



# ASDAN

## bulletin

Keeping centres informed



CoPE 3 Students develop personal effectiveness skills in Costa Rica  
(p. 7)

Personal Progress, AoPE, Mathematics and English:  
**A raft of new awards and qualifications**

(pp. 8, 11, 13)

# ASDAN's Grant Giving in 2009

Our invitation to apply for grants in the ASDAN January Bulletin brought a large response. We have received almost 40 applications and distributed £30,000.

We were pleased to support applications which aimed to:

- raise expectations and aspirations for young people
- provide funding for young people who could not afford to take part in activities without grant support
- help groups of young people to do interesting and innovative things that would increase their chances of achieving ASDAN Awards or qualifications, e.g. residential/outdoor education experiences, enterprise projects, environmental projects

Some applications were unsuccessful because they didn't fit our criteria. Although we reviewed every case on its own merits, in general we were less likely to support applications:

- that asked us to pay for ASDAN registrations and/or materials – we were more keen to support the development of interesting programmes
- that asked us to give money for a charitable purpose – there needed to be a link to improving outcomes
- that were based on rewarding young people for doing ASDAN courses
- that seemed to be substituting for what should be paid for from a school budget

Some of the applications we have supported include:

- a virtual schools programme for children and looked after young people, leading to ASDAN qualifications
- equipment to provide for new or different activities, e.g. DJing, beauty therapy, t-shirt printing
- a ten-week outdoor education programme leading to CoPE Levels 1 and 2
- establishing a sensory garden

We have now finished making grants for this calendar year but hope to be able to run a similar scheme in 2010. Please do not submit further bids at this point – we will provide information in the next Bulletin.

## Your Feedback

*“Students from King Edward VI Community College in Totnes, Devon recently held an open day to celebrate the official opening of their Forest School outdoor classroom site – a project supported by a £1000 ASDAN grant. Pupils, teachers, local crafts people, volunteers, the Mayoress and council officials were all invited to view the results of the students' hard work, which included a shelter, wild hedgerows, hedgehog habitats, a wild flower area, tree-planting and some wonderful benches around a fire-pit.*

*Conservationists from the nearby Dartington and Sharpham Estates offered support and guidance throughout the project and helped encourage everyone to enter into the recycling spirit. So far we've collected used tyres, palettes, tools, plants and even a shed – in fact we never turn a good offer down! Working on the Forest School site has helped the students to develop their understanding of environmental issues. The fact that they achieved the ASDAN Environmental Award as a result is excellent!”*

Sherrie Spencer



*“The Storey Education Centre in Newham, East London (part of New Directions) operates The Turnaround Programme for 36 young people aged between 14-16 who have Emotional, Social and Behavioural Difficulties or are school-refusers. We aim to engage them in core subjects: Maths, English and ICT and activity-based projects accredited in the form of CoPE and Career Planning.*

*This year, an innovative gardening programme has been established behind the Storey building. The project aims to improve the environment for the young people but also to showcase their skills. The garden features a pond, patio, shed and greenhouse, as well as a raised flower bed and all-weather shelter, which were kindly sponsored by ASDAN.*

*We hope that the garden will become a focal point of the school community, providing a ‘time out’ space for students and staff to relax in, an informal location for mentoring and a venue for a community café, where young people can invite local groups to enjoy the garden.”*

Glyn Barlow





## Welcome from the CEO

I hope you have started the academic year proud of the successes of your students. Throughout the ASDAN network it has been another remarkable year. Take-up of our certificated awards continues to rise exponentially. Many of our qualifications have seen a doubling in student numbers on the previous year, and the demand for professional training related to our awards and qualifications has never been higher.

We are delighted by the growing number of case studies from centres who have noticed the impact of ASDAN on overall levels of achievement – particularly noticeable in schools where league tables still dominate judgements about performance.

ASDAN is committed to retaining its focus on the core qualifications (CoPE, PSD, AoPE, Employability, Key and Functional Skills, Community Volunteering and Personal Progress) that have proved so successful, and to exploring creative opportunities for using these qualifications to “add value” to a wide range of curriculum experiences.

In this regard we are very pleased to be working in partnership with the Co-operative College on a new project to develop and accredit a co-operative curriculum (see page 15), and to be in discussion with the Royal Society of Arts as to how this outcome could also be achieved for the Opening Minds initiative (see page 18).

ASDAN is at its best when professional expertise is at the heart of curriculum development. Within these pages are some inspirational examples of this expertise at work – throughout the UK and abroad. We are now working with Kindred, a Public Relations agency, to raise awareness of ASDAN within the educational and professional world, and will be drawing on examples of good practice to help achieve this (see page 23). Please keep the good news coming in so that we can further celebrate your students’ achievements.

It promises to be an exciting year. Good luck with your own work.

**Roger White**  
Chief Executive, ASDAN  
rogerwhite@asdan.org.uk

## CONTENTS

ASDAN Grants	2
Welcome	3
National Developments	4
Regional News	6
Short Course Awards	8
Award Programmes (Bronze, Silver, Gold, Universities and FE Awards)	9
Certificate of Personal Effectiveness (CoPE)	10
Personal and Social Development (PSD)	12
Preparatory Programmes (New Horizons, Transition Challenge, Towards Independence, Workright, Foundation Training Certificate)	13
Personal Progress	13
Projects	14
Work-related Learning	16
Key Skills and Wider Key Skills	18
Community Volunteering	19
11 and Youth Achievement Awards (YAA)	20
IT News	21
Noticeboard and Vacancies	22
ASDAN Diary Dates	23 and back page

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**Cover Photo:** CoPE Level 3 students from Kenton School in Newcastle during their trip to Costa Rica (see page 7 for full story)

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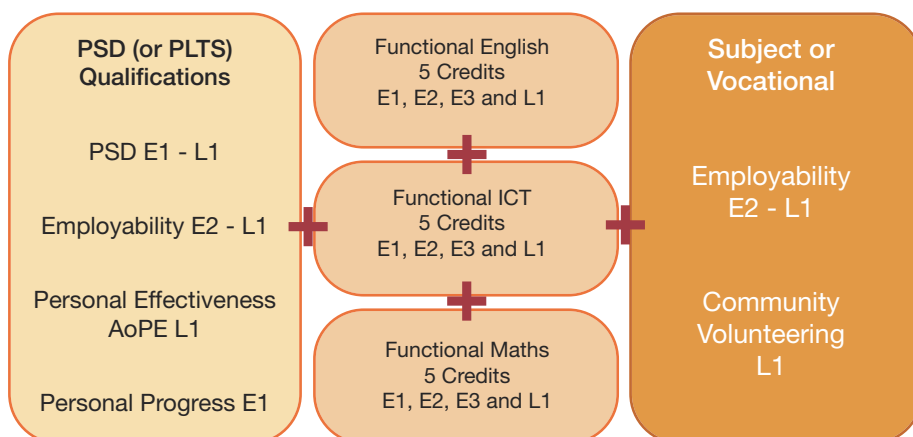
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# FOUNDATION LEARNING TIER (FLT)

**ASDAN has taken a significant lead in the development of qualifications within the Foundation Learning Tier, for learners from Entry 1 to Level 1, with involvement in national trials and pilots for QCDA. The following qualifications are available across the three strands:**

ASDAN will be offering Foundation Learning Tier Briefing Seminars this term to inform colleagues of ASDAN's approved qualifications in the FLT. See p.23 for dates.

## Progressive Pathways ASDAN Qualifications



### Case Study:

## Engaging with the Foundation Learning Tier

**Engage Training is a vocational training provider working with young people in Doncaster. They have collaborated with local school Danum Technology College to deliver ASDAN qualifications as a basis for their Foundation Learning Tier provision, as Curriculum Co-ordinator Katie Hodby explains.**

The aim of the FLT is to provide high-quality credit-based qualifications to improve the skills of learners aged 14+ working below Level 2 (Entry Level and Level 1 in the Qualifications and Credit Framework). We are using ASDAN qualifications for all three strands of the Foundation Learning Tier, delivering Functional Skills, Personal and Social Development and Employability.

Working with ASDAN allows our learners to achieve to the best of their ability and not necessarily at the same level for each qualification. The programme is very personalised and allows for a 'spiky profile' (different levels of skill in an overall area). Learners have been given the opportunity to achieve outside of mainstream school and to learn in a different educational environment for the functional, personal and vocational qualifications.

Engage has had very positive reactions to the inclusion of real-life examples, which are embedded throughout the qualifications, and the ASDAN approach has proved both effective and engaging.

