learning.	2.2.1	Describe a range of factors that can affect a learner's wellbeing.
		2.2.2	Explain how these factors can impact learning.
2.3	Understand techniques, individuals and services that can support learner wellbeing.	2.3.1	Describe a range of ways that learners can support their wellbeing while learning.
		2.3.2	Compare techniques that could be used to improve wellbeing while learning, reflecting on personal preferences.
		2.3.3	Describe a range of people who can support learner wellbeing.
		2.3.4	Describe a range of services that can support learner wellbeing.
2.4	Understand why mistakes are an important part of learning.	2.4.1	Explain why mistakes are important for learning.
		2.4.2	Explain how mistakes can be positive for learner wellbeing, providing examples to illustrate your explanation.
2.5	Be able to create a plan to improve own wellbeing while learning.	2.5.1	Create a plan to improve own wellbeing while learning, to include: <ul style="list-style-type: none"> a. SMART targets b. reasons for choosing the targets c. routes for support and guidance d. resources e. a review point

Learning outcomes		Assessment criteria	
2.6	Be able to use a plan to improve own wellbeing while learning.	2.6.1	Use the plan.
2.7	Be able to assess own success in relation to wellbeing in learning.	2.7.1	Evaluate personal progress in relation to managing own wellbeing while learning, to include: <ul style="list-style-type: none"> a. positive outcomes, including targets met b. changes to the way they view their own learner wellbeing c. how difficulties experienced during learning were managed d. areas of further development. e. situations where skills in managing own wellbeing while learning will be used in the future

Additional assessment requirements	
2.1.1	One (1) description per category.
2.2.1	A minimum of three (3) factors that can affect learner wellbeing.
2.3.1	A minimum of three (3) ways that learners can support their wellbeing while learning.
2.3.2	A minimum of two (2) techniques.
2.3.3	A minimum of three (3) people.
2.3.4	A minimum of three (3) services.
2.5.1	a. A minimum of two (2) SMART targets.
2.5.1	b. A minimum of two (2) reasons, one (1) per target.
2.6.1	The plan must be used over a minimum period of 10 hours.
2.7.1	a. A minimum of two (2) positive outcomes.
2.7.1	b. A minimum of two (2) changes.
2.7.1	d. A minimum of two (2) areas of further development.
'Plural' in an assessment criterion means at least two (2) unless otherwise stated.	
'Range' in an assessment criterion means at least three (3) unless otherwise stated.	

Additional assessment guidance

2.5.1 a. SMART targets are those that are specific, measurable, achievable, realistic and time-bound or time-sensitive.

2.7.1 c. Assessors should prompt learners to consider whether they experienced any barriers to managing their own wellbeing during this activity and to respond appropriately to this element. Where learners do not experience any difficulties in the assessed activity, they can state this.

Please note: when identifying ways to improve their own wellbeing while learning, the learner may disclose information about issues that negatively impact on their wellbeing. If learners disclose information where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



ASDAN Personal Effectiveness
Qualifications

Qualification content

Level 3



Unit ComSk3: Communication skills

L3

Unit title	Communication skills			Level	3
ASDAN unit code	ComSk3	Ofqual unit code	A/651/6414	Credit/GLH	4 credits 28 GLH
Unit aim	The unit develops learner knowledge and skills relating to effective communication, including sharing and exchanging information.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'communication'.	3.1.1	Explain the importance of good communication skills in personal, social and working life, and the impact that poor communication skills could have on own and others' wellbeing.
3.2	Understand 'active listening'.	3.2.1	Compare the effectiveness of different ways of demonstrating active listening, taking into account different ways of communicating, types and purposes of communication.
3.3	Understand the importance of feedback in communication.	3.3.1	Analyse examples of feedback on communication, including feedback given in a range of different ways, explaining the potential impact of both positive and negative feedback.
3.4	Be able to create plans for communication activities.	3.4.1	Develop plans to communicate information in different ways.
3.5	Be able to use plans for communication activities.	3.5.1	Implement the plans.
3.6	Be able to review own success in relation to communication activities.	3.6.1	Evaluate personal progress in relation to communication activities.

Additional assessment requirements	
3.5.1	Requirements for communication activities: <ul style="list-style-type: none"> • Presentation: minimum of ten (10) minutes • Discussion: minimum of fifteen (15) minutes • Text: minimum of seven hundred and fifty (750) words A group must have a minimum of four (4) members. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Additional assessment guidance

LO3.1, LO3.2 and LO3.3 A single assessment activity can be used to cover all three learning outcomes.

