

# ASDAN Personal and Social Development (PSD) qualifications Entry levels 1, 2 and 3

Standards with  
guidance



# Qualification codes

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Entry level 1 Award in Personal and Social Development	60	60	500/6881/7
ASDAN Entry level 1 Certificate in Personal and Social Development	130	130	500/7297/3
ASDAN Entry level 2 Award in Personal and Social Development	60	60	500/5558/6
ASDAN Entry level 2 Certificate in Personal and Social Development	130	130	500/5459/4
ASDAN Entry level 3 Award in Personal and Social Development	60	60	500/5557/4
ASDAN Entry level 3 Certificate in Personal and Social Development	130	130	500/5326/7

## Personal and Social Development qualifications standards with guidance: Entry levels 1, 2 and 3

Review history		
Date	Change detail	Section
2009	Document created.	All
2014	Guidance updated.	All
2018	Introduction updated.	Introduction
September 2023	Updated design template. Updated introduction. Updated guidance – changes to wording only, to improve clarity and consistency. Updated to incorporate current versions of specifications as of July 2023.  MOME1 1.2 guidance updated to recognise coins and notes up to £10, in line with inflation.  MOME2 and MOME3 guidance updated to include reference to contactless payments	All
October 2023	Error corrected – 6 credits for an Award, 13 credits for a Certificate	Introduction (page 6)

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# Guidance for assessing PSD

## Introduction to the qualifications

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

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

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

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

## Qualification end dates

The ASDAN PSD qualifications have two end dates:

- Registration end date: last date for registration of learner
- Certification end date: last date for certification of learner

Title and level	Accreditation number	Registration end date	Certification end date
ASDAN Entry level 1 Award in Personal and Social Development	500/6881/7		
ASDAN Entry level 1 Certificate in Personal and Social Development	500/7297/3		
ASDAN Entry level 2 Award in Personal and Social Development	500/5558/6	31/12/2025 in England and Northern Ireland	31/12/2027 in England and Northern Ireland
ASDAN Entry level 2 Certificate in Personal and Social Development	500/5459/4	30/09/2026 in Wales	30/09/2028 in Wales
ASDAN Entry level 3 Award in Personal and Social Development	500/5557/4		
ASDAN Entry level 3 Certificate in Personal and Social Development	500/5326/7		

# Guidance for assessing PSD

## Unit titles and codes: Entry level 1

Unit code	ASDAN code	Unit title	Credit value
A/502/4882	CAE1	Community action	2
K/502/4912	EAE1	Environmental awareness	2
F/502/4883	HLE1	Healthy living	2
D/502/4910	MLTE1	Making the most of leisure time	2
R/502/4886	MOME1	Managing own money	2
J/502/4903	PAE1	Parenting awareness	2
F/502/4916	PSE1	Personal safety in the home and community	2
L/502/4885	PWE1	Preparation for work	2
M/502/4913	UTE1	Using technology in the home and community	2

## Unit titles and codes: Entry level 2

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

# Guidance for assessing PSD

## Unit titles and codes: Entry level 3

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

# Guidance for assessing PSD

## Introduction to the guidance

This guidance focuses on the units that make up the ASDAN PSD qualifications at Entry levels 1, 2 and 3, and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the Entry levels 1, 2 and 3 qualifications, together with a description of the type and quantity of evidence that will help candidates demonstrate that they have met the required standards to achieve the qualification.

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

The function of the PSD guidance is to

- provide amplification of the standards, ie to provide the sort of detail that would help to clarify and/or interpret the standards.
- highlight mandatory requirements; this has been highlighted in bold where it applies. For example, **E1.1.1 Identify things that humans do that can spoil the environment.** ...In their evidence, candidates must give **at least two** examples of things that humans do that can spoil the environment.
- to help centres make sure that candidates produce the quality of evidence that will meet the criteria at the specified level.