For more information contact [heatherfry@asdan.org.uk](mailto:heatherfry@asdan.org.uk)

**Engage's trainers and collaborators have issued glowing progress reports:**

*"The programme has given me the chance to see a more structured learning environment with clear aims and a focus for learners to progress further."*

Holly Robinson (Trainer)

*"I believe that the FLT is an opportunity to develop current learning programmes, with a clear focus given to development and progression"*

Hannah Rowe (Trainer)

*"These young people have blossomed"*

Nick Broxholme (Re-engagement Learning Co-ordinator, Danum School)





## CoPE and Wider Key Skills to be extended to 2012 and beyond

We have recently received indications from Ofqual that we will be allowed to extend our existing approval of registrations for these qualifications to 2012, with certification likely to be available until 2014. More details will follow on the website and in the next bulletin.

## Diploma – first successful students

Some of the first students to receive the new Diplomas have ASDAN qualifications that have contributed as components. More than 50 ASDAN students have included qualifications such as CoPE, Career Planning, PSD and Community Volunteering as Additional and Specialist Learning for incorporation in Diplomas at various levels.

## Personal, Learning and Thinking Skills

Revisions to the Key Stage 3 national curriculum provide an opportunity for the development of PLTS. A new student record book is now available to record and track these skills, either developed through ASDAN Awards like Bronze, or through the existing school curriculum.

The development of PLTS through the various Diploma lines can be assisted by the Development Course books, covering Foundation and Higher levels, and Advanced Level. These books contain activities that suit all lines of learning. Additional guidance is being produced to illustrate this.

## UCAS Statement shows the place of CoPE in the national process for admissions to HE

In its January mailing to Admissions Officers in all Higher Education Institution (HEIs) UCAS highlighted how ASDAN's CoPE qualification can support the admissions process to Higher Education by accrediting personal and social development and PLTS. Additional universities have endorsed the value of CoPE so far this year, including the University of Coventry and the University of Cumbria.

## The Nuffield Review of 14-19 Education and Training in England and Wales

ASDAN has been identified as a significant contributor to learning and assessment for the 21st Century in the Nuffield Review Final Report, which was launched on 9th June in London by Professor Richard Pring of Oxford University and Barry Sheerman, Chairman of the House of Commons Education and Skills Select Committee.

The report attracted considerable national press coverage and ASDAN hosted a follow-up South-West Regional launch in Bristol. The full report Education for All: The Future of Education and Training for 14-19 year olds, published by Routledge, is the most comprehensive review of this phase of education and training since the Crowther Report in 1959.

## Personal Progress

ASDAN was commissioned by QCDA to lead the national test and trialling of the Entry 1 units in Personal Progress. Following the successful evaluation of the pilot, ASDAN is now offering the Entry 1 Qualification in Personal Progress in three sizes: Award (8 credits), Certificate (14 credits) and Diploma (37+ credits). Please see p.13 for further details.

## Functional Skills

ASDAN is one of the Awarding Organisations involved in the Functional Skills (FS) National Pilot, now in its third year. More than 200 centres are engaged in Awards at Entry 1, 2 and 3, and Levels 1 and 2 in all three subject areas: English, Mathematics and ICT. The Qualifications Assessments are being developed for online delivery, and resources are being created to link FS to other ASDAN qualifications, such as CoPE.

## ASDAN and Co-operative Studies

A project has been launched to develop and accredit a co-operative curriculum in co-operative Trust schools and their partner primaries. It is also open to schools engaged in the Young Co-operatives scheme or following the co-operative enterprise education programme through the Enterprise Network. Schools will be able to work with a co-operative curriculum to gain ASDAN's Stepping Stones, Key Steps and Enterprise Awards and the CoPE qualification. For more information, see p.15 or contact [maggiewalker@asdand.org.uk](mailto:maggiewalker@asdand.org.uk).

## Opening Minds and ASDAN

The RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) and ASDAN have joined forces to research how schools that follow the RSA's Opening Minds initiative can integrate ASDAN qualifications into their curriculum in support of Opening Minds. One example of an interesting collaborative approach from Whitley Abbey school can be found on page p.18. If you have any examples, please let us know.

For more information contact [maggiewalker@asdand.org.uk](mailto:maggiewalker@asdand.org.uk)

# Scotland

**It has been a very successful year for ASDAN in Scotland, with more than 2000 certificates being issued to candidates for both awards and qualifications in the summer term alone. Moderation meetings have been full to bursting!**

## SCQF

You may be aware that ASDAN's CoPE qualification already sits in the SCQF at Levels 4/5/6. We have now submitted the ASDAN Employability Qualification (Access 2 – Higher level) for credit and levelling in the SCQF and will keep centres informed of progress on the ASDAN website. We are also submitting our Personal and Social Development Qualification PSD (Access 2 – Intermediate 2 level) and the Award of Personal Effectiveness AoPE (Intermediate 1 level) for credit and levelling.

## Curriculum for Excellence

ASDAN awards and qualifications encompass the four capacities of the Curriculum for Excellence. With the emergence of the 'experiences and outcomes' documents, we are now producing a Practitioner's Guide to ASDAN in the Curriculum for Excellence. We are mapping the ASDAN Awards (Stepping Stones, Key Steps, Bronze) to the experiences and outcome criteria for the 10 curriculum areas for the Second, Third and Fourth stage and will continue with ASDAN qualifications once the Senior Phase 'experiences and outcomes' become available. In addition, we are also mapping our Preparatory Awards (New Horizons, Transition Challenge and Towards Independence). We hope this publication will prove invaluable to our centres.

## International Links

We now have a number of mainstream and special schools which are starting communication links with our ASDAN schools in New Zealand. It will be interesting to get feedback from all those involved as to the benefits of this exchange.

## Gold and Glory

Simon Fraser from Charleston Academy in Inverness has been working on ASDAN Awards for two years. Much of his work involved working in the community and on conservation projects and he spent most Wednesday mornings attending the Forest School at Abriachan Community Woodland, helping with maintenance work, tree-planting, and the construction of an outdoor classroom.

Simon has achieved his Bronze and Silver Challenge Awards and he recently received his Gold Award certificate from Heather Aitken, National Manager for Scotland (pictured). He has now gained entry to Inverness College, where he will undertake a Vocational Pathways course in Rural Skills.



## Good news for CoPE in Northern Ireland

**Joe Doherty and Roger White from ASDAN and Charlie Sproule of CCEA met with University Admission departments in Ulster University and Queens University during June to explore how CoPE Level 3 might contribute to student applications.**

This follows the ascription of 70 points to the CoPE qualification in the UCAS tariff (a grade A at AS level is worth 60 points). Ulster University supports the UCAS recommendation and will be circulating a letter to all sixth form providers in Northern Ireland explaining that "The CoPE qualification has the potential to

# Northern Ireland

empower students to put their traditional qualifications to best use in the real world of higher education... Ulster University welcomes the inclusion of the CoPE qualification as part of the applicant profile to its undergraduate degree courses and, in line with UCAS guidelines, awards 70 UCAS Tariff Points to those who have successfully completed the qualification at Level 3". A similar letter of endorsement is being discussed with Queen's University.

Under the agreement with CCEA, ASDAN is responsible for the management of CoPE Levels 1 and 2,

and CCEA for CoPE Level 3 throughout Northern Ireland, and the intention is to extend this partnership approach to CoPE within the Republic of Ireland during 2009/10. Joe Doherty is planning a series of meetings with key individuals and organisations in the Republic during the autumn term. For further information, contact Joe at Omagh College: [joe.doherty@swc.ac.uk](mailto:joe.doherty@swc.ac.uk) or Roger: [rogerwhite@asdan.org.uk](mailto:rogerwhite@asdan.org.uk)

Turn to p.19 to discover the impact the xl Awards have had on two young people from Northern Ireland.



# Kenton School's Costa Rica trip

This summer, after more than a year of hard work and fundraising, 14 CoPE Level 3 students and five members of staff from Kenton School in Newcastle travelled to Costa Rica to take part in an international support project. The team spent two weeks in the country helping to build earthquake-proof housing for local families who want nothing more than to have a safe, weather-protected shelter to live in. Their experiences and the skills they developed have been documented in their CoPE portfolios, and Kenton's ASDAN co-ordinator Karen Hudspith sent us her report.

## The building sites

The first week began with a day of acclimatisation and information giving. We were introduced to Laura who worked for i-to-i volunteering agency and was to spend the days with us. We were also given a whirlwind Spanish lesson (which left most of us feeling we knew less than when we started) and a visit to the building sites we'd be working on.