3.1.1 The explanation should cover:

- a definition of communication
- ways of communicating
- types of communication
- purposes for communicating
- components of effective communication
- barriers or difficulties that can occur while communicating

3.2.1 Evidence should include the importance of active listening.

LO3.4 and LO3.5 It is expected that evidence for learning outcomes **3.4** and **3.5** will be generated through the completion of challenges that lead to achievement of other units in ASDAN's Personal Effectiveness Qualifications, (eg Critical thinking skills, Team working skills, or Decision making skills). Where learners undertake assessment activities for learning outcomes that are not related to other Personal Effectiveness Qualification units, there must be evidence of preparing for communication, including research of the chosen topic of communication.

3.4.1 A minimum of two (2) plans in a minimum of two (2) ways which can include delivering a presentation or a group discussion. Learners should consider the key elements to be included in the plans which could include:

- the purpose of the communication
- the audience
- the choice of communication type with a rationale for the choice
- outline of content
- resources
- timings (where appropriate)
- potential audience questions

3.6.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- use of active listening skills
- how any barriers or challenges were avoided or overcome
- a range of areas of further development
- how peer feedback can be used to support further development of skills
- how communication skills might be used in the future



Unit DecMkSk3: Decision making skills

L3

Unit title	Decision making skills			Level	3
ASDAN unit code	DecMkSk3	Ofqual unit code	Y/651/6422	Credit/GLH	3 credits 21 GLH
Unit aim	The unit develops knowledge and skills needed to make informed decisions about situations relevant to themselves or others.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'decision making'.	3.1.1	Evaluate own decision making skills, using examples to illustrate both positive and negative outcomes.
3.2	Understand the tools and techniques used for decision making.	3.2.1	Compare and contrast decision-making tools or techniques used in a variety of situations.
3.3	Understand how to identify a situation that needs a decision.	3.3.1	Determine situations in own short-, medium- and long-term future, and explain the impact that poor decision making skills could have in these situations.
3.4	Be able to create a plan to improve own decision making.	3.4.1	Develop a plan to improve own decision making.
3.5	Be able to use a plan to improve own decision making.	3.5.1	Implement the plan.
3.6	Be able to review own success in relation to decision making.	3.6.1	Evaluate personal progress in relation to decision making.

Additional assessment requirements	
3.2.1	A minimum of three (3) tools or techniques.
3.4.1 and 3.5.1	The decision-making activity must be planned to be carried out over a minimum of 10 hours.
	'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
	'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Additional assessment guidance

3.1.1 The evaluation could cover:

- a definition of decision making
- a range of factors to consider when making decisions
- potential barriers or challenges experienced when making decisions

LO3.1, LO3.2 and LO3.3 A single assessment activity can be used to cover all three learning outcomes.

LO3.4 More than one learner may choose the same or a similar situation, however, each learner must follow the decision-making process independently.

The chosen situation may relate to a decision with future consequences where success cannot be determined at the present time, for example deciding on a further education college or course of study.

SMART targets are those that are specific, measurable, achievable, realistic and time-bound or time-sensitive.

Tools or techniques should be chosen from those evaluated by the learner in 3.2.1.

3.4.1 The plan should include:

- a clear overall goal or decision to be made
- an explanation why this decision is significant to the learner, and the potential impact of a poor decision in this situation
- SMART targets
- rationale for the SMART targets
- review points
- timings

3.6.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- effectiveness of chosen decision making tools or techniques
- any factors or potential outcomes that were not considered during planning
- how any barriers or challenges were avoided or overcome
- a range of areas for further development
- how decision making skills will be used in the future

Please note: when identifying decision-making situations, the learner should pick situations that do not negatively impact on their wellbeing. If learners identify situations where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



Unit LSk3: Learning skills

L3

Unit title	Learning skills			Level	3
ASDAN unit code	LSk3	Ofqual unit code	J/651/6427	Credit/GLH	3 credits 21 GLH
Unit aim	The unit develops knowledge and skills needed to improve personal learning. The learner will identify learning requirements, plan to meet learning goals, and reflect on successes and areas for future development.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'learning skills'.	3.1.1	Evaluate own learning skills, using examples from own experience to illustrate progress to date.
3.2	Understand the factors that can improve learning skills.	3.2.1	Establish the importance of improving own learning skills.
		3.2.2	Analyse ways of improving learning skills across a range of different learning contexts.
3.3	Be able to create a plan to improve own learning skills.	3.3.1	Develop a plan to improve own learning skills.
3.4	Be able to use a plan to improve own learning skills.	3.4.1	Implement the plan.
3.5	Be able to review own success in relation to learning skills.	3.5.1	Evaluate personal progress in relation to learning skills.