# Guidance for assessing PSD

## Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
<p>Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.</p>	<p>Tutors guide candidates on the choice of units and practice activities to develop their skills.</p> <p>Tutors provide feedback on skills development.</p>	
<p>Candidates undertake activities that will allow them to meet the requirements of the chosen assessment units. As they carry out the activities they complete the appropriate recording documents.</p> <p>Candidates collect any supplementary evidence needed to show they have met the all the requirements of the qualification. This could include products of tasks undertaken, reports and witness statements, photographs and video/ audio recordings.</p> <p>Candidates organise all of their evidence in a portfolio and include blank assessment checklists.</p>	<p>Tutor guide candidates in choosing appropriate activities to evidence the selected assessment units and on completing the recording documents.</p> <p>Tutors/other relevant people complete observation checklists and witness statements.</p> <p>Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.</p>	<ul style="list-style-type: none"> <li>• Completed ASDAN recording documents, which are available to registered centres in the members area of the ASDAN website.</li> <li>• Supplementary evidence to support the recording documents.</li> </ul>



# Guidance for assessing PSD

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

# Unit CAE1: Community action

<b>Aim</b>	This unit encourages candidates to recognise and access local community advice centres and to understand the importance of asking for help.		
<b>Level</b>	Entry level 1	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E1.1 Recognise who to go to for help	E1.1.1 Identify who can give them help/advice in their centre or in their local community
E1.2 Be able to demonstrate how they can access help	E1.2.1 Identify a situation where they might need help E1.2.2 Demonstrate how to get help in their centre or in their local community

## At this level...

When in a familiar environment, Entry level 1 candidates should be able to recognise when they need help and who they could get it from in their centre and local community. Candidates should be capable of understanding what is meant by 'their centre' and 'local community' and be capable of showing how they would get help if they needed it.

# Guidance for Entry level 1: Community action (CAE1)

## Assessment and evidence

**E1.1 Recognise who to go to for help.** Tutors should ask the candidates to identify what is meant by 'their centre' and should introduce the idea of 'local community'. Candidates should then be given the opportunity to discuss and agree what these ideas mean and how they differ.

Candidates must provide evidence to show that they know who they could get help from in their centre or local community; tutors should work with learners to identify relevant sources of help. A range of scenarios and sources of help should be discussed so that individuals can identify the sources that are relevant to their particular needs and to help them to provide valid evidence for **E1.2**.

Recommended evidence:

- 'who's who' booklet or poster

**E1.2 Be able to demonstrate how they can access help.** Candidates should be guided to think about different situations where they might need to ask someone for help, eg if they are lost, if transport does not turn up, if someone is bullying them. They should be encouraged to describe a real situation when they have asked for help, or situations when they would need to do so.

Each candidate will need to show that they can actively seek help in their centre or local community, ie it is not enough to passively accept help if it is offered. Tutors should work with candidates to identify the process involved in getting help. This process should include:

- identifying the problem
- identifying who to go to for help and where to go
- stating or showing someone the problem

Role play is useful to help candidates put their understanding into practice but, if at all possible, naturally occurring opportunities should be used to produce evidence for this learning outcome.

Recommended evidence:

- diary/log demonstrating how the candidate accessed help in their centre or local community, verified by a witness
- or description of a situation when the candidate needed help and asked for it from an appropriate person, verified by a witness)
- or annotated photographs/video evidence of the candidate's contribution to a role play\* of a situation in which they might need help

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\* If using role plays as evidence, the PSD Entry level observation record (available to download from the members area of the ASDAN website) should also be included.

# Unit CAE2: Community action

<b>Aim</b>	This unit encourages candidates to participate in local community activities and to understand the benefits of these activities for the community.		
<b>Level</b>	Entry level 2	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E2.1 Recognise local community groups	E2.1.1 Identify a community group in their local area and what it does
E2.2 Be able to demonstrate how they participate in community activities	E2.2.1 Participate in a community activity that is relevant to them E2.2.2 Identify how this activity benefits others

## At this level...

At Entry level 2, candidates should be capable of understanding what is meant by 'local community' and of recognising how community activities are beneficial. With appropriate support, candidates should be capable of participating in community activities in familiar contexts.

# Guidance for Entry level 2: Community action (CAE2)

## Assessment and evidence

**E2.1 Recognise local community groups.** Tutors should introduce the idea of 'local community' and give candidates the opportunity to discuss and agree what this means. Candidates should also be given the opportunity to talk about different community groups in their local area.