We split ourselves into three teams to work on separate houses:

**Team Spider** – named after the massive spider that was found in a nearby hedge. Team Spider's site was in the middle of nowhere. Construction on the house had begun before we arrived, with the basic walls and beginnings of a roof already up. This site was next to a small farm/plantation and 'coffee man' made the group feel extremely welcome, letting them use his shack for lunch and showing them around his land.

**Team Scary Spice** – located close to San Ramon, the local town. The site had only just had its foundations completed and here turned out to be a vast amount of digging still to be done! The couple who would be living in the house helped to build it and lived on the small site in a corrugated tin shack the size of a garden shed.

**Team Shack** – this site was a few miles from Team Spider's site in the mountains surrounded by coffee plantations and farm land. This was to be a small house for a young couple and their toddler. The team worked with the family to build their house and were rewarded daily with traditional Costa Rican food for lunch. This varied from cheesy pancakes to suspected testicle soup!

Work on the sites was varied. Tasks included digging drainage trenches, holes for septic tanks, mixing cement and sanding to name but a few. The weather was hot and humid with the afternoons usually giving way to heavy thunderstorms which turned everything to mud. Communicating with the builders and families was a task in itself and our phrase books were well thumbed by the end of our trip. Despite this language barrier, we grew very much attached to each other and it was very hard to say goodbye.

## The evenings

Despite being exhausted, we had vowed as a team to make the most of our stay in Costa Rica and were keen to pack as much in as we could. The accommodation where we were

staying was run by Luis, who was extremely friendly and keen to take us wherever we wanted to go.

Luis arranged a variety of things for us to do in the evenings, taking us to the market, the local pool hall, a trip to a waterfall and arranging a football match against a local team.

## The weekends

On the first weekend, we travelled to Mt. Arenal, one of Costa Rica's many active volcanoes. Here we relaxed by zip lining through the rainforest, before chilling in the hot springs in the shadow of the volcano. It was an amazing weekend, but very sobering, as the opulence of the resort was in stark contrast to San Ramon and the lives of the families we were working alongside.

For our last weekend in Costa Rica, we travelled over to the east of the country to camp in the rainforest and go white-water rafting down the Sarapiquio River in grade 3 rapids. Many of us didn't know what 'grade 3' meant - it means really scary!

## The experience

We came away feeling like we really made a difference to the families we were working with and would like to thank everyone who supported us.

I know I am not exaggerating when I say that this trip has been a life-changing experience for every one of us.

Left: Team Scary Spice with their 'family'

Right: the boys dig a septic tank pit – only another four feet to go!





## From offending to success

**Northamptonshire Youth Offending Service works with young people between the ages of 10 and 17 with the aim of reducing their offending and helping them lead a positive life. Reparation Co-ordinator Darren Carson explains how ASDAN's Awards are making a difference to the young people they work with.**

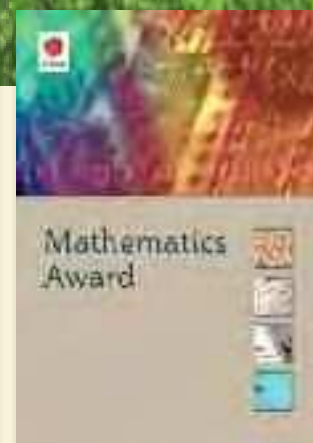
Northamptonshire Youth Offending Service has recently introduced the ASDAN **Activities Award** as a way to recognise the achievements of young people undertaking Community Payback activities.

Young people subject to Court Orders must carry out reparative activities that go some way to repairing the harm caused by their offending. Northamptonshire Youth Offending Service uses the Activities Award Short Course to recognise the young peoples' efforts in this respect.

One young person has recently achieved the award whilst carrying out volunteer duties for the Lakelands Day Care Hospice Charity Shop in the County. She received her award from Northamptonshire volunteer panel member Jackie Middlewood, who said "it is really satisfying to see a tangible outcome such as this award, which recognises the difficult journey young people make in turning their lives around."

Restorative Justice plays a major part in Youth Justice, as well as supporting the concept of putting something positive back into society, and ASDAN Awards are a great way of recognising this. For the majority of the young people we work with the award will be the first recognisable achievement they earn through their own efforts.

## NEW SHORT COURSES



The ASDAN English Language and Mathematics Awards are now available. These flexible, multi-level awards provide stand-alone certificates in communication and language skills, and number handling, as well as offering additional activities to develop understanding of the main topics in GCSE English Language and Maths. Please visit [www.asdan.org.uk](http://www.asdan.org.uk) for more information and to order your student books.

## Taking a team approach

**Titans Community Foundation is a registered charity that aims to promote community participation in healthy recreation activities and advance and improve the education of children and young people in Rotherham. The Foundation's Chief Executive Richard Finney explains how they are using ASDAN's Short Courses to support this work.**

Based at the Rotherham Rugby Club, the Titans Community Foundation provides activities for young people in the Rotherham area, such as reading support and coaching sessions in schools, a re-engagement programme for secondary school children, holiday courses and much more. The rugby players staff all the activities.

The Foundation works with young people from local schools who find mainstream education difficult, meeting their needs through alternative approaches to learning. They follow specifically designed 10-12 week programmes that support and encourage them and help to develop a work ethic, building their self-esteem and self-confidence in the process. We timetable visits to local parks and centres to encourage team building through outdoor activities (pictured).

As part of the programme, the young people work towards the ASDAN **Sports and Fitness Award**, which provides opportunities for them to use and develop their skills. One group of 14 and 15-year-old boys, who have been permanently excluded from school for a variety of reasons, take part in activities at the rugby club every Wednesday without fail (simply attending is a major achievement for them).

Many young people in Rotherham access Titans Community Foundation activities, learning and developing in a progressive and enjoyable way. Gaining certification for their work through ASDAN is a huge bonus.





## Inspired by Brunel

The Greenfield Centre is the North Cornwall Area Resource Base in Bodmin College, working to improve the life opportunities of students with moderate to severe learning, medical, emotional and behavioural difficulties in Key Stage 5 and on into adulthood. Last term, the head of the centre, Elizabeth Baines, and some of her colleagues visited ASDAN's central office with a group of students to present their work to us and tell us about the project behind it.

"Greenfield students have recently been studying Isambard Kingdom Brunel and collecting evidence for the Bronze, Silver and Gold Awards, as well as CoPE and CVQ in the process. By working towards projects, each of the students can follow a personalised learning programme that leads to accreditation. We ensure that our projects are diverse, as well as fully inclusive, so that all students can achieve at their level.

The students worked towards the Community and Expressive Arts modules within Bronze, Silver and Gold and developed Wider Key Skills



of Working with Others and Improving Own Learning and performance as they discovered more about Brunel. Those working towards CoPE made a presentation to an audience of more than 140 people on an aspect of Brunel's life. A fundraising event, A Class of Brunel, provided links to CVQ and students raised more than £100 from selling homemade shortbread and tea while learning about the role of a volunteer in the community.

The students presented ASDAN with two pieces of artwork on the theme of Brunel: a collage of the Royal Albert Bridge in Saltash, which had previously appeared on the front cover of a pull-out in a local paper; and an

SS Great Britain-themed piece, which they also showed to the staff at SS Great Britain during our visit to Bristol. We were proud to present this artwork to ASDAN as an example of outstanding achievement, particularly in the area of Expressive Arts.

Greenfield's specialised curriculum focuses on a different theme each half term, which enables the students to build a range of evidence towards CoPE, CVQ, PSD, Employability, Wider Key Skills and the Bronze, Silver and Gold Awards. Following ASDAN programmes allows us to set appropriate and challenging targets, as well as providing recognition for the achievements of all our students."

### MP congratulates ASDAN students



Earlier this year, Environment Secretary Hilary Benn presented ASDAN Gold certificates to students from the Future Education Project, to mark the completion of a two-year project at Whitlingham Country Park. He congratulated the students on the hard work they had put into achieving their Awards, from building footpaths, steps and picnic tables to replanting woodlands in the local area.

## Bronze is here to stay!

...but for those centres who wish to offer their learners a qualification, ASDAN is now offering 'AoPE' as a qualification outcome for Bronze. AoPE – the Award of Personal Effectiveness – is available at Level 1 on the Foundation Learning Tier and is worth 12.5 performance points (see p.11 for more information).

We are also replacing the 'Write your own modules' publication and offering the opportunity for centres to write a free module using a simple document available on the Awards secure area. Students may gain a maximum of 2 credits towards ASDAN's Bronze/Silver Challenge/Silver Awards using this approach.

