



ASDAN courses for international centres

Inclusive and activity-based courses to support learners of all ages and abilities

ASDAN's vision is to transform life chances through learning.

ASDAN international courses are used across the world to develop knowledge and skills for learning, work and life.

Our global reach continues to grow as centres seek to develop a more inclusive approach to education.

Introduction

Welcome to ASDAN's offer for international centres. This booklet outlines the courses we offer for all ages and abilities in international centres.

ASDAN is a UK-based education charity and awarding organisation whose courses transform life chances through learning. ASDAN supports thousands of registered centres (mostly schools and colleges) in the UK and internationally.

ASDAN courses can be used with learners with special educational needs and disabilities through to gifted and talented students; they are suitable for use in health, community and informal learning settings, as well as in mainstream schools.

Our programs are designed to provide effective challenge, support and intervention at all levels to equip young people with the skills and attributes to help them achieve their goals in learning, work and life.

ASDAN operates in more than 30 countries and territories, including Australia, China, Hong Kong, Africa, Kuwait, United Arab Emirates and Singapore. In the last five years, use of ASDAN courses has grown significantly in Australia, South-East Asia and the Middle East, as schools seek to develop a more inclusive education system.

Western Australia and Queensland have formal licence agreements in place with ASDAN and each state licence includes more than 100 registered centres (see Queensland case study on p.4).

We look forward to you joining our growing network of practitioners who are committed to helping every young person achieve in education.



Karen Hudspith,
International Development
Manager, ASDAN

“I really enjoy delivering ASDAN. I have found Karen Hudspith really supportive and always willing to help. It has made working this year such a pleasure.”

*Feedback from the 2018
ASDAN customer survey*

Getting started

Centre registration

In order to deliver the courses listed in this booklet, centres must first register with ASDAN.

A selection of ASDAN programs are available to deliver without centre registration, see p.24–26.

Training and practitioner support

Training workshops take place at venues across the UK and Ireland, and international colleagues are welcome to attend these. Bespoke INSET training can also be arranged for international centres via video conferencing or in their own country.

Support for delivering ASDAN courses is available from the International Development Manager via email, Skype or video conferencing.

theOrb

theOrb (www.theorb.org.uk) is ASDAN's Online Resource Bank, containing hundreds of teaching and learning resources with a focus on skills development. These include worksheets, lesson starters and PowerPoints.

Full access to theOrb is included in the ASDAN centre registration fee.

ASDAN international

Case study: Student unleashes her creativity and develops confidence

ASDAN courses have been growing in popularity in the United Arab Emirates, with 31 registered centres in the region during 2017–2018. Teresa Parker, Learning Support Assistant at Dubai British School, explains the impact that an ASDAN course has had on Mia, a 14-year-old with special educational needs.



“Mia would be sitting on her own and what was happening in class would not engage her. She was struggling to access our curriculum, which is why we started using Towards Independence – we wanted a flexible programme that could be built around Mia’s interests.

“Mia is very creative and likes arts and crafts. She used the Towards Independence creative studies modules to produce artistic prints, which we displayed around the school as part of an exhibition. This activity sparked something in her and she was very proud of her work. She became more comfortable with people – she was eager to present her work to anyone who was interested. To see Mia develop this confidence and happiness was amazing. Towards Independence has opened up possibilities for Mia that were not previously available.

“Towards Independence is amazing and it very much meets our needs. The guidelines help you provide a broad curriculum and you are free to deliver the course in whatever way best meets the needs of learners. The teaching and learning resources give you great ideas for planning and delivering activities.”

Case study: Queensland, Australia

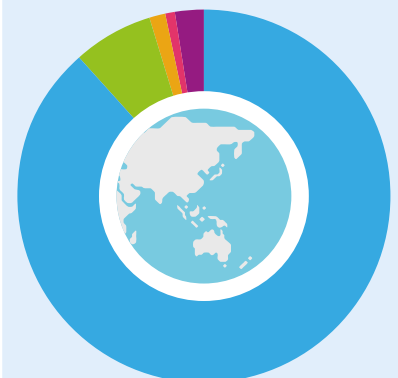
ASDAN was introduced in two locations in Queensland in 2012; interest in ASDAN grew organically, with more than 75 schools registered by 2015.

A formal licence agreement is in place between ASDAN and the Queensland Department of Education and Training (DET), which allows the state to deliver, train and moderate ASDAN programs. There are currently 135 schools within the Queensland state licence.


The Silver and Gold International Award Programs are recognised by the Queensland Curriculum and Assessment Authority (QCAA) as credits into the Queensland Certificate of Education.

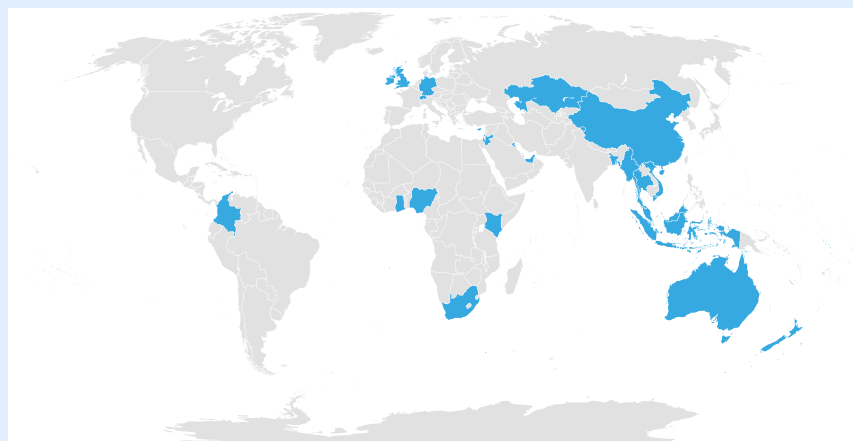
ASDAN centres by country in 2017–2018

88.6%	United Kingdom
6.7%	Australia
1.6%	Ireland
0.8%	United Arab Emirates
2.3%	Other countries and territories



ASDAN’s global reach in 2017–2018

 Countries with at least one ASDAN registered centre



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The following pages contain information about ASDAN courses that are particularly suitable for use by international centres.

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Further information


Detailed information about ASDAN courses can be found on our website.


Learn more  www.asdaninternational.com

Course types


The icons below indicate the different course types.

Programs


 Programs are structured, light-touch courses that promote active learning and progression and recognise the achievements of learners aged 7–19+.

 Our SEND programs are undertaken by those with a wide range of learning needs in pre- and post-16 education.

E-learning option

 A number of ASDAN courses are available to complete online through our e-learning platforms.

No registration required

 These courses are available to purchase directly from ASDAN, without requiring centre registration.

Lift Off

Lift Off is an activity-based program that develops soft skills and builds self-esteem to help learners make a successful transition from primary to secondary school.

Who is the course for?

Learners aged 10–12 in primary and secondary education.

Where can it be delivered?

In primary schools and continued into secondary schools, or alternatively it can be started at the beginning of secondary school.

