

ASDAN at Newent Community School

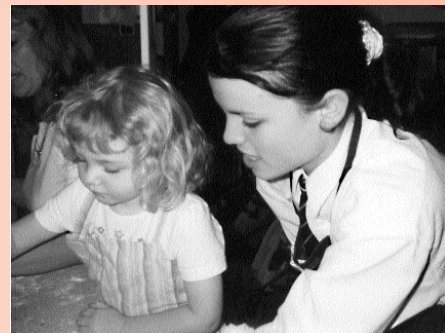


"At Newent Community School, the ASDAN Award Scheme has been successfully integrated into an alternative curriculum programme. Students have undertaken the ASDAN challenges through a number of practical activities, including a fund-raising campaign, and gained credit for their 'Community' module."

Another activity involved students working with our local playgroup children. Students find this work most rewarding and it is an excellent way of developing their one-to-one communication skills."

The ASDAN Bronze Award has enabled students to develop self confidence and provided a valuable stepping stone for them to approach the world of work, with a portfolio of evidence they can present with pride."

Pippa Palmer, Newent Community School, Gloucester.



TES/UNICEF Afghanistan Appeal



"ASDAN students from Lakeside School, Welwyn Garden City, have managed to raise £450.66 for the TES/UNICEF Afghan appeal. Over the last few months students were involved in mini-

enterprise growing plants from seed, and the whole school took part in a Careers / PSHE / Citizenship week. This work will provide evidence for the students undertaking their ASDAN Bronze Award."

Liz Paisley, Head of Secondary Department, Lakeside School.

To find out more about the TES/UNICEF Afghan Appeal and how to get involved, visit the TES website: www.tes.co.uk/afghanistan

As illustrated at Lakeside School, the efforts of ASDAN learners involved in fund raising can be developed and accredited through many ASDAN programmes and qualifications:

- Bronze/Silver Award, Gold Award, Universities Award
- Key Decisions Citizenship; Key Decisions PSHE (see page 3)
- Key Steps (see page 2)
- Certificate in Life Skills (Entry Level)
- Certificate in Community Volunteering (Level 2)
- Transition Challenge (Pre-Entry Level)
- Towards Independence (Pre-Entry Level)

For more information visit the ASDAN website: www.asdan.co.uk

FE Level 1 at West Cheshire College

"The FE Level 1 Award has proved very successful for students as a progression route into NVQ / Level 1 programmes. The students attend an ASDAN workshop for 8 hours a week, as well as a Vocational Option for 4-8 hours a week, and are encouraged to work as independently as possible."

Students within the foundation sector who complete the FE Level 1 Award have been on continental visits to Amsterdam, Barcelona and Dublin, in order to achieve their 'International Relations' module and 'Residential' module."

Dave Howell, ASDAN Co-ordinator, West Cheshire College.



Citizenship: In Action



From September 2002 Citizenship is a compulsory subject within the National Curriculum. Many schools are considering how to meet the requirements of the Citizenship programmes of

study, alongside other