Centres currently using Bronze can continue to deliver the Award without any worries that it will disappear, and make the most of these new opportunities if they wish. Further information can be found in the secure area of the ASDAN website.

For more information contact [jenni@asdan.org.uk](mailto:jenni@asdan.org.uk)



Above: Val Daniels is congratulated by Kath Grant, National Manager for CoPE

## First Practitioner's Award achieved

Val Daniels, CoPE co-ordinator at Wensleydale School in North Yorkshire, has become the first person to complete the CoPE Practitioner's Award. Val is a higher level teaching assistant (HLTA) who works with small groups of young people, helping them to access a curriculum that is appropriate for them. This can involve anything from quilt-making to after-school sessions.

## Stacey's Story

**After going into foster care and deciding she 'couldn't be bothered' with school, Stacey found that the ASDAN Certificate of Personal Effectiveness helped her to reach her potential. Here, the Salisbury High School student tells her story.**

"During Year 10, I left my family and went into foster care because of a number of family breakdowns. Being in foster care has made a big difference to my life – it has made me feel more independent and helped me to realise I can do things on my own. I have started to get on with my family again now and it's going really well, but I am still in foster care. The foster people are lovely, but not being with your own family sometimes makes you feel a bit down.

At school, I began CoPE, which was fun because I could pick the modules and sections that interested me. It also gave me something to do in my free lessons as I hadn't been to school for a long time; I felt I couldn't be bothered. So when I finally came back, I studied only English, Maths, Health and Social Care, and CoPE, which I have now completed!

This course has given me another GCSE equivalent at grade B. It has enabled me to reach my potential and I left school in June with eight GCSEs at grade C or above. My favourite module was Work Related Learning and Enterprise, particularly the challenge about creating a CV and writing a letter to apply for a job. This taught me how to do two of the things I needed for my apprenticeship this year. Lots of the other modules were helpful and I was able to learn other new things that were fun. I have really enjoyed doing CoPE."



## CoPE students get creative

**The CoPE Expressive Arts module provided the inspiration for pupils from Northolt High School to produce this fantastic floor mosaic. The Year 11 students worked together to plan, design and make the artwork, which was then unveiled to parents. The mosaic was laid in the school's main entrance so it could be seen by visitors as they arrived.**





# AoPE

The latest member of the Personal Effectiveness family

**The first Award of Personal Effectiveness (AoPE) workshops and moderations were held over the summer – and there is every indication that it is going to provide a useful addition to the suite of qualification outcomes from activity-based challenges.**

The curriculum that students use to develop the skills for AoPE can come from the Bronze Award, Short Courses (such as Expressive Arts or Mathematics) or the CoPE Student Book. Assessment is based on generic skills, such as preparing for and giving a presentation, and there is a choice of assessment units. This qualification is part of the QCF and, as an Award available at Level 1, has been allocated 12.5 points in the School and College Achievement and Attainment Tables.

For further details, see [www.asdan.org.uk/aope.php](http://www.asdan.org.uk/aope.php) or contact your CoPE Cluster Leader.



## Engaging Activities

**Staffordshire Partnership has recently been working with Key Stage 4 students who were showing signs of becoming demotivated at school. The organisation sought to re-engage the young people through alternative activities and they turned to the CoPE qualification to accredit the project.**

Schools were asked to provide a CoPE-trained mentor to support the youngsters, both in and out of school. The school also had the responsibility of entering the youngsters for the qualification and ensuring the portfolio evidence building and internal moderation took place.

One of the clear aims of this programme was to build confidence. Youngsters in Cannock Chase attended a 12-week course at a local sailing club, which finished with some novice sailors gaining enough confidence to take a yacht out on their own. Others quite confidently went out

in individual canoes and kayaks (pictured). The sailing course provided evidence for the Bronze Award, which the students worked towards in preparation for the CoPE qualification.

The wide range of activities has allowed these young people to improve their own learning and self-esteem, while building team-working skills. As well as Bronze and CoPE, they have also gained non-formal awards such as the St John Ambulance First Aider Award. These achievements will help them take their next steps, whether they are going on to Further Education or into employment.

## EAL – A new opportunity

**Are you working with newly arrived international students or others for whom English is an additional language?**

The Certificate of Personal Effectiveness is a flexible way to accredit the work these learners undertake to develop their understanding of the English language and British culture. A group of teachers in Leeds are supporting each other in doing just that, under the guidance of Asif Ali from Education Leeds and their CoPE Cluster Leader.

If you are interested in specific training or advice on the use of CoPE with EAL learners, contact Kath Grant: [kathgrant@asdanteam.org.uk](mailto:kathgrant@asdanteam.org.uk)

## New look for CoPE Student Book



**The CoPE Student Book has been with us for four years this term and a lot has happened since then. We have listened to your views and updated the book with some new challenges, up-to-date terms of reference and more “Other agreed challenges” in Section A of most modules.**

There has been a conscious effort to remove duplicate challenges, leaving you with more choice. But if this has inadvertently made life difficult for your students, please talk to your Cluster Leader about how to accommodate your planned curriculum using the 2009 version of the Student Book.

You will be able to take a look at the new version in the secure area of [www.asdan.org.uk](http://www.asdan.org.uk). Updated resources to match the new challenges will also be available from the secure area and sent out as paper copies to all centres that previously purchased the CoPE Resource Pack.



# PSD fits the bill

**Des Anderson is the subject leader for PSHE, Citizenship and Work Related Learning at Cantell Maths and Computing College in Southampton. A desire to teach PSHE in a different way led him to the ASDAN Personal and Social Development (PSD) Level 1 and 2 qualifications, which he introduced across the whole of Key Stage 4.**

## PSD ENTRY

**PSD Qualifications are now available at Entry 1 to 3, as well as Levels 1 and 2. Under contract to QCDA, ASDAN has led the trialing, revision and re-write of Common Units in PSD, which will be used by all Awarding Organisations. The ASDAN qualifications include these, as well as offering additional units.**

The PSD Entry qualification provides more flexibility and choice for learners and supports the development of their social, independence and work skills.

A list of training workshops can be found on the back page of this Bulletin or at [www.asdan.org.uk](http://www.asdan.org.uk)

### Life Skills Centres:

From September 2009, all centres currently registered for Life Skills will automatically be transferred over to the new PSD qualification, which is available at Entry 1, Entry 2 and Entry 3. If you do not wish to transfer, please let us know by emailing [info@asdan.org.uk](mailto:info@asdan.org.uk).

All candidates who were registered by name for Life Skills (i.e. using the CANb form) by August 31 will be able to continue with the qualification until the final moderation in June 2011. There will continue to be three opportunities per year for External Moderation. Support meetings will also be available in the Autumn and Spring terms only. Please refer to [www.asdan.org.uk](http://www.asdan.org.uk) for details.

Des said: "I wanted the students to become independent and responsible for their own learning. I could see that the practical activities [of the PSD qualification] would motivate and engage the students, while ensuring they improved their knowledge and understanding of personal and social issues."

Des not only wanted a course which was relevant, he also wanted to contribute to the whole school statistics in a significant way. He believes his students have taken to the style of learning, which is challenge-based with clear assessment criteria.

"The students know what they need to achieve and can work according to their ability," he explained. "The structure of the course lends itself to Peer Assessment and Assessment for Learning opportunities. One student, Ethan, was particularly enthusiastic about the course. He liked the wide variety of challenges and the 'hands-on' approach.

"Although they started the course just a few months ago, the students can already see the accumulation of work in their folders and feel a sense of achievement. They appreciate the idea of building up a portfolio of evidence as opposed to sitting a final exam."

Des has the support of his headteacher at Cantell College, Ruth Evans, who has observed how much the students enjoy the freedom to direct their own study. Des has also introduced the ASDAN PSHE Short Course to the Year 9 cohort as a lead-in to the PSD qualification.

**Below: Des and a group of his students with their PSD books**





**NEW from September 2009:**

## Entry 1 Qualifications in Personal Progress

**This qualification is intended for PMLD and SLD learners who are functioning between P levels/ Milestone Levels 1-8 up to Entry 1 /National Curriculum Level 1.**

The Preparatory Awards – New Horizons, Transition Challenge, Towards Independence, Workright, Literacy and Numeracy in Everyday Life – can provide the learning context and evidence to support the achievement of this qualification. ASDAN has produced a Mapping Document to illustrate how.