The curriculum

Lift Off consists of activities designed to develop learners' skills in 18 key characteristics that will aid their progression. Lift Off is made up of three modules; each module contains six characteristics:

- **Awareness:** Strengths, Possibilities, Challenges, Routes, Information, Support
- **Aspiration:** Self-worth, Self-efficacy, Self-control, Purpose, Resilience, Determination
- **Attainment:** Planning, Communication, Self-improvement, Application, Collaboration, Problem solving

Tutor resource pack

Centres should purchase one copy of the relevant tutor resource pack, containing session plans for each characteristic, supporting resources and guidance for tutors.

Student books

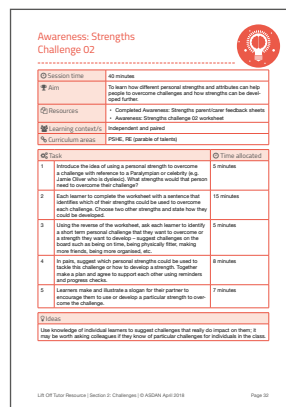
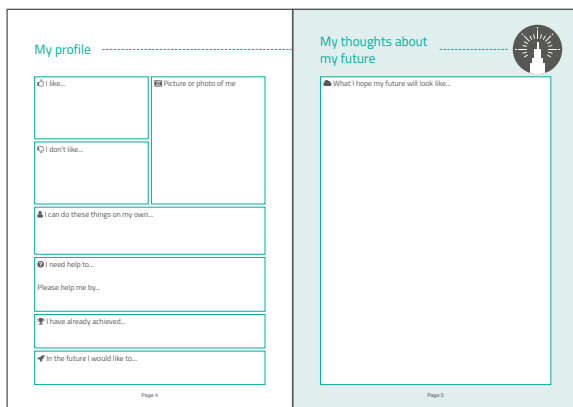
Each learner will require their own copy of a Lift Off student book, featuring templates to record their progress and reflect on their experiences. Student books are available for each module or for the whole course.



How is it assessed?

Learners gather a portfolio of evidence to show which module activities they have completed.

Tutors may choose to reward learners' achievements using internally awarded certificates.



Lift Off internally awarded certificate.



Extract from the primary to secondary student book (left) and tutor resource pack (right).

Key Steps

Key Steps is a comprehensive program of activities for learners aged 10–14, covering citizenship, PSHE, environment education, personal finance education and enterprise.

Who is the course for?

The course can be used with learners aged 10–14.

Where can it be delivered?

In schools, youth or training centres and alternative education settings.

The curriculum

Learners complete challenges from any of the nine modules: Identity, Community, Health, Citizenship, Environment, Personal finance, Enterprise, Values and International.

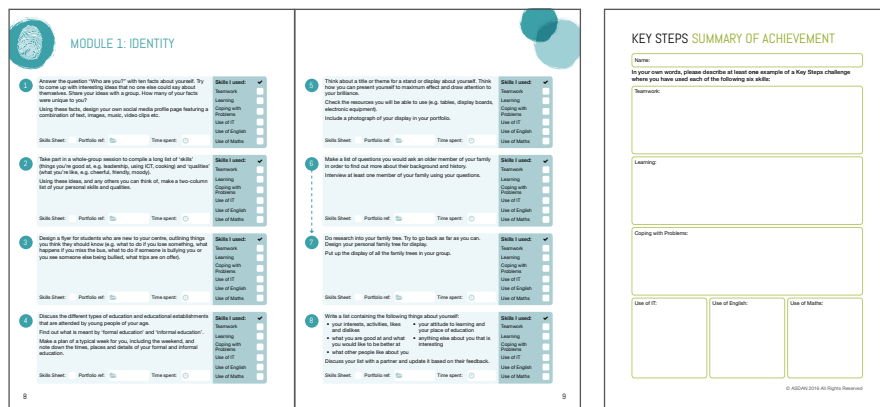
The activities are presented in the form of personal challenges and encourage students to develop their personal skills and take responsibility for their own learning.

Student book or learner e-portfolio

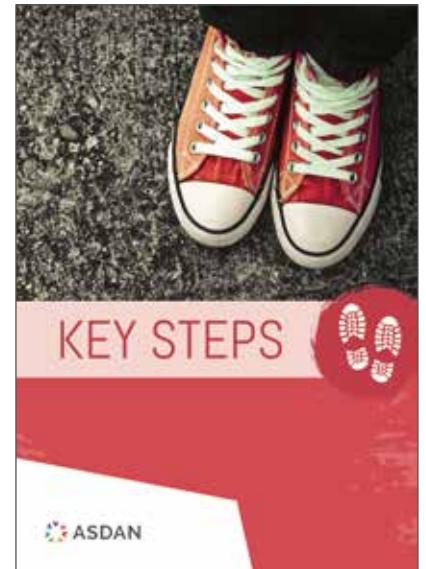
The challenge content and recording documents for learners can be found in the Key Steps student book or e-portfolio platform.

Recording documents

Learners are required to complete skills sheets to show how they have planned and reviewed their work at key points. At the end of the program, learners must complete a summary of achievement and personal statement to highlight skills development and key achievements.



Extract from the Key Steps student book (left) and the summary of achievement (right).



How is it assessed?

Learners gather a portfolio of evidence to support their challenges.

Following internal moderation, centres can request certification online from ASDAN.

Certification

A minimum of 30 hours of activity required to claim a certificate; **each student can claim up to three certificates**. This flexibility means that the course can be followed for up to three years or for less than one year.

E-portfolio

Key Steps can be completed online through the ASDAN e-portfolio system.



Short Courses

Short Courses accredit 10-60 hours of activity, are multi-level and can be tailored to meet the needs of learners aged 13 and over. Students develop skills including learning, teamwork and problem solving.

Who are the courses for?

The courses can be used with learners aged 13+.

Where can they be delivered?

In formal and informal settings, including schools, colleges, youth groups, community projects and in training settings.

The curriculum

Each Short Course contains a curriculum of challenges across a number of modules. Learners gain credits for completed modules and sections in blocks of 10 hours; certification is available for 10–60 hours of work, with one credit awarded for each 10 hours of activity.


Student book or learner e-portfolio

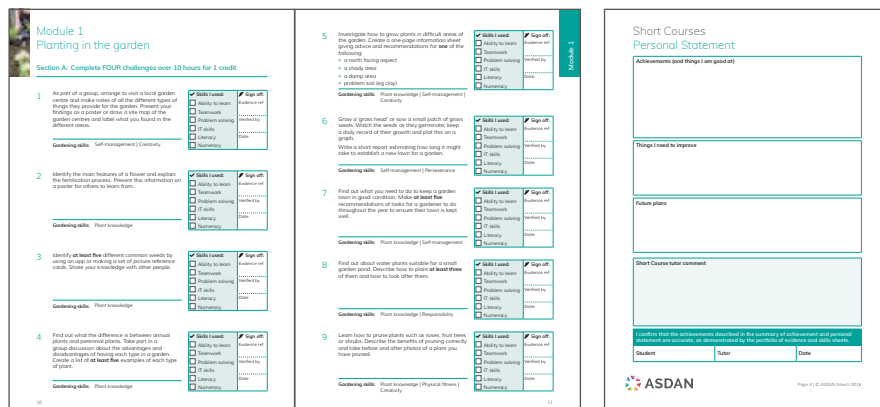
The challenge content for can be found in the Short Course student book or e-portfolio platform. All available Short Courses and their module titles are listed on p.9–10.