Additional assessment requirements	
3.3.1 and 3.4.1	The learning activity must be planned to be carried out over a minimum of 10 hours.
	'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
	'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Additional assessment guidance

LO1 and LO2 A single assessment activity can be used to cover both learning outcomes.

3.1.1 The evaluation should include consideration of a range of learning theories.

3.2.2 Consideration should be given to: learning techniques and strategies; learning environment, including location; minimising distractions; personal health management; and different learning activities, such as planning and revision.

3.3.1 The plan should include:

- a clear overall learning goal
- SMART targets that will support progress towards the overall learning goal
- reasons for choice of smart targets
- sources of support and guidance
- review points

SMART targets are those that are specific, measurable, achievable, realistic and time-bound or time-sensitive.

3.5.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- the effectiveness of the chosen learning strategy
- how any challenges or barriers to progress were avoided or overcome
- a range of areas of further development
- how learning skills will be used in the future



Unit TmWkSk3: Team working skills

L3

Unit title	Team working skills			Level	3
ASDAN unit code	TmWkSk3	Ofqual unit code	Y/651/6431	Credit/GLH	3 credits 21 GLH
Unit aim	The unit develops knowledge and skills in working collaboratively with others, through agreeing clear team goals, roles and responsibilities, and considering the impact of own actions on the team.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'teamwork'.	3.1.1	Investigate the use of team working in a range of different situations.
3.2	Understand the stages of team development.	3.2.1	Compare the different stages of team development, providing real-world examples of each.
3.3	Understand the features of effective teamwork.	3.3.1	Explain a range of features of effective teamwork, illustrating each with real-world examples.
3.4	Be able to create a plan to undertake a teamwork activity.	3.4.1	Develop a plan for a teamwork activity.
3.5	Be able to use a plan to improve team working.	3.5.1	Implement the plan.
3.6	Be able to review own success in relation to team working.	3.6.1	Evaluate personal progress in relation to team working.

Additional assessment requirements	
3.4.1 and 3.5.1 The team working activity must be planned to be carried out over a minimum of 10 hours. A team or group must have a minimum of four (4) members. 'Plural' in an assessment criterion means at least two (2) unless otherwise stated. 'Range' in an assessment criterion means at least three (3) unless otherwise stated.	

Additional assessment guidance

LO1, LO2 and LO3 A single assessment activity can be used to cover all three learning outcomes.

3.4.1 The plan should include:

- an overall team goal
- SMART targets
- team ground rules
- appropriate support and guidance
- resource requirements
- review points

Team goals, members, roles, responsibilities, tasks and ground rules must be negotiated and agreed with other team members.

SMART targets are those that are specific, measurable, achievable, realistic and time-bound or time-sensitive.

3.6.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- a range of areas of further development
- how any barriers or challenges were avoided or overcome
- use of peer feedback to inform future skills development
- how teamwork skills might be used in the future



Unit CrThSk3: Critical thinking skills

L3

Unit title	Critical thinking skills			Level	3
ASDAN unit code	CrThSk3	Ofqual unit code	J/651/6418	Credit/GLH	4 credits 28 GLH
Unit aim	The unit develops the knowledge and skills needed to improve critical thinking. The learner will understand critical thinking and the tools and techniques that can be used to improve these skills. They will also understand about different sources of information and their credibility.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'critical thinking skills'.	3.1.1	Evaluate own critical thinking skills, using examples from own experience to illustrate progress to date.
3.2	Understand the tools and techniques used for critical thinking.	3.2.1	Compare and contrast a range of critical thinking tools or techniques.
3.3	Understand how to assess information when using critical thinking skills.	3.3.1	Explain and illustrate how to evaluate information sources for credibility, accuracy and bias.
3.4	Understand primary and secondary research sources.	3.4.1	Explain and illustrate what is meant by: a. primary research sources b. secondary research sources
3.5	Be able to create a plan to improve own critical thinking skills.	3.5.1	Develop a plan to demonstrate own critical thinking skills.
3.6	Be able to use a plan to improve own critical thinking skills.	3.6.1	Implement the plan.
3.7	Be able to review own success in relation to critical thinking skills.	3.7.1	Evaluate personal progress in relation to critical thinking skills.