The Entry 1 Qualification in Personal Progress will provide an opportunity for learners to achieve Award, Certificate and Diploma-sized qualifications within the Foundation Learning Tier (FLT) and Qualifications Credit Framework (QCF). A new Activity Pack to support the achievement of the Personal Progress units will be available soon.

Please see p.24 for Training Workshop dates and visit [www.asdan.org.uk/workshops.php](http://www.asdan.org.uk/workshops.php) to book your place. Centres may also request INSET for this qualification and the FLT.

### Onwards and upwards with Personal Progress

**Oakfield Park School has been successfully trialing the new Entry Level units in Personal Progress since 2007. Assistant Head Denise Sandford is excited about moving forward with the qualification now it is fully approved.**

In the academic year 2007-08, staff in the Post-16 department trialed five of the new Entry 1 units in Personal Progress with nine students. We didn't have to change our curriculum, as the units offered qualification outcomes for our Milestone/P levels 1-8 learners in curriculum areas that we were already delivering.

During the last academic year, we delivered eight Personal Progress units in various combinations to 39 students within the Post-16 department. Following external moderation, all of our students received certification in July.

This year we are extending delivery of the Entry 1 qualifications in Personal Progress down to Key Stage 4, who have decided to deliver units in reading and learning skills alongside the ASDAN Transition Challenge programme. In Post-16, it is more a question of which units we don't deliver, as they are so relevant to the curriculum!

Below: Daniel prices garments for the Developing skills for the workplace unit



## Developing independence skills

**Central Sussex College provides high-quality education to learners who have profound and complex learning difficulties and disabilities. Individual programmes are devised to help learners work towards group interaction through diverse activities, as Foundation Learning tutor Caroline Hill explains.**

As part of their Towards Independence Award, the ASDAN Getting Ready to Go Out group got into the spirit of Red Nose Day earlier this year by holding a Name that Tune competition (pictured) using jingles and visual prompts. Two more ASDAN groups joined in the fun by making something funny for money; the



Sensory Cooking group made cakes, while the World Around Us group created fabulous Red Nose pizzas.

The activities developed inter-group relationships and encouraged the students to use their new skills. We were delighted to raise £100 for Comic Relief and it was all down to the hard work of the students.

## UPDATE

All regions will continue to offer two **Preparatory Moderation opportunities** this year – either in the Autumn and Summer term or in the Spring and Summer terms.

ASDAN's secure Preparatory web pages provide **resources** such as Level of Support icons, and TC and TI module icons to assist centres in producing tailor-made recording documents.

**Transition Challenge Tutor Guidelines are now available to purchase.**

**F**or a number of years, ASDAN has been actively involved with various exciting and inspirational projects, collaborations and partnerships.

In this and future bulletins, we will be highlighting ongoing collaborations and sharing case studies which reflect learner achievement and successful delivery of ASDAN.

A list of projects and collaborations can be found at [www.asdan.org.uk](http://www.asdan.org.uk)

## Youth Achievement Foundations

**Youth Achievement Foundations (YAFs) are small, independent schools, which provide a motivating, vocational, activity-based curriculum of personal and social development for vulnerable young people, who are often at risk of exclusion.**

Based either in schools or separate settings, YAFs are operated by organisations experienced in delivering alternative curricula. Staff act as mentors, giving priority to personal development. Achievement is initially recognised using the Youth Achievement Awards – ASDAN and UK Youth’s peer-assessed accreditation scheme that rewards progressive levels of responsibility. Success in the Awards can be used as a stepping stone to Level 2 or 3 qualifications, such as Wider Key Skills or CoPE.

Each Foundation is given funding by DCSF for training from ASDAN. According to the DCSF/HM Treasury Joint Policy Review of Children and Young People, January 2007: “The programme re-engages students in education by offering an experience which is positive and encouraging. Three-quarters of young people who have taken part achieved a Key Skill and attendance rates are well over 94 per cent.”

# Virtual School

by Andrew Cox, Regional Development Coordinator

**ASDAN has been involved with Gloucestershire’s pioneering Virtual School since February 2008. It is established as a school in its own right, with the aim of improving the attainment of Looked After Children throughout the county. The Virtual School works in co-operation with any centre – other schools, PRUs, children’s homes, foster homes, etc. – that is responsible for an LAC student.**

ASDAN worked closely with the school’s headteacher to devise a successful training programme for the large number of staff involved in the project. They received training in the Main Awards, Short Courses and CoPE, and have now appointed a specialist ASDAN co-ordinator.

They have also been trained in online solutions and are using both electronic workbooks and eAssessment. The school considers the possibility of storing information on students’ progress centrally to be very helpful; students’ achievements can be recorded and accessed from any computer terminal.

For the last two years, the Virtual School has pioneered a transition programme for pupils who are moving from primary to secondary school. The programme looks at their fears and anxieties and breaks them down through confidence-building activities linked with ASDAN. All the young people on the project achieve the Adventure and Residential Award, as well as a canoeing qualification.

### Case studies:

**Mathew** is 14 and was excluded from mainstream school in Year 9 for behavioural problems. ASDAN gave him the opportunity to work in a structured environment and, over a six-week period, he completed the full six credits of the Adventure and Residential Award.

**Dwayne**, aged 12, particularly struggled with school and was permanently excluded because of behavioural difficulties. He was placed in a re-integration unit but was subsequently excluded from there too. He went to the Virtual School de-motivated and lacking confidence in his learning. Doing the ASDAN Bronze Award enabled him to approach learning in manageable steps. He is now back in full-time education.



## ▶ YAF Feedback

### Ofsted Inspection Report: South Park Enterprise College (11-19)

*“The curriculum, which is outstanding, is successful because it meets the needs of students very closely. Based on the academic, personal and social needs of students, it provides a wide variety of alternative learning opportunities which enable students to achieve well. The regular successes that students gain give them the confidence to move further forward. They are further motivated by being able to gain qualifications, through the Award Scheme Development and Accreditation Network (ASDAN). Their improved self-esteem cannot be over-estimated in the benefits it manifests in students’ attitudes to themselves, each other and to the educational system, with which many had previously been unable to engage.”*

15 May 2009





# LIFE ROUTES

**Life Routes is an innovative programme for vulnerable young people aged 11-19. The aim is to build their self-confidence and awareness of their potential through project and team-based learning. Emphasis is placed on young people developing the necessary life skills to help them discover their personal strengths.**

In developing the programme, one key aspect was to embed learning within an accredited framework. The Life Routes Award, based on the ASDAN Activities Award, provides a flexible structure that meets the needs of vulnerable and disengaged young people. Life Routes also involves recording and reviewing the Wider Key Skills: Improving own Learning and Performance; Working with Others; Problem Solving.

Since Life Routes was launched in 2004, more than 2,500 young people have achieved the award.

Programme manager Sophie Wood said: "It was extremely important to develop an accredited award that would work for the young people involved in the Life Routes programme, many of whom are disengaged from the learning process. Throughout the partnership, ASDAN has prioritised the young people and

their current level of engagement and achievement. As a result, we have an award that engages young people, provides a framework to ensure they reflect on their learning, and celebrates success."

Life Routes works through a network of local programmes in four regions identified as having the highest indices of deprivation: the North East, North West, Yorks & Humber and London. Regional co-ordinators support local practitioners to develop creative and engaging projects. The programme is managed by the National Children's Bureau and funded by Nokia.

Vicky Escot, from London, took part in Life Routes last year. The 18-year-old became involved with the project after starting Focus 12, a provision in Waltham Forest for those out of school:

"I chose to do it because I didn't have any GCSEs and it gave me something concrete to work towards. I did a schools healthy eating programme which was presented at a conference of head teachers. I used to exclude myself from things, but this taught me to get involved and that learning can be fun. This has made me more confident; I feel empowered. It's also made me more determined to achieve the things I want to in life."

## ASDAN and Co-operative Studies

A new project has been launched to develop and help accredit a 'co-operative curriculum'. The scheme will enable learners to gain the ASDAN Stepping Stones Award, Key Steps Award, Enterprise Award and/or the CoPE qualification.

A co-operative curriculum is based on an agreed set of values, which impact on teaching and learning.

These values are: democracy; equality; equity; self-help; self-responsibility; caring for others; honesty; openness; and social responsibility.

The ways in which these values impact on teaching and learning include:

- Learning to learn
- Learning skills, including co-operation skills
- Developing leadership qualities
- Opportunities for teamwork and collaboration; method of delivery tends to be through group/team work
- Teaching/learning has a historical dimension
- Teaching/learning has a global dimension
- Development of effective communication
- Creative thinking
- Taking responsibility for own learning
- Developing knowledge of issues such as fair trade, ethical considerations and democracy, which will give learners a sense of their own identity and how they fit into society as a whole

Co-operative education contains some distinct competencies, which are relevant to the wider world and link to the SEAL (social and emotional aspects of learning) Agenda and its objectives.