Recording documents

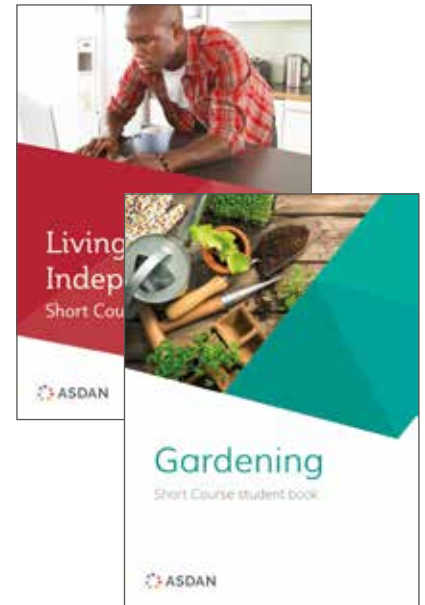
Learners are required to complete skills sheets to show how they have planned and reviewed their work at key points. At the end of each Short Course, learners must complete a summary of achievement and personal statement to highlight skills development and key achievements.

Tutor notes

Supporting tutor notes have been produced for a number of Short Courses (indicated with this symbol ) , offering guidance and suggested resources. These tutor notes are available to download for free from the members area.



Extract from the Gardening Short Course student book (left) and the personal statement (right).



How is it assessed?

Learners gather a portfolio of evidence to support their activities over 10–60 hours.

Following internal moderation, centres can request certification online from ASDAN.

Certification

A free PDF certificate is available on completion of the Short Course. ASDAN printed certificates are available at an additional cost.

Certificates are credit-rated, with one credit awarded for each 10 hours of activity.

E-portfolio

All Short Courses can be completed online through the ASDAN e-portfolio system.



Core subjects

English

Developing communication skills; Speaking and listening; Reading and writing styles; Reading for pleasure; Writing for a purpose; Reading for a purpose.

Mathematics

Probability and statistics; Money; Number; Geometry and measure; Algebra; Mathematical discovery.

Developed in partnership with Mathematics in Education and Industry (MEI).

Science

Human machine; Forces and motion; Chemical Change; Biological challenges; Space physics; Performance in sport.

Developed in partnership with the Centre for Science Education at Sheffield Hallam University.

Geography

My place; Food, energy, waste; Physical processes; Sport and leisure; Holidays; Global interdependence; The BRICS; Big issues; Why do people move?

Developed in partnership with the Geographical Association.

History

Local history; British history – our island stories; Britain, the empire and the world; History from below; European history; History in the world.

Developed in partnership with the Historical Association.

Languages

It's my life (my world and the world about me); Just getting in touch (communication and interaction); The perfect host (hosts, visitors and local knowledge); What's it like over there? (lifestyles); My language (sounds, spelling, pronunciation and intonation); What's going on? (contemporary culture); Imagine (creativity and open topics).

Developed in partnership with the Association for Language Learning.

Informal

Animal Care

Animal investigation; Safety around animals; Looking after animals; Animals in trouble; Animals in the media; Animals and the law; Careers in working with animals.

Environmental

My environment – review and awareness raising; The atmospheric environment; The built environment; The natural environment; The wider environment; My environment – managing and monitoring.

Developed in partnership with The Wildlife Trusts.

Expressive Arts ★ UPDATED

Explore; Experiment; Develop; Reflect; Careers in the arts.

FoodWise ★ UPDATED

Healthy eating; Basic food safety; Food preparation and presentation; Cooking on a budget; Entertaining; The food industry; Practical cooking skills.

Gardening

Planting in the garden; Growing food on the allotment; Working under cover; Wildlife in the garden; Using your produce in the kitchen; Construction in the garden; Art in the garden; Careers in gardening.

Living Independently

Earning and spending money; Keeping track of your money; Making financial choices; A place of your own; Health and wellbeing; Cooking on a budget; Practical cooking skills; Career management; Preparing for the world of work.

RoadWise

Responsibility and consequence; Danger on the road; The law and antisocial behaviour; Transport and the environment; Vehicle maintenance and repair; Getting from a to b; Vulnerable people.

Personal and social development

PSHE ★ UPDATED

Emotional wellbeing; Keeping safe and healthy; Social media; Alcohol; Tobacco and drugs; Sexual health; Respectful relationships; Families and parenting; Financial choices; Careers and your future; Living in modern Britain.

Citizenship

Rights and responsibilities; Individuals and communities; Government and democracy; Laws and the courts; Finance, work and the media; Global citizenship.

Beliefs and Values

Values, beliefs and decision making; Environment; Crime and punishment; Peace and conflict; Creed; Inspiration.

Peer Mentoring

Peer mentoring training; Peer mentoring practice; Peer mentoring review; Peer mentoring leadership.

Personal Finance

Money in and money out; Keeping track; Looking ahead; Choices, choices; From the local to the global.

Sex and Relationships Education

Body knowledge; Relationships; Sexual activity and behaviour; Contraception and sexual health; Personal skills; Culture and society.

Sport and activities

Activities and Peer Tutoring

Activities – Creative; Sport; Anything Goes!
Peer Tutoring – One-to-one support; Supporting a group; Supporting a group with development work

Sports and Fitness

Sports participation; Health, fitness and nutrition; Researching sport; Sport in the community; Coaching and officiating; The environment; Working in sport.

Adventure and Residential

Off on a trip: planning and going; Aspects of trips and visits; Museums, galleries and heritage; Evaluation.

Football

Football participation; Health, fitness and nutrition; Researching football; Football in the community; Coaching and officiating; The environment; Working in football.

Work related

Careers and Experiencing Work

Self-development; Career exploration; Career management; Considering higher education; Considering apprenticeships; Preparing for the workplace; Being at work.

Enterprise

Your entrepreneurial skills; Generating enterprising ideas; Enterprise planning; Enterprise and business; Your enterprise in action; Your Enterprise evaluation.

Endorsed by the Institute of Enterprise and Entrepreneurs (IoEE).

Leadership ★ UPDATED

Develop leadership skills; Be a leader; Review your leadership; Support new leaders.

Volunteering and Volunteering as an Adult

Get ready to volunteer (volunteering planner); Your volunteering experiences (volunteering log); Making the most of your volunteering (volunteering review).

Accelerating Progress

Accelerating Progress courses have been designed to boost performance in GCSE English and mathematics with the aim of helping learners gain a grade 4 or 5 in the new GCSEs in England. The courses have been written by skilled practitioners who are experienced in helping learners pass GCSEs. They provide a fresh approach to GCSEs in order to re-engage and motivate learners.

Who are the courses for?

The courses can be used with learners aged 14–16+ working towards GCSEs in English and mathematics.

Where can they be delivered?

In schools and colleges. They can also be used post-16 to support GCSE resits or with younger learners to explore aspects of the specification before starting GCSEs.

The curriculum

Learners gain credits for completed modules and sections in blocks of 10 hours. Learners choose challenges from a number of modules:

- **English:** Developing your voice, Developing your understanding, Developing your writing, Knowing the world, Knowing about fiction.
- **mathematics:** Data handling and statistics; Money-related number problems; Essential number skills; Shape, space and measure; Algebraic skills.

E-portfolio

Learners access their chosen course(s) online through the ASDAN e-portfolio system. Each learner will require their own login.