Additional assessment requirements

3.5.1 and 3.6.1 The critical thinking activity must be planned to be carried out over a minimum of 10 hours.

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

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

Additional assessment guidance

LO1, LO2, LO3 and LO4 A single assessment activity can be used to cover all four learning outcomes.

3.1.1 The evaluation should include:

- the importance of critical thinking
- a range of characteristics of a critical thinker
- a range of barriers to critical thinking

3.3.1 Consideration should be given to accuracy of information, credibility and bias, as well as whether sources contain opinions or assumptions. The explanation should include references to or extracts from appropriate sources.

Example sources can be those used for the activity in 3.5.1 and 3.6.1

3.5.1 The plan should include:

- the topic for investigation, with a rationale for its choice
- choice of critical thinking tools or techniques, with a rationale for their choice
- potential barriers to investigating the topic
- support and guidance needed
- resources needed, including a range of sources of information
- choice of format for communicating findings, with a rationale for the choice
- progress review points

3.7.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- the effectiveness of chosen critical thinking tools or techniques
- how barriers or challenges to progress were avoided or overcome
- a range of areas for further development
- how critical thinking skills may be used in the future



Unit WellbLe3: Wellbeing in learning

L3

Unit title	Wellbeing in learning			Level	3
ASDAN unit code	WellbLe3	Ofqual unit code	H/651/6435	Credit/GLH	3 credits 21 GLH
Unit aim	The unit develops knowledge and skills relating to wellbeing in learning. The learner will understand their own needs for managing their wellbeing while learning and develop practical techniques to support their wellbeing.				

Learning outcomes		Assessment criteria	
3.1	Understand what is meant by 'learner wellbeing'.	3.1.1	Explain what is meant by 'learner wellbeing', using examples to illustrate the explanation.
3.2	Understand how personal wellbeing impacts learning.	3.2.1	Analyse a range of factors that can affect a learner's wellbeing.
3.3	Understand techniques, individuals and services that can support learner wellbeing.	3.3.1	Compare and contrast a range of ways that learners can support their wellbeing while learning, taking into account own preferences.
3.4	Understand why mistakes are an important part of learning.	3.4.1	Explain why mistakes are an important part of learning.
3.5	Be able to create a plan to improve own wellbeing while learning.	3.5.1	Develop a plan to improve own wellbeing while learning.
3.6	Be able to use a plan to improve own wellbeing while learning.	3.6.1	Implement the plan.
3.7	Be able to review own success in relation to wellbeing in learning.	3.7.1	Evaluate personal progress in relation to wellbeing in learning.

Additional assessment requirements	
3.6.1 and 3.7.1	The wellbeing in learning activity must be planned to be carried out over a minimum period of 10 hours.
	'Plural' in an assessment criterion means at least two (2) unless otherwise stated.
	'Range' in an assessment criterion means at least three (3) unless otherwise stated.

Additional assessment guidance

3.1.1 The explanation should include consideration of emotional, social, physical and mental wellbeing. Examples can be from personal experience, or devised for illustrative purposes.

3.3.1 Consideration should be given to a range of techniques available to improve wellbeing and available support, including people and services.

3.5.1 The plan should include:

- a range of SMART targets
- rationale for chosen targets
- appropriate sources of support and guidance
- review points

SMART targets are those that are specific, measurable, achievable, realistic and time-bound or time-sensitive.

3.7.1 The evaluation should reflect on personal progress in relation to:

- a range of positive outcomes
- how any challenges to maintaining wellbeing during learning were avoided or overcome
- effectiveness of support or guidance
- a range of areas of further development
- how skills developed in supporting own wellbeing in learning may be used in the future

Please note: when identifying ways to improve their own wellbeing while learning, the learner may disclose information about issues that negatively impact on their wellbeing. If learners disclose information where there is a potential safeguarding concern, this should be managed through the centre's safeguarding processes. This should be communicated to learners as part of the session.



ASDAN

© ASDAN December 2025 | [asdán.org.uk](https://www.asdan.org.uk)
Wainbrook House, Hudds Vale Road, St George,
Bristol BS5 7HY | info@asdán.org.uk