For more information contact [maggiewalker@asdan.org.uk](mailto:maggiewalker@asdan.org.uk)

# WORK RELATED NEWS

Warwick 11 and 12 Nov 2009:

## National Work Related Learning Conference

Make sure you book your place for this exciting event! The focus this year will be: *Innovation in Work Related Learning: Student experience through work, personalisation and enterprise.*

To find out more visit:  
[www.warwick.ac.uk/fac/soc/cei/](http://www.warwick.ac.uk/fac/soc/cei/)

## Career Planning Networks

The five centres within the Greenwich and Bexley Career Planning Network have come to the end of another very successful year. Each centre provides the opportunity for between 120 and 175 learners to complete and achieve the Certificate in Career Planning each year. Well done to all!

To find out more about setting up your CP Network, please contact:  
[mimgibney@asdanteam.org.uk](mailto:mimgibney@asdanteam.org.uk)



# A wide-ranging approach

Archbishop Grimshaw School in Solihull is working towards a Foundation Learning Diploma programme with Years 10 and 11. Claire Webb, 14-19 Curriculum Manager for Alternative Curriculum, Work-Related and Careers, is leading her team and students through a wide variety of ASDAN Short Courses and qualifications, including the Experience of Work Award, Enterprise Award, Wider Key Skills, Certificate of Personal Effectiveness, Certificate in Career Planning, and the Personal and Social Development and Employability Qualifications. Claire's students participate in work experience, work placements, enterprise projects and other activities (pictured) to develop their personal, teamwork, communication and ICT skills and knowledge.





# SSAT and ASDAN: Enterprise Village

ASDAN is working with SSAT to support the national launch of the new Enterprise Village, providing a source of information and Enterprise Education resources for learners from 5-19. Twelve ASDAN centre case studies and resources will be added to the new Enterprise Village website to provide a range of exemplar centre profiles and Enterprise Activities for other practitioners to access and download. Four of the case studies will be supported with DVD footage of their participation in Enterprise activities. Centre case studies represent Primary, Secondary, Special Schools and Further Education.

In addition, ASDAN will be creating Tutor Guidance on how to accredit Enterprise Education activities, including setting up your own school's Enterprise Council. Ways to accredit Enterprise activities will range from the Enterprise Award Short Course through to national qualifications – Wider Key Skills and the ASDAN Certificate of Personal Effectiveness.

Later in the autumn term, ASDAN will be offering a series of practical training workshops for Senior Staff and Practitioners to become more aware of the support provided by ASDAN for Enterprise Education across England.



Above/right: Enterprise students at Market Field School hit the headlines with their successful mobile juice bar business



## Employability Resources

### Entry 2 Student Resource

In response to your feedback, ASDAN is currently developing a new resource for Employability Entry 2, which will enable learners and their tutors to work more closely together when developing skills and knowledge for the qualification. More information will be available in the 'What's New' area of [www.asdan.org.uk](http://www.asdan.org.uk) in the Autumn.

Not forgetting the student books already available (see left):

The **Employability Development Book** (£4.65) containing a series of development activities for you and your Entry 3/Level 1 learners to 'pick 'n mix' according to their personal developmental needs. Each book comes with Tutor Guidance and learners can be certificated for their achievements.

The **Employability Record Book** (£2.60) for learners working at Entry 3 and/or Level 1 provides a focus for your learners to record their achievements as they make progress and share them with others, e.g. supervisors, friends and family, work experience placement staff and prospective employers.



# Opening Minds at KS4

**Whitley Abbey School (Business and Enterprise Specialism) in Coventry has been a RSA (Royal Society of Arts) Opening Minds centre since 2005, integrating competence-based learning across the curriculum.**

The school has been looking for a way to accredit the 'learning to learn' and 'active learning' process skills developed by learners at Key Stage 4. Following initial discussions with ASDAN, it was decided that the Wider Key Skill 'Working with Others' would be used to accredit all learners in Year 11. The work, supported by ASDAN, has involved using two group

activities to demonstrate the skills of working with others as part of a team.

Collapsing the timetable during PE allowed time for all groups to work collectively and gather the necessary evidence. Mark Healy, Assistant Headteacher responsible for Wider Key Skills, reported that "staff were impressed and surprised at how well students were able to work with new people under pressure when given full responsibility for how they spend their time... Learners were able to motivate, organise and direct themselves relatively quickly."

It was felt that students' engagement with the Opening Minds competence-



Working with others: Whitley Abbey students take a teamwork approach

based approaches and principles lower down the school has influenced the way they approached the activities. The Opening Minds competencies, including Enterprise, Citizenship, Learning, Information, People, and Situations, prepare learners for further development of the three Wider Key Skills qualifications: Working With Others, Problem Solving and Improving Own Learning and Performance.



The peer mentors with their certificates

## Using ASDAN Short Courses to gain Wider Key Skills qualifications

**Winterton Comprehensive School in Scunthorpe has been using the Peer Mentoring Short Course for a number of years as part of its Year 11 Peer Mentors Programme and decided to use Wider Key Skills as a qualification outcome.**

Julie Davey (co-ordinator) said: "All pupils have gained recognition for the hard work they have done in school by improving the younger pupils' reading ages and raising their own self-esteem. Some pupils have gone on to achieve all three Wider Key Skills Qualifications." One such student, Elizabeth Brierley, commented: "I know that the skills I have gained are transferable and will help me with whatever career I choose to go into."

## KEY SKILLS NEWS

### Wider Key Skills now extended to 2012

The extension of the Wider Key Skills qualifications by the QCDA/DCSF is welcome news. ASDAN has continued to work with and support centres with their development of the Wider Key Skills qualifications. Some centres have extended their provision across whole year groups, others have used it to support Key Stage 3 and some are using it to support independent learning at Key Stage 5. To find out more about these opportunities visit the Wider Key Skills page of [www.asdan.org.uk](http://www.asdan.org.uk)

### WKS in QCDA Case Study

ASDAN's Wider Key Skills qualifications feature in a QCDA case study aimed at assisting with the provision of career, work-related learning and enterprise for students in Key Stage 4 and Post-16. The Be Inventive programme in Coventry has been accredited using the Wider Key Skill Working with Others. To find out more and view the video, visit [www.qca.org.uk/qca\\_14921.aspx](http://www.qca.org.uk/qca_14921.aspx) and follow the link to Work-related learning case studies.

### ASDAN and ALAN

Currently Adult Literacy and Numeracy (ALAN) tests are accredited until 2010. However, recent discussions with DCSF and QCDA may result in an extension to this provision. Once information becomes available, we will communicate this to our centres. In the meantime, this flexible system can also be used for assessment of Key Skills. To find out more about how this provision can support your curriculum, visit the e-assessment page of [www.asdan.org.uk](http://www.asdan.org.uk)

### CoPE+ Pilot

We have now completed our pilot for CoPE+. The aim was for centres experienced in the delivery and assessment of CoPE to add Wider Key Skills Qualifications on top of the CoPE Qualification at Levels 1 and 2. We are currently evaluating pilot outcomes and more information will be made available soon. However, there are clearly opportunities to extend the achievement of learners by encouraging them to build on CoPE with Wider Key Skills, and vice versa.





## Giving something back

**“My name is Niall Armsden and I am currently completing my fourth year of voluntary work at Salford Lads and Girls Club.**

I organise and run activities for more than 200 young people each week, from football matches to table tennis tournaments and try my best to get everybody involved. I also play a big part in our £1,000,000 Appeal. This is a campaign to help raise money to keep the club running and provide more activities for more young people at the club. For this I have done television and radio interviews on a local and national level.

During my time at the club, I have had the privilege to gain a lot of experience and have also won these awards for the time and dedication I have put in: the Nationwide Young People Community and Heritage Award, which is a national award, for all my work I did on the heritage weekends and open days; and the Royal Society of St George Award for my commitment to voluntary services in Greater Manchester.

As well as winning awards, I have also achieved two GCSE-equivalent qualifications at school through the ASDAN Certificate of Community Volunteering.

**CVQ** is a new, more flexible suite of qualifications to replace the ASDAN Certificate in Community Volunteering (CCV). It provides a means to recognise and accredit voluntary and community activities and can aid the recruitment and retention of volunteers, as well as rewarding their contributions within particular organisations or projects.