Tutor support manual

Centres should purchase one copy of the tutor support manual for their chosen course(s). These resources contain tutor notes for each challenge, supporting resources and guidance for tutors.



How is it assessed?

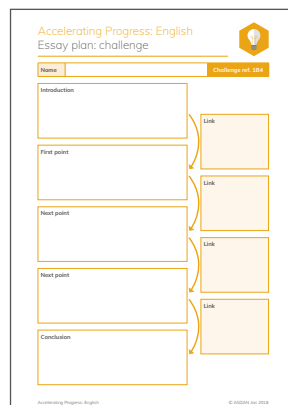
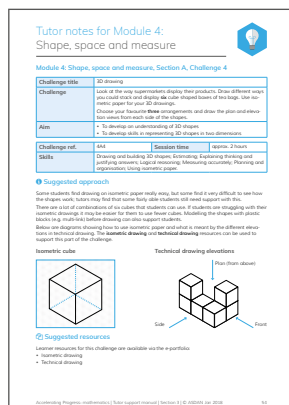
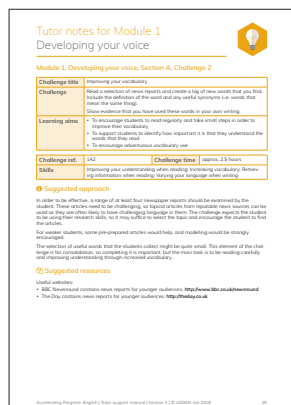
Learners gather a portfolio of evidence to support their activities over 10–100 hours.

Following internal moderation, centres can request certification online from ASDAN.

Certification

A free PDF certificate is available on completion of the course. ASDAN printed certificates are available at an additional cost.

Certificates are credit-rated, with one credit awarded for each 10 hours of activity.



Extract from the English tutor support manual (left), mathematics tutor support manual (centre) and an example learner resource for English (right).



Vocational Tasters

Each Vocational Taster focuses on a different employment sector and provides an introduction to a particular vocational area. The courses support learners in working towards their personal career aims.

Who are the courses for?

The courses can be used with learners aged 13+.

Where can they be delivered?

In formal and informal settings, including schools, colleges, youth groups, community projects and in training settings.

The curriculum

Each Vocational Taster contains a curriculum of challenges across a number of modules. Learners gain credits for completed modules and sections in blocks of 10 hours; certification is available for 10–60 hours of work, with one credit awarded for each 10 hours of activity.


Student book or learner e-portfolio

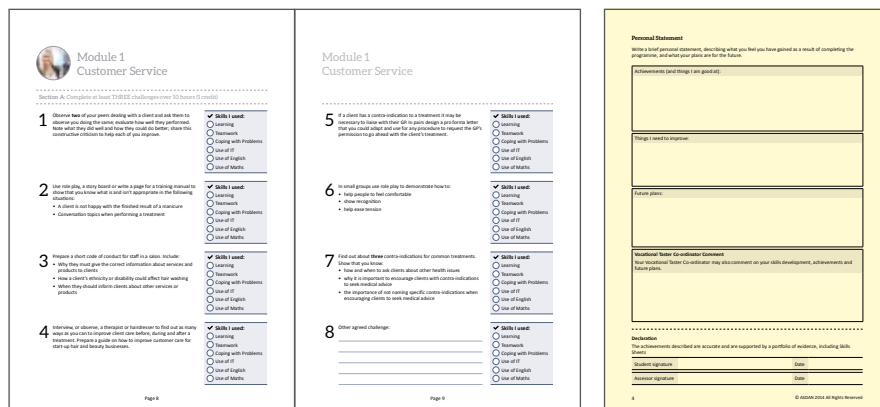
The challenge content for can be found in the Vocational Taster student book or e-portfolio platform. All available Vocational Tasters and their module titles are listed opposite.

Recording documents

Learners are required to complete skills sheets to show how they have planned and reviewed their work at key points. At the end of each Vocational Taster, learners must complete a summary of achievement and personal statement to highlight skills development and key achievements.

Tutor notes

Supporting tutor notes have been produced for a number of Vocational Tasters (indicated opposite with this symbol ) , offering guidance and suggested resources. These tutor notes are available to download for free from the members area.



How is it assessed?

Learners gather a portfolio of evidence to support their activities over 10–60 hours.

Following internal moderation, centres can request certification online from ASDAN.

Certification

A free PDF certificate is available on completion of the Vocational Taster. ASDAN printed certificates are available at an additional cost.

Certificates are credit-rated, with one credit awarded for each 10 hours of activity.

E-portfolio

All Vocational Tasters can be completed online through the ASDAN e-portfolio system.



Extract from the *Hair and Beauty* student book (left) and the personal statement (right).

Vocational Taster titles

Computing Vocational Taster

Infrastructure; Digital media and content; Web development; Programming; Health and safety in computing; Careers in computing.

Construction Vocational Taster

General construction operations; Bricklaying; carpentry and joinery; Painting and decorative finishing; Health and safety in the construction sector; Careers in the construction sector.

Hair and Beauty Vocational Taster

Customer service; Nail services; Basic hairdressing techniques; Basic facial treatments; Health and safety in hair and beauty; Careers in hair and beauty.

Developed in partnership with Kay Morris of Vocational Training Solutionz.

Hospitality Vocational Taster

Hospitality services; Food and beverage service; Housekeeping and front office services; Events; Food safety and health and safety in hospitality; Careers in hospitality.

Land-based Sector Vocational Taster

Agriculture; Animal care; Horticulture; Environment and land management; Health and safety in the land-based sector; Careers in the land-based sector.

Manufacturing Vocational Taster

Understanding manufacturing; Product design; Manufacturing logistics; Making stuff; Health and safety in the manufacturing sector; Careers in the manufacturing sector.

Developed in partnership with NAC Group.

Uniformed Services Vocational Taster

Military – army, navy, air force; Policing and public order; Fire and rescue service; Prison service and security work; Health and safety in uniformed services; Careers in uniformed services.



International Bronze/Silver

The Bronze, Silver Challenge and Silver International Award Programs offer ways of developing, recording and certificating learners' personal skills, qualities and achievements.

Who are the courses for?

The programs can be used with learners aged 14–16 working at Entry level/below Level 1 (Bronze, Silver Challenge) and Level 1 (Silver).

Where can they be delivered?

In formal and informal settings, including schools, colleges, youth groups, community projects and in training settings.

The curriculum

Learners choose challenges from 12 modules: Information handling; The community; Sport and leisure; Home management; The environment; Number handling; Health and survival; World of work; Technology; The wider world; Expressive arts; Beliefs and values. Learners gain credits for completed modules and sections in blocks of 10 hours.

