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

Centre handbook

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Contents

Section 2
Qualification overview

For learners to achieve a qualification, there must be successful completion of the following units:

Qualification name	Units required
ASDAN Level 1 Award in Personal and Social Effectiveness	DM1: Developing myself and my performance
	WW1: Working with others
	PS1: Problem solving
ASDAN Level 1 Certificate in Personal and Social Effectiveness	DM1: Developing myself and my performance
	WW1: Working with others
	PS1: Problem solving
	DP1: Delivering a project
ASDAN Level 2 Award in Personal and Social Effectiveness	DM2: Developing myself and my performance
	WW2: Working with others
	PS2: Problem solving
ASDAN Level 2 Certificate in Personal and Social Effectiveness	DM2: Developing myself and my performance
	WW2: Working with others
	PS2: Problem solving
	DP2: Delivering a project

Section 2
Structure and process

2.4.4 External moderator

ASDAN will appoint External moderators (EMs) to ensure the assessment process is fair, consistent and reliable across all centres. External moderation will generally be carried out by post although the EM may also visit the centre to assess the centre's procedures and processes and to moderate learners' completed projects. Notification of an EM visit to a centre will be provided by ASDAN.

2.4.5 Meeting the requirements of the Equalities Act 2010

ASDAN ensures that it complies with the requirements of the Equality Act 2010 by ensuring all ASDAN qualifications do not unjustifiably disadvantage a group of learners because of their age, disability, gender reassignment, race, religion or belief, or any other protected characteristic.

Further information is available on the ASDAN website:
www.asdan.org.uk/courses/policies-and-regulations

Centre staff are also requested to bring any potential accessibility issue to ASDAN's attention.

In order to comply with the requirements of the Equality Act 2010, centres are required to provide details of their own equal opportunities policy as part of the centre approval process.

2.5 Total qualification time (TQT) and Guided learning hours (GLH)

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

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

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

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

The PSE qualifications are learner-led. The tutor/assessor provides support and guidance to the learner through the completion of their portfolios, as well as assessing the final project (if learners are registered for either the Level 1 or Level 2 Certificate).

Section 2
Structure and process

2.6 The taught element

Delivery of the PSE qualifications will involve teaching of the necessary knowledge, understanding, skills, as well as supervision and assessment of the learner's progress. ASDAN has created a scheme of learning (delivery model), available to download from the members' area of the ASDAN website: **www.asdan.org.uk**. The scheme of learning (delivery model) contains over 30 hours of teaching and learning session plans and resources. Active and engaging sessions will equip learners to think for themselves. Each session contains clear objectives and links to the assessment criteria of the qualifications. Participation in these sessions will ensure learners have a firm grasp of what it means to be personally and socially effective. It will serve as a starting point for their reflections on the formative and summative challenges that they complete on their course.

It is expected that the required GLH will be required for the taught element as well as any assessment activities that are supervised. The content for Level 1 and 2 overlaps so learners registered on either the Level 1 Award or Certificate can be co-taught with learners registered on either the Level 2 Award or Certificate. For both Level 1 and Level 2, learners registered on the Award can be co-taught with learners registered on the Certificate, for units 1, 2 and 3 (DM, WW and PS).

2.7 Assessment plans

ASDAN will require evidence of assessment planning for each unit. To assist members, suggested assessment plans are available for all units in the members' area of the ASDAN website: **www.asdan.org.uk**. The plans provide suggested teaching and learning activities and methods of formative assessment and required ASDAN summative evidence to be used by the assessor. The centre will need to modify the suggested assessment plans, by completing the summative assessment columns (activity/opportunity, method, timeframe and evidence). Any changes to the delivery and formative assessments section should be annotated. Please note that assessment plans must be provided to ASDAN with the portfolios for external moderation as well as for centre approval, and all changes must be noted on the plan.

Section 4
Assessment

For the PSE qualifications, the learner's performance must be judged against a set of prescribed standards that define the level of competence and the contexts in which that competence has been demonstrated.

Significant features that reflect the nature of a competence-based approach to assessment are:

- Assessment is based on outcomes (ie the learner's competence is measured against the assessment criteria). As it does not matter how this outcome is reached, training and development opportunities can be responsive to individual needs and there are no restrictions on styles of delivery. Development can occur in the environment most appropriate and useful to the learner.

- No particular qualifications or experience are required for access to assessment. Different learners are able to start at points and levels appropriate to them.

- Learners actively participate in the assessment process by providing evidence of meeting the required standard.

4.1 Assessing the summative challenges

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

If the work produced by the learner does not meet the standard at the formative assessment stage, the learner may amend their work or start it again by considering the tutor's/assessor's feedback and resubmitting the amended work or a new piece of work.

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

The tutor/assessor assesses each summative C challenge and notes the assessment decisions on the Level 1 or Level 2 summative C challenges assessment grid (available from the members' area of the ASDAN website: **www.asdan.org.uk**). The learner must meet each of the assessment criteria in a unit to pass the unit.

A blank challenge assessment grid is available in Section 16 of the **PSE qualifications specification**. This grid indicates the information that requires assessment for each learner to successfully achieve each of the three units (to be awarded the Award) or four units (to be awarded the Certificate).

The tutor/assessor may review a learner's summative C challenge evidence informally once and return it to the learner with feedback before the learner formally submits it for assessment.

Section 5 Learner registration, results and certification

For learners being submitted for either the Level 1 or Level 2 Certificate

On submission of the learners' results via the ASDAN website, a sample of learners' portfolios and projects from each centre will be identified.

The following criteria will be used for sampling:

- A minimum of one example of each unit, at each level, for each assessor
- For a submission size of between 1 and 10, all portfolios and projects will be selected. For a submission size of 11 or more, an additional 10% of learners' portfolios and projects will be requested. For example:
  - 12 learners = sample size of 11
  - 25 learners = sample size of 12
  - 99 learners = sample size of 19
- The elements of project work that involved more than one learner (ie not project work carried out on an individual basis)

External moderators may request an additional sample if there are portfolios that do not meet all the requirements set out in the **PSE qualifications specification**. Therefore, all other portfolios submitted on the same occasion must be retained by the centre and made available to the External moderator, upon request.

Any changes to learner registrations (eg additions or withdrawals) must not be made once the sample has been identified and requested. If there are changes or unforeseen problems, ASDAN must be contacted immediately. Submitting a sample other than the one identified by ASDAN without prior notice will invalidate the moderation process and therefore learner work will neither be externally moderated or certificates awarded to learners. The centre would need to resubmit work at another external moderation opportunity, which will incur additional costs. A new submission would need to be made and a new sample of projects chosen.

5.2.3 How to submit learners' work for external moderation

Centres must ensure that all portfolios are properly secured. Loose pages should not be submitted.

Each portfolio must be clearly identified with:
- learner's name
- centre name and number
- Internal moderator's name

The submission should include the internal moderation report including standardisation as well as any agreed Reasonable Adjustments or Special Considerations.

It is the responsibility of the centre to ensure the safe and timely receipt of materials by External moderators and other ASDAN staff. In order to ensure that the sample is requested from the centre in a timely manner, the centre is required to register the learner's results no later than twenty working days prior to the agreed moderation date.