CVQ is ideal for anyone over the age of 14 who chooses to give their time for the benefit of the community without payment. Registered centres include

- Schools, colleges, universities and adult education providers
- Councils for Voluntary Services, Volunteer Centres and Third Sector training organisations
- Charitable or Social Enterprises
- Youth and community groups
- Sports centres and associations
- Health services
- Extended schools looking for ways to accredit extra-curricular activities
- Secure estates and other criminal justice provision

I would like to encourage all young people to engage in youth clubs or even volunteer at a club. It's a really good way to meet new people and it also gets young people off the streets, giving them a chance to focus on something positive and keep out of trouble.”

*More information about Salford Lads and Girls Club is available at [www.salfordladsclub.org.uk](http://www.salfordladsclub.org.uk)*

*Above: Volunteer and fundraiser Niall outside the Salford Lads and Girls Club*

## Young people excel with xl

**Natalie was struggling with low confidence. She was very shy and reserved when she first joined the xl programme in Pennyburn Youth Club, Derry. Natalie always had ability, but low confidence had been holding her back. However, as she became more involved in the programme through the support of Annemarie Bell and Brendan Wilkinson (Youth Workers at the club) Natalie began to have more confidence in herself.**

As one of the activities in the xl programme was to look at the problems of drugs and alcohol, Natalie decided to find out the views of young people and what they wanted to learn.

She felt that the top-down approach wasn't working. She said that everyone knows that drugs are dangerous, but young people wanted more practical advice relevant to themselves. After consulting with other young people, Natalie devised a board game as an innovative tool for

educating young people on the issues. The concept won wide support and Natalie received funding for her project from The Big Deal.

A prototype of the game was presented to young people and senior Department of Education staff, including Cathy Galway, Oliver McKearney, John McCavanagh and Mary McGarrigle at a special event of celebration run by Big Deal on shared practice. Natalie was the centre of attention explaining how

the board game came about and how it can be used. This was no longer the shy, reserved Natalie who had joined xl only a few months previously.

Through xl, Natalie managed to become more confident. She now aspires to be a PE Teacher or something similar that will help other young people. From the funding received, Natalie has now developed the educational game to be used in other youth clubs and schools. This will be launched late in 2009 at a special event of celebrations of young peoples annual achievements at Pennyburn Youth Club.



New-found confidence: Natalie has blossomed thanks to the xl programme

## A new chapter

**Michelle started the xl club in September 2008 and she had the reputation of being a "difficult" young women to work with. Michelle had got herself into a lot of trouble at her previous schools. She had got into rows with staff and physical fights with other pupils. She was eventually suspended and felt unable to return to because of her behavioral difficulties. She felt very unsure about herself, her future and her educational prospects.**

By attending the EOTAS learning centre and participating in the xl club, Michelle was able to reflect on her past behavior and now recognises that losing her best friend through suicide pushed her over the edge in terms of her anti-social behavior. Through the relaxed, supportive atmosphere created by the xl club, Michelle was able to develop her interpersonal skills and become more confident and self-aware.



Michelle has been studying hard for three GCSEs, CLAIT and other centre work. She has applied to Armagh College to study for a Diploma in Health & Social Care and would like to become a social worker. Through the xl club she has been able to confront her damaging behavior and has developed into a very positive confident young woman with a bright future ahead of her.

*"As Michelle's xl Advisor I am delighted to see her achieve so much in one year. The xl Programme enabled Michelle to reflect on her past behaviour and motivated her to move forward in a positive way. Through the programme Michelle developed her interpersonal skills, built her self-esteem and gave her the opportunity to work towards personal goals. Her confidence has grown to the point that she was able to address an audience including the Minister of Education at our prize-giving ceremony in June. Michelle has come a long way in a year; she hopes to become involved with our xl groups next year through a Peer Education Programme. So from all of us here at EOTAS in Newry, well done Michelle!"*

Lucia Flanagan  
XL Advisor



First look...

## New website design for Spring 2010

The ASDAN website is currently undergoing a redesign which will be coming online in early 2010. As well as a fresh new look, the site will have new navigation menu options and a more consistent layout throughout, which will make finding new information quicker, easier, and hopefully a more pleasurable experience.



We are also striving to make the site as accessible as possible. By taking into consideration non-conventional technologies, such as screen-readers for blind and visually impaired users, and by following accessibility standards we aim to create an inclusive site that can be used by the widest range of people possible.

Key features of the redesigned site will include a more personalised secure area, a case studies section, and links to news items from the homepage.

We are introducing new dynamic menus, which will show links and downloads specific to each page, as well as more graphical elements to help centres access information in a more visual and intuitive way.

Work will continue on the site behind the scenes during the Autumn term, before the grand unveiling next year!



# Noticeboard

## ASDAN Centre Certificates

To receive your Centre Certificate for 2009/10 all you need to do is:

**1. Visit [www.asdan.org.uk](http://www.asdan.org.uk) to ensure your details are up to date:**

- Please go to [www.asdan.org.uk](http://www.asdan.org.uk) and log in to the registered centres **secure area**
- If you haven't already registered, it is very easy to do so – just click on **register as a new user**
- If you don't know your password, click on **forgotten your password?**
- In the secure area, click on the **My Centre Details** box to check your address and contact details are correct. Update them if necessary by clicking on **change details**

- You will also be able to check which programmes and qualifications your centre is currently registered for. If there are any changes, please inform us via the **Changes to Networks** form, which should be returned to ASDAN Central Office
- Finally, please then tick the box to confirm you have checked and updated your centre details.

**2. Ensure the invoice for your Annual Centre Fee is paid promptly**



## Annual Centre Fee for 2009/10

To run any or all of ASDAN's programmes or qualifications there is an annual centre registration fee of £250 + VAT (£287.50), payable in September 2009, to cover the period from 1st September 2009 to 31st August 2010 (tutor-moderated programmes have a £75 + VAT fee).

Please note we will be forwarding an invoice to your finance department in early September, and would be grateful if you could please ensure this is paid promptly, thank you.

This annual fee covers your membership with ASDAN and provides your centre with access to:

- ✓ High-quality, personalised support and advice from your Area/Regional Advisor and Central Office
- ✓ The full range of ASDAN courses, including new Awards and qualifications developed in the last year
- ✓ A UK-wide series of network/moderation meetings and external quality assurance
- ✓ The full range of ASDAN publications and materials, available to order
- ✓ Regular mailings and updates
- ✓ protected areas on the website for sharing good practice and downloading information

If you have any queries please contact us: [info@asdan.org.uk](mailto:info@asdan.org.uk) or telephone 0117 941 1126.

## Improved Admin Process for Qualifications Centres

With more and more centres registering for multiple qualifications, and the increasing demand for web-based systems, we are improving the current candidate registration process, which will reduce paperwork and bring the administrative systems for all ASDAN qualifications closer together.

### What happens at the moment:

For qualifications other than CoPE and PSD, centres register their candidates by name (using the CANb form) six weeks prior to moderation or test entry, and follow this by sending their Moderation Record (POR) or Test Entry form (TESa) to Central Office four weeks prior to the date of moderation or assessment.

### What will happen from now on:

We now propose to bring all qualifications in line with the CoPE/PSD procedure, so centres will not need to register candidates by name until they submit them for external moderation or assessment – four weeks prior to the moderation/test date.

### What will centres need to do differently?

The expectation is that all centres will complete combined candidate registration/moderation submissions online (paper versions of the new forms will only be available by special request).

### Old procedures still valid

Centres will use the new CANb form exactly as they use the current CANb, POR and/or TESa forms, submitting their completed form via the website to Central Office, within a four week deadline.

We hope that centre staff will find this speedier system easier to administer. We will continue to accept the old procedures and paper versions of forms until September 2010 to allow existing centres to get used to the new system.



# Briefing Seminars Autumn 2009

Full details and booking forms can be downloaded from our website: <http://www.asdan.org.uk/workshops.php>  
**All dates correct at time of going to press, but please check website for final confirmation.**

## ASDAN and the FLT

### ASDAN Provision within the Foundation Learning Tier 1.30 – 4.00

This series of half day briefing seminars is to showcase ASDAN's approved QCF (Qualifications and Credit Framework) qualifications in the Foundation Learning Tier.

12 October	Warren Bruce Court, Manchester
13 October	Woodbrooke Centre, Birmingham
14 October	GCCC, Bristol
16 October	CAN Mezzanine, London

## Accrediting PSHE and Citizenship

### Using ASDAN Awards and Qualifications to accredit PSHE and Citizenship (10.00 – 12.30)

This series of half-day briefing seminars is for school leaders interested in exploring how ASDAN's range of Awards and qualifications can accredit PSHE and Citizenship, adding value and enhancing levels of attainment and achievement.