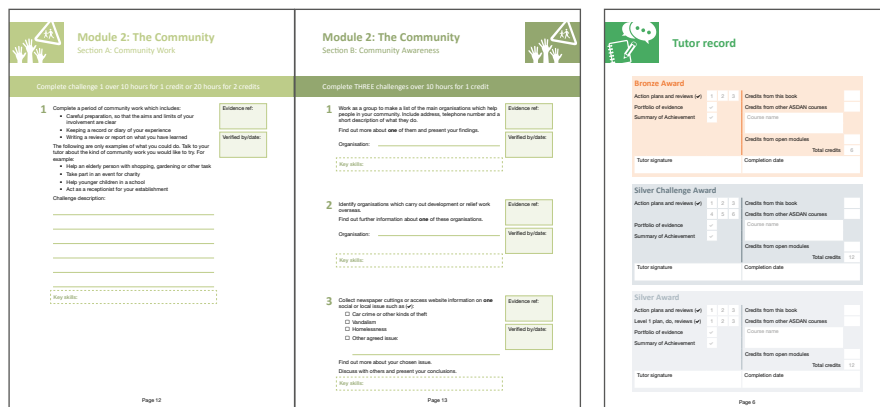
Student book

The Bronze/Silver student book includes the challenge content for learners working towards the following awards:

- Bronze: 60 hours (6 credits)
- Silver Challenge: 120 hours (12 credits)
- Silver: 120 hours (12 credits)

Recording documents

Learners are required to complete plan and review documents to show how they have planned and reviewed their work at key points. At the end of their program, learners must complete a summary of achievement and personal statement to highlight skills development and key achievements.



Extract from the International Bronze/Silver student book (left) and the tutor record (right).



How is it assessed?

Learners gather a portfolio of evidence to support their challenges.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

International Gold

The Gold International Award Program offers ways of developing, recording and certificating learners' personal skills, qualities and achievements.

Who is the course for?

The program can be used with learners aged 16+.

Where can it be delivered?

In formal and informal settings, including schools, colleges, youth groups, community projects and in training settings.

The curriculum

Learners choose challenges from 12 modules: Information transmission; The community; Sport and leisure; Independent living; Economic and consumer issues; Handling numbers; Healthy living; Work-related activities; Science and technology; International links; Expressive arts; Beliefs and ethics. Learners gain credits for completed modules and sections in blocks of 10 hours.

Student book

The Gold student book includes the challenge content for learners working towards the Gold award (120 hours, 12 credits).

Recording documents

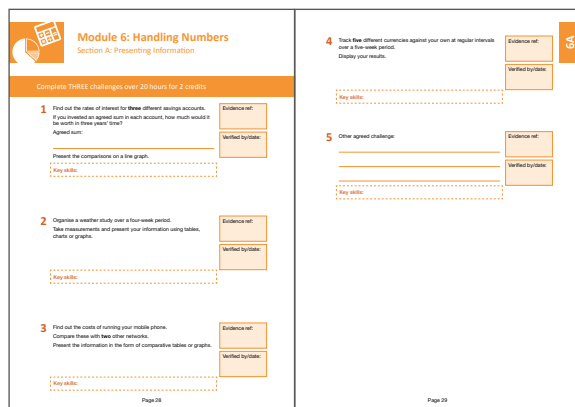
Learners are required to complete plan, do and review documents to show how they have planned and reviewed their work at key points. At the end of the program, learners must complete a summary of achievement and personal statement to highlight skills development and key achievements.



How is it assessed?

Learners gather a portfolio of evidence to support their challenges.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.



Module	Requirement	Challenges completed (y)	Credits
1	Information Transmission 10000 30 credits 10100 30 credits 10200 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
2	The Community 10300 30 credits 10400 30 credits 10500 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
3	Sport and Leisure 10600 30 credits 10700 30 credits 10800 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
4	Independent Living 10900 30 credits 11000 30 credits 11100 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
5	Economic and Consumer Issues 11200 30 credits 11300 30 credits 11400 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
6	Handling Numbers 11500 30 credits 11600 30 credits 11700 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
7	Healthy Living 11800 30 credits 11900 30 credits 12000 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
8	Work-related Activities 12100 30 credits 12200 30 credits 12300 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
9	Science and Technology 12400 30 credits 12500 30 credits 12600 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
10	International Links 12700 30 credits 12800 30 credits 12900 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
11	Expressive Arts 13000 30 credits 13100 30 credits 13200 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
12	Beliefs and Ethics 13300 30 credits 13400 30 credits 13500 30 credits	AI AS AG AI AS AG AI AS AG	30 30 30
Total number of credits:			360

Extract from the International Gold student book (left) and the record of progress (right).



Preparing for Adulthood programs

The Preparing for Adulthood programs are activity-based curriculum resources. They provide a real-life context to promote the development of personal, social, independent, IT and work-related skills.

The programs are learner-centred, offering structure and flexibility; they provide recognition for small steps of achievement.

There are four programs:

- New Horizons (p.17)
- Transition Challenge (p.18–19)
- Towards Independence (p.20–21)
- Workright (p.22)

Who are the courses for?

The programs have been developed for learners with moderate, severe, complex, profound and multiple learning difficulties (PMLD). The programs are appropriate for learners aged:

- 16 and under: to support the curriculum
- 16–19: to prepare young people for adulthood and employment
- 19+: to support the development of independent living skills and to encourage learners to engage with their community



New Horizons

New Horizons is an activity-based curriculum resource, which supports the delivery of PSHE, citizenship and careers education.

Who is the course for?

The resource can be used with learners aged 9–13 with special educational needs.

Where can it be delivered?

In schools, youth groups and special interest groups.

The curriculum

The New Horizons student book contains activities within a framework of five modules: Personal; Social; Health; Citizenship; Relationships.

Each module contains five sections, with each section containing a number of activities. These activities can be developed as a project and may take many lessons to complete.

Each module also includes a focused careers-related activity.

Parallel activities

Each section includes a Parallel Activity; these are written for learners with PMLD and enable them to access the activity in a different way.

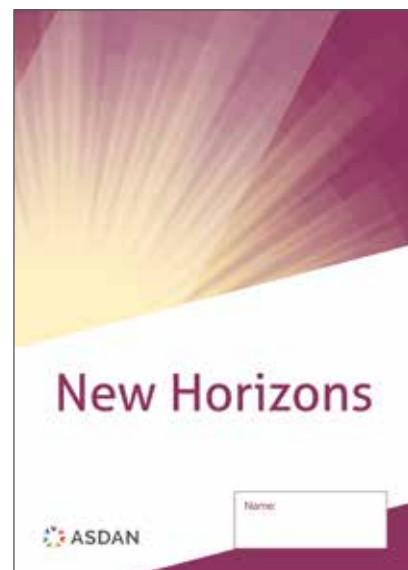
Personal Skills and My Challenge

Learners should complete the Personal Skills page for each module they have completed to identify specific things they are good at, relating to the module theme.

The final activity in each module is My Challenge, which requires learners to identify a new activity they would like to try, relating to the module theme.

The image shows two pages from the 'Personal' module. The left page, titled 'P3 Likes and dislikes', features a 'Share with others' section with a list of items to like or dislike (Food, Drink, TV programme, Music, Subject at school, Other) and checkboxes. Below this is a 'Parallel activity' section with a checkbox for 'Show things you like and things you dislike'. The right page, titled 'Personal Skills', has a large 'Additional tutor or learner comments' box, a 'P level or other centre assessment tool' box, a 'Subject area' box, and a 'Level of support' box. It also includes fields for 'Evidence ref.', 'Verified by:', and 'Date:'. Both pages have a 'Personal' header.

Extract from the Personal module, showing the likes and dislikes activities (left) and Personal Skills page (right).



How is it assessed?

Learners gather a portfolio of evidence to support their activities.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

Certification

Gold certification is available to learners who have completed **at least three sections within each of the five modules**.