Candidates will need to show that they know about **at least one** local community group and should be able to say what it does, eg school, street, religious group, sports/youth/leisure club, charity, voluntary group. It is recommended that individuals select a group that is of particular interest to them, which they could use to provide evidence for **E2.2**.

Recommended evidence:

- notes on a local community group describing what it does
- **or** mind map showing the work or activities of a community group
- **or** poster showing the work or activities of a community group

**E2.2 Be able to demonstrate how they participate in community activities.** Candidates should find out more about the specific activities carried out by **one or more** local community groups. They should then choose **one** group whose activities interest them and participate in a community activity over a period of time, eg attending a weekly youth club for a month, helping with fundraising events to support a local charity. Evidence should show that the candidate has engaged in community activities for **at least 10 hours** overall.

Tutors should make sure that an appropriate level of support is available to enable candidates to participate successfully in community activities. To meet the requirements of this learning outcome, it is not acceptable to simply visit a community group or resource.

Candidates should keep an activity log/diary to record what they do, or produce a photographic/video record of their participation. If a log/diary is used as evidence, the content should cover a **minimum of 10 hours** of activity.

Having worked with their chosen group, candidates should be helped to review their experiences and recognise how the community activity benefits others, eg the group organised a car boot sale and the money was given to the local school to buy books.

Recommended evidence:

- activity log/diary, verified by a witness, recording the candidate's participation in a community activity for the required period of time
- **or** annotated photographs/video evidence of the candidate taking part in a community activity, with a witness statement confirming a **minimum of 10 hours** of participation
- **plus** candidate statement identifying how the community activity they have engaged in benefits others

# Unit CAE3: Community action

<b>Aim</b>	This unit encourages candidates to participate in local community activities and to understand the benefits of these activities for themselves and the community.		
<b>Level</b>	Entry level 3	<b>Credit value</b>	2

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
E3.1 Demonstrate their knowledge of local community groups	E3.1.1 Identify community groups in their local area and what they do
E3.2 Demonstrate their participation in community activities	E3.2.1 Participate in activities within a local community group E3.2.2 Identify how these activities benefit others E3.2.3 Identify a benefit for themselves from participating in the activities

## At this level...

At Entry level 3, candidates should be capable of understanding what is meant by the term 'local community' and of recognising how community activities can benefit themselves and others. With appropriate guidance, candidates should be capable of participating in community activities in familiar contexts.

# Guidance for Entry level 3: Community action (CAE3)

## Assessment and evidence

**E3.1 Demonstrate their knowledge of local community groups.** Tutors should introduce the idea of 'local community' and give candidates the opportunity to discuss and agree what this means. Candidates need to know about different community groups in the local area and be able to say what they do, eg school, street, religious group, sports/youth/leisure club, charity, voluntary group.

Each candidate must provide evidence that they know about the work of **at least two** different groups; it is recommended that individuals select groups of particular interest to them that they could use to evidence their participation in community activities for **E3.2**.

Recommended evidence:

- notes on **at least two** local community groups describing what each does, produced by the candidate
- **or** directory of local community groups produced by the candidate, giving contact details and describing what each group does

**E3.2 Demonstrate their participation in community activities.** Candidates should find out more about the specific activities carried out by **one or more** local community groups. They should then choose **one** group they are interested in and participate in the group's activities over a period of time. This could be on several occasions, eg attending weekly youth club sessions for a month, helping with fundraising events for a local charity. Evidence should show that the candidate has engaged in community activities for **at least 10 hours** overall.

Tutors should make sure that an appropriate level of support is available to enable candidates to participate successfully in community activities. To meet the requirements of this learning outcome, it is not acceptable simply to visit a community group or resource.

Candidates should keep an activity log/diary to record what they do, or produce a photographic or video record of their participation. If a log/diary is used as evidence, it should cover **at least 10 hours** of activity.

Having worked with their chosen group, candidates should be helped to review their experiences and recognise how their community activities benefit themselves and others.

Recommended evidence:

- activity log/diary that records the candidate's participation in activities of a community group for the required period of time, verified by a witness)
- **or** annotated photographs/video evidence of the candidate taking part in a community activity (with a witness statement confirming **at least 10 hours** of participation)
- **plus** candidate statement identifying how they have personally benefited from their participation in community activities and how these activities have benefited others

Sample