12 October	Warren Bruce Court, Manchester
13 October	Woodbrooke Centre, Birmingham
14 October	GCCC, Bristol
16 October	CAN Mezzanine, London

## HELP NEEDED!

**Can you think of any really inspiring stories of past CoPE projects and the pupils who took part in them? If so, we need your help.**

ASDAN is working with a communications agency called Kindred to launch a PR campaign. Through real life examples of pupil achievements, we hope to raise awareness of CoPE and show the positive impact on the pupils who take part in it, specifically the more academically able students.

This campaign will raise awareness of ASDAN and our courses and provide an opportunity for us to highlight the benefits of non-formal learning and personal and social development amongst pupils, teachers and the general public.

We would also like to track down any high profile individuals who have been involved with ASDAN in the past to act as ambassadors for the charity. Do you know of any famous person who has taken part in an ASDAN programme? It could be a TV personality, someone who has gone on to start a successful business, a sports person or any celebrity who can inspire by talking publicly about their positive experiences of ASDAN.

If you have any ideas for case studies or ambassadors, or if you have any questions about the campaign, please contact Anna Levy at Kindred on [anna.levy@kindredagency.com](mailto:anna.levy@kindredagency.com) or 020 7612 8838.

## Using ASDAN to Raise Achievement from P6-S4 and Post-16

This briefing seminar is for senior staff interested in exploring how ASDAN's range of courses can 'add value' and enhance levels of attainment.

**16 September Royal Hotel, Stirling**

## AAIMs Training

### ASDAN Approved Independent Moderators

**\*\*\*Only available to experienced CoPE practitioners\*\*\***

Further details and booking forms can be downloaded from the CoPE section in the secure area of [www.asdan.org.uk](http://www.asdan.org.uk)

### Stage One

6 October	CAN Mezzanine, London
12 October	SATRA Innovations, Kettering
4 November	GCCC, Bristol
20 November	St Mary's Stadium, Southampton
27 November	Warren Bruce Court, Manchester

### Stage Two

9 October	SATRA Innovation, Kettering
13 October	CAN Mezzanine, London
21 October	Warren Bruce Court, Manchester

# Introductory Workshops Autumn 2009 Practical staff development

Full details and booking forms can be downloaded from our website: <http://www.asdan.org.uk/workshops.php>  
Online booking also available. **All dates correct at time of going to press, but please check website for final confirmation.**

## ENGLAND

### AoPE (Award of Personal Effectiveness)

- 6 Nov EMCC, Nottingham
- 10 Nov ASDAN Central Office, Bristol
- 11 Nov Regent's College, London
- 24 Nov Riverside Stadium, Middlesbrough

### Certificate in Career Planning

- 13 Nov CAN Mezzanine, London

### CoPE Levels 1 and 2

- 29 Sep SATRA Innovation, Kettering
- 30 Sep ASDAN Central Office, Bristol
- 30 Sep Mega Centre, Sheffield
- 19 Oct CAN Mezzanine, London
- 19 Oct Manchester University
- 4 Nov EMCC, Nottingham
- 5 Nov GCCC, Bristol
- 9 Nov Regent's College, London
- 17 Nov Wolverhampton Racecourse
- 18 Nov St Mary's Stadium, Southampton
- 26 Nov Riverside Stadium, Middlesbrough
- 7 Dec CAN Mezzanine, London
- 9 Dec JJB Stadium, Wigan

### CoPE Level 3

- 11 Nov Regent's College, London
- 17 Nov Wolverhampton Racecourse
- 17 Nov ASDAN Central Office, Bristol
- 8 Dec JJB Stadium, Wigan

### Community Volunteering Qualifications (CVQ)

- 6 Nov EMCC, Nottingham
- 11 Nov ASDAN Central Office, Bristol
- 12 Nov CAN Mezzanine, London
- 26 Nov Regent's College, London

### Event Volunteering

- 21 Oct Priory Rooms, Birmingham

### Employability Qualifications

- 11 Sep CAN Mezzanine, London
- 5 Nov GCCC, Bristol
- 9 Nov Regent's College, London
- 19 Nov Wolverhampton Racecourse
- 24 Nov Riverside Stadium, Middlesbrough

### Key Steps

- 19 Oct Manchester University
- 13 Nov CAN Mezzanine, London
- 19 Nov Wolverhampton Racecourse
- 10 Dec JJB Stadium, Wigan

### Network A (Bronze/Silver/Gold/Uni/FE Awards)

- 5 Nov EMCC, Nottingham
- 10 Nov Regent's College, London
- 25 Nov Riverside Stadium, Middlesbrough
- 8 Dec JJB Stadium, Wigan

## Stepping Stones

- 13 Nov CAN Mezzanine, London

### Short Course Awards

- 19 Oct Manchester University
- 5 Nov EMCC, Nottingham
- 9 Nov Regent's College, London
- 12 Nov ASDAN Central Office, Bristol
- 19 Nov Wolverhampton Racecourse
- 25 Nov Riverside Stadium, Middlesbrough
- 10 Dec JJB Stadium, Wigan

### Personal Progress

- 1 Oct Regent's College, Bristol
- 1 Oct Warren Bruce Court, Manchester
- 5 Nov GCCC, Bristol
- 9 Nov Regent's College, London
- 17 Nov Wolverhampton Racecourse
- 26 Nov Riverside Stadium, Middlesbrough
- 10 Nov JJB Stadium, Wigan

### Preparatory Awards

- 4 Nov EMCC, Nottingham
- 10 Nov Regent's College, London
- 9 Dec JJB Stadium, Wigan

### PSD (Personal and Social Development) Levels 1 and 2

- 24 Sep Regent's College, London
- 20 Oct Manchester University
- 5 Nov EMCC, Nottingham
- 6 Nov GCCC, Bristol
- 11 Nov Regent's College, London
- 18 Nov Wolverhampton Racecourse
- 19 Nov St Mary's Stadium, Southampton
- 25 Nov Riverside Stadium, Middlesbrough

### PSD (Personal and Social Development) Entry 2 and Entry 3

- 2 Oct Regent's College, London
- 20 Oct Manchester University
- 6 Nov GCCC, Bristol
- 9 Nov Regent's College, London
- 18 Nov Wolverhampton Racecourse
- 25 Nov Riverside Stadium, Middlesbrough

### Wider Key Skills

- 20 Oct Manchester University
- 4 Nov EMCC, Nottingham
- 6 Nov GCCC, Bristol
- 10 Nov Regent's College, London
- 24 Nov Riverside Stadium, Middlesbrough

## WALES

### CoPE Levels 1 and 2

- 17 Nov Ramada Jarvis, Swansea

### Preparatory Awards

- 17 Nov Ramada Jarvis, Swansea

### PSD (Levels 1&2)

- 18 Nov Ramada Jarvis, Swansea

## NORTHERN IRELAND

### CoPE Levels 1-3

- 5 Nov ecos Centre, Ballymena

### Short Courses

- 5 Nov ecos Centre, Ballymena

### Preparatory Awards

- 6 Nov ecos Centre, Ballymena

### PSD (Personal and Social Development) Entry 1, 2 & 3 and Level 1

- 5 Nov ecos Centre, Ballymena

### Personal Progress

- 5 Nov ecos Centre, Ballymena

### Wider Key Skills

- 5 Nov ecos Centre, Ballymena

## SCOTLAND

### CoPE Levels 1-3

- 19 Nov Abercorn Centre, Paisley

### AoPE

- 24 Nov Abercorn Centre, Paisley

### Network A (Bronze/Silver/Gold/Uni/FE Awards)

- 27 Oct Mansion House Hotel, Elgin
- 18 Nov Abercorn Centre, Paisley

Twilight sessions:

- 21 Sep Abercorn Centre, Paisley
- 29 Oct Abercorn Centre, Paisley  
*(delegates must attend both sessions)*

### Short Courses

- 29 Oct Abercorn Centre, Paisley

### Preparatory Awards

- 18 Nov Abercorn Centre, Paisley

Twilight sessions:

- 15 Sep Abercorn Centre, Paisley
- 1 Oct Abercorn Centre, Paisley  
*(delegates must attend both sessions)*

### Employability Award

- 20 Nov Abercorn Centre, Paisley

### PSD (Personal and Social Development) All Levels

- 26 Oct Mansion House Hotel, Elgin
- 27 Nov Abercorn Centre, Paisley