Silver certification is available and can be used to recognise the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program.

Resources

An optional tutor guidance is available to purchase.

P

Transition Challenge

Transition Challenge: Sensory offers a developmental perspective for learners with PMLD and rewards very small steps of learning and achievement.

Who is the course for?

Learners aged 14–16; the program can be used beyond this age group if appropriate to the developmental needs of the learner.

Where can it be delivered?

In schools and other education providers.

The curriculum

The Transition Challenge: Sensory student book contains activities within four modules:

- Communication and Interaction
- Cognition
- Physical
- Self-help and Independence

Each activity includes an optional extension activity that builds on and develops the learner's experience.

Communication Passport

This section is optional and can be used to show information about the learner as part of their personalised learning plan.



How is it assessed?

Learners gather a portfolio of evidence to support their activities.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

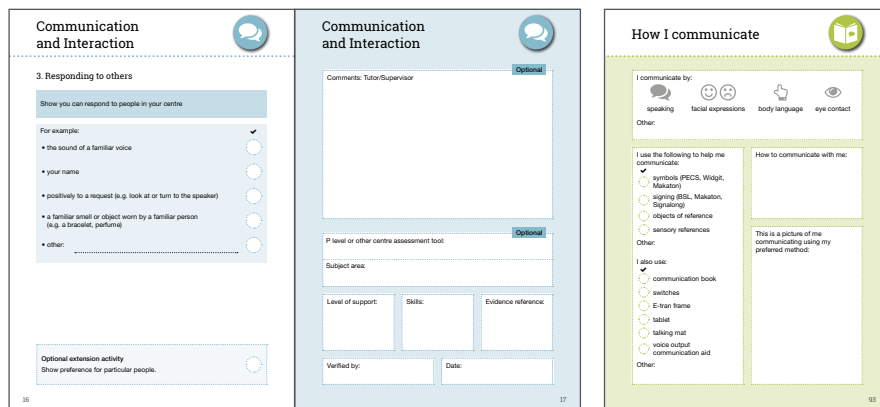
Certification

Gold certification is available to learners who have completed **at least five activities from each of the four modules**.

Silver certification is available and can be used to recognise the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program.

Resources

An optional tutor guidance is available to purchase.



Activity pages from the Communication and Interaction module (left) and extract from the Communication Passport (right).

Transition Challenge

Transition Challenge: Introduction and Progression provides a framework of activities linked to curriculum subjects. It develops learners' independent living and personal skills.

Who is the course for?

Learners aged 14–16; the program can be used beyond this age group if appropriate to the developmental needs of the learner.

Where can it be delivered?

In schools and other education providers.

The curriculum

The Transition Challenge: Introduction and Progression student book contains activities within five modules:

- Knowing How
- Making Choices
- Feeling Good
- Moving Forward
- Taking the Lead

Each activity includes an optional extension activity that builds on and develops the learner's experience.

Areas of activity

The activities within each module are linked to curriculum subjects: English; Mathematics; Science; Design and Technology; Modern Foreign Languages; ICT; Religious Education; Citizenship; Community; Expressive Arts; Family/Home; Recreation; Sport and Leisure; Work Related; History; Geography; Online Safety; Sex and Relationships.



How is it assessed?

Learners gather a portfolio of evidence to support their activities.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

Certification

Gold certification is available to learners who have completed **at least nine activities from each of the five modules**.

Silver certification is available and can be used to recognise the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program.

Resources

An optional tutor guidance is available to purchase.

The image shows two pages from a student book. The left page is titled 'Making Choices' and contains a science activity. The right page is titled 'My module achievements' and contains a form for recording progress.

Making Choices - Science

3. Science

Take part in an activity where materials change texture through mixing, drying or cooking.

For example:

- cookery
- art
- pottery
- other: _____

Optional extension activity

Repeat the activity, but change the way you carried it out. For example, use a different cooking method, different ingredients, different types of materials, etc.

My module achievements

Comments: Tutor/Supervisor/Learner Optional

P level or other centre assessment tool: Optional

Subject area:

Level of support: Skills: Evidence reference:

Verified by: Date:

Learner signature:

Tutor signature: Date:

Extract from the Making Choices module, showing the Science activities (left) and My Module Achievements (right).



Towards Independence

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited.

It is designed for those with moderate, severe or profound and multiple learning difficulties.

Who is the course for?

The program has been developed for young people (14+) and adult learners (16+), but can be used at any age as appropriate.

Where can it be delivered?

In schools, colleges, training providers, day services and residential settings.

The curriculum

Starting Out

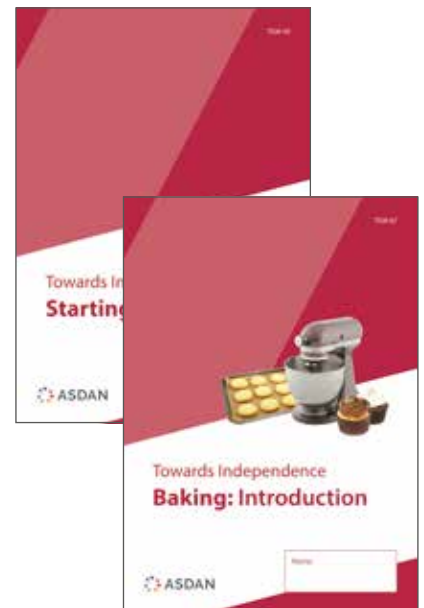
The initial module, Starting Out, is mandatory and provides a way for learners to be helped to recognise achievements and identify learning challenges and targets. These targets can then be developed by working through specific Towards Independence modules.

Module books

There are more than 70 modules to choose from; see p.21.

Resources

A tutor guidance and module reference booklet are also available to support delivery. These resources are optional and are available to purchase.



How is it assessed?

Learners gather a portfolio of evidence to support their activities.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

Mandatory requirements

Starting Out module (see page 5 of Starting Out book for full details).

And for each completed module:

- Record of Activities
- Completion of minimum number of sections
- Record boxes for completed sections
- Module Review and Next Steps

<p>Section G: Making a celebration cake</p> <p>1 Decide which occasion your celebration cake will be for. For example: ◦ Birthday ◦ Wedding ◦ Religious festival ◦ Other</p> <p>2 Get yourself ready for baking.</p> <p>3 Get the kitchen area ready for baking.</p> <p>4 Collect the equipment and ingredients that you will need.</p> <p>5 Make your celebration cake, following a recipe or instructions.</p> <p>6 Decorate your cake.</p> <p>7 Dispose of any rubbish or waste safely. Show whether there is anything that can be recycled.</p>	<p>Section G: Making a celebration cake</p> <p>Activity: <input type="text"/></p> <p>Comments: <input type="text"/></p> <p>Tutor/Supervisor/Learner</p> <p>P level or other centre assessment tool: <input type="text"/></p> <p>Subject area: <input type="text"/></p> <p>Level of support: <input type="text"/> Skills: <input type="text"/> Evidence ref: <input type="text"/></p> <p>Verified by: <input type="text"/> Date: <input type="text"/></p>	<p>One-Page Profile</p> <p>I communicate by... <input type="text"/> Picture or photo <input type="text"/></p> <p>I like... <input type="text"/></p> <p>I don't like... <input type="text"/></p> <p>I can do these things on my own... <input type="text"/></p> <p>I need help to... <input type="text"/></p> <p>Help me by... <input type="text"/></p> <p>If I get upset, support me by... <input type="text"/></p> <p>In the future, I would like to... <input type="text"/></p> <p>In the future, I would like to... <input type="text"/></p>
--	---	--

Activity pages from the Baking: Introduction module book (left) and one-page profile from the Starting Out module book (right).

Towards Independence modules by theme

Communication and numeracy

- Developing Communication Skills: Introduction
- Developing Communication Skills: Progression
- Developing Numeracy Skills: Introduction
- Developing Numeracy Skills: Progression

Creative studies

- Craft Making
- Making Pictures
- Performing Arts
- Photography/Multimedia
- Pottery and Ceramics
- Printing
- Sound, Rhythm and Music

Cultural

- Current Affairs
- The Environment
- Geography
- History
- Popular Culture
- The Wider World

Independent living

- Baking: Introduction
- Independent Living: Introduction
- Independent Living: Progression
- Looking Smart: Introduction
- Meal Preparation and Cooking: Introduction
- Meal Preparation and Cooking: Progression
- Money: Introduction
- Money: Progression
- My Future Choices
- Personal Care Routines: Introduction
- Using Transport

Leisure, recreation and sport

- Residential Experience
- Sports Studies
- Using Leisure Time
- Water Skills
- Yogacise

Personal development, PSHE and citizenship

- Citizenship
- Coping with People
- E-safety
- Getting Ready to Go Out
- Getting to Know a Group
- Knowing About Myself
- Living Here
- Out in the Community
- Recognising and Using Everyday Signs
- Relationships
- Self-Advocacy

Work-related

- Animal Care (with Horse Riding and Stable Management)
- Business Enterprise
- Going to College
- Horticulture
- Personal Safety
- Practical Workshop
- Time Management and Self-organisation
- Using Computer Technology
- Work Awareness
- World of Work: Care Assistant
- World of Work: Catering Assistant
- World of Work: Horticulture Assistant
- World of Work: Leisure Assistant
- World of Work: Office Assistant

- World of Work: Retail Assistant
- World of Work: Salon Assistant

Modules particularly suitable for learners with PMLD

- Baking: Sensory
- Creativity
- Developing Communication Skills: Sensory
- Engaging with the World around Me: Objects
- Engaging with the World around Me: People
- Engaging with the World around Me: Events
- Everyday Living
- Looking Smart: Sensory
- Meal Preparation and Cooking: Sensory
- Mobility
- Multi-sensory Experiences
- Myself and Others
- Personal Care Routines: Sensory
- Sport and Leisure
- Using ICT
- The World Around Us

Workright

Workright provides a framework to develop basic transferable employability skills.

Who is the course for?

Learners aged 14+ and adults following a work-based or work experience program.

Where can it be delivered?

Schools, colleges, training providers, day services and residential settings.

The curriculum

The Workright student book contains activities within four modules:

- Health and safety in the workplace (Health and safety rules; Emergencies; Keeping your own workspace clean and tidy)
- Responsibilities in the workplace (Attendance; Timekeeping; Appearance)
- Working with others (Respecting others; Getting on with people at work; Working in a team)
- You at work (Doing jobs at work; The things you use at work; Getting help with problems at work)

The learner is required to demonstrate the knowledge or skills while on a work-based or work experience program.

Resources

Workright resource sheets are available for registered centres to download for free from theOrb – ASDAN’s online resource bank: www.theorb.org.uk

An optional tutor guidance is also available to purchase.



How is it assessed?

Learners gather a portfolio of evidence to support their activities.

Following internal moderation, centres are required to register learners for external moderation. This is carried out by post or electronically.

Certification

Gold certification is available to learners who have completed **all three sections from each of the four modules**.

Silver certification is available and can be used to recognise the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program.

Extract from the student book, showing the activities for Module 2, Section 1 (left) and accompanying resource sheet (right).



Lifeskills Challenge

Lifeskills Challenge is an online bank of challenges for learners working from pre-Entry to Level 3. This program provides personalised learning for young people with special educational needs and disabilities, as well as those with social, emotional and mental health needs.

Who is the course for?

Learners of all ages with a range of learning needs.

Where can it be delivered?

Schools, colleges, residential centres and training providers.

The curriculum

The challenges recognise learners' progress in curriculum areas that are important for success in adult life. Tasks are generally centred in completing activities rather than acquiring a significant body of knowledge.

Tutors can choose from existing challenges created by ASDAN practitioners or write and submit their own for approval by ASDAN. Training is available for centres wishing to write their own challenges.

Challenges are grouped into the four Preparing for Adulthood pathways:

- Employment
- Independent living and housing
- Good health
- Friends, relationships and community

Challenges are available covering 12 subject areas:

- Citizenship
- Design and technology
- English
- Expressive arts
- Geography
- History
- Languages
- Mathematics
- Physical education
- PSHE
- RSE
- Science

Challenges to develop vocational skills are grouped into eight areas

- Computing
- Construction
- Hair and beauty
- Health and social care
- Hospitality and catering
- Land-based
- Manufacturing
- Media



Visit the new website www.lifeskillschallenge.org.uk

“Lifeskills Challenge provides motivation to our learners and they fully commit to the courses. It is great that we can find a course that is relevant to each student – for their needs and also their interests – and at an appropriate level to challenge them.”

Feedback from the 2018 ASDAN customer survey

How is it assessed?

Learners work through their chosen challenges and collect evidence of their achievements.

Centres can reward learners' achievements by claiming ASDAN certification for successfully completed challenges.

Centres also have the option of downloading a simple statement of achievement.

Observation checklist and record of oral questioning

These documents are provided to support the recording of evidence and are available for centres to download from the Lifeskills Challenge website.

P

Raising Aspirations

Raising Aspirations is a collection of activity-based curriculum resources, designed to prepare young people for adulthood. Raising Aspirations comprises four modules, each based around one of the Preparing for Adulthood life outcomes.

Who is the course for?

Learners aged 13 and under with a range of learning needs.

Where can it be delivered?

Home education settings, schools and residential homes. Centres do not need to be registered with ASDAN to use Raising Aspirations.

The curriculum

Raising Aspirations comprises four modules that can be undertaken separately and built into a profile of achievement:

- Awareness of the Working World
- Being Independent
- Engaging with my Community
- Looking After Myself

Each module contains activities split across a number of sections.

Resources

Centres should purchase one copy of their chosen module book(s) for each learner.

Optional packs of supporting resources are available to support the delivery of Raising Aspirations. There are four packs available – one for each of the module books – containing resources and templates to support the activities within the module and assist learners in building their portfolio of evidence.



How is it assessed?

Learners gather a portfolio of evidence to show which module activities they have completed.

Tutors may choose to reward learners' achievements using internally awarded certificates.

<p>Section 2: Healthy eating</p> <p>Show that you know what to eat to keep healthy. For example, you could:</p> <ul style="list-style-type: none"> • Show what foods you should eat <input type="checkbox"/> • Show what foods you should eat less of <input type="checkbox"/> • Show healthy foods in a shop or supermarket <input type="checkbox"/> • Plan a healthy meal for yourself, your family or your friends <input type="checkbox"/> • Other <input type="checkbox"/> 	<p>Section 2: Healthy eating</p> <p>Additional activity:</p> <hr/> <p>Comments:</p> <hr/> <p>Self: <input type="text"/></p> <p>Evidence ref: <input type="text"/></p> <p>Tutor/mentor signature: <input type="text"/></p> <p>Date: <input type="text"/></p>
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Section 2: Healthy eating
Healthy and unhealthy foods

Name: Date:

Show foods that are healthy for you:

chocolate 	fruit 	vegetables
lean meat 	crisps 	water
fizzy drinks 	wholemeal bread 	fast food

Raising Aspirations: Looking After Myself © ASDAN 2016

This certificate is presented to: _____

for completing the Raising Aspirations module(s) in: _____

Date: _____

Jeremy Williams
Jeremy Williams
Chief Executive,
ASDAN

Tutor/mentor: _____

ASDAN skills development courses

Raising Aspirations internally awarded certificate.



Focus

Focus comprises 12 off-the-shelf modules centred on a particular topic area, such as communication and numeracy, independent living, work-related learning and sport and leisure.

Who is the course for?

Learners aged 14+ with additional learning needs and adults for whom English is not their first language. It can be used with younger learners if appropriate.

Where can it be delivered?

Care and residential homes, home education and colleges working with ESOL learners. Centres do not need to be registered with ASDAN to use Focus.

The curriculum

Focus comprises 12 modules that can be undertaken separately and built into a profile of achievement:

- Getting started
- Communication: introduction
- Communication: progression
- Horticulture
- Independent living
- Meal preparation and cooking
- Money
- Numeracy: introduction
- Numeracy: progression
- Using computer technology
- Using leisure time
- Using transport

Each module contains activities split across a number of sections.

Resources

Centres should purchase one copy of their chosen module book(s) for each learner. An optional guidance booklet is available to support mentors and supervisors delivering the Focus program.



How is it assessed?


Learners gather a portfolio of evidence to show which module activities they have completed.

Tutors may choose to reward learners' achievements using internally awarded certificates.

Section 3 Growing seeds and plants indoors	
Before you start, make sure you are wearing the correct clothing. <input checked="" type="checkbox"/>	
1 Decide what you want to grow. <input type="checkbox"/>	
2 Choose a container in which to grow your plants and fill it with compost. <input type="checkbox"/>	
3 Plant the seeds or seedlings correctly. <input type="checkbox"/>	
4 Show what you will need to do to help the plants grow. <input type="checkbox"/>	
5 Decide when you will need to replant the young plants into bigger pots or in the ground. <input type="checkbox"/>	
6 Take a photograph or make a picture of your growing plant. Remember to wash your hands when you have finished. <input type="checkbox"/>	

Witness statement		focus
Candidate name: _____	Date: _____	
Focus module: _____		
Section/activity: _____		
What did the candidate do in order to carry out the activity?		

Where did the activity take place? <input checked="" type="checkbox"/> Centre <input type="checkbox"/> Workplace <input type="checkbox"/> Community <input type="checkbox"/> Home <input type="checkbox"/> Other (please state) _____		
Thank you for agreeing to witness that the candidate has satisfactorily completed an activity towards the Focus programme. Activities may be reviewed by responsible adults to verify successful completion, i.e. when the activity has been carried out to the standard agreed between candidate and the responsible adult - it is vital that this standard is agreed before the activity is undertaken. Please give as much support as required, recognising that an important part of the Focus programme is to encourage candidates to be as independent as possible while under appropriate supervision. Please attach an endorsement statement by the candidate if you have any queries.		
Witness signature: _____		Date: _____
Role of witness: <input checked="" type="checkbox"/> Mentor/Supervisor <input type="checkbox"/> Support staff <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Course/teacher		
Candidate (please state) _____		
© ASDAN 2014		11

This certificate is presented to: _____	
for completing the focus module/s in: _____	
Date: _____	
 Jeremy Williams Chief Educator, ASDAN	Course Co-ordinator _____
 ASDAN skills development courses	

Focus internally awarded certificate.



Extract from Horticulture module book (left) and tutor guidance and resources (right).

Employability Skills Development

The Employability Skills Development course takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. The activities are generic and can be adapted to reflect any vocational sector.

Who is the course for?

The course can be used with learners aged 14+.

Where can it be delivered?

Schools and colleges, or in work-related programs in a variety of other contexts. Centres do not need to be registered with ASDAN to use the Employability Skills Development resources.

The curriculum

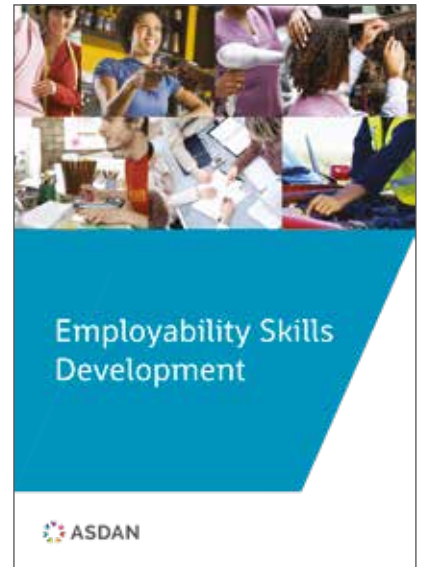
The Employability Skills Development book contains activities designed to develop learners' skills in 12 areas: self-management; team working; business and enterprise; customer awareness; problem solving; communication; working with numbers; IT in the workplace; applying for a job; exploring job opportunities; rights and responsibilities at work; and health and safety in the workplace.

Self-assessment and review

After completing an initial self-assessment, learners choose appropriate activities to develop their employability skills. At the end of the course learners complete a self-assessment review to reflect on their progress and development.

Resources

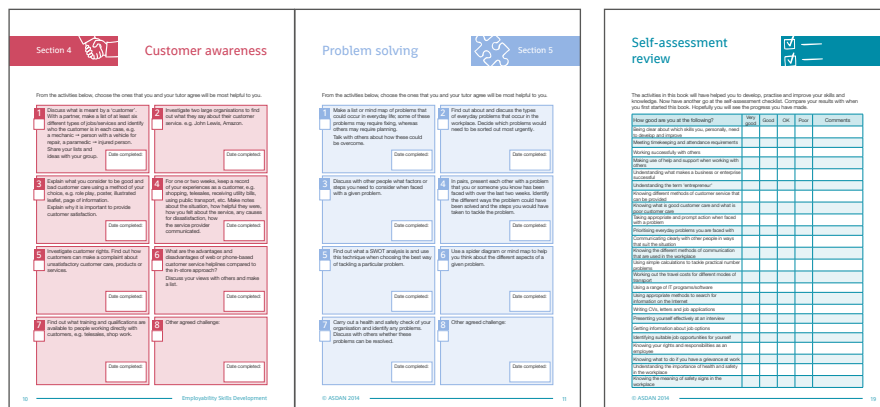
Centres should purchase one copy of the Employability Skills Development book for each learner. A free tutor guidance document is included with each order.



How is it assessed?

Learners gather a portfolio of evidence to show which module activities they have completed.

Tutors may choose to reward learners' achievements using internally awarded certificates.



Employability Skills Development internally awarded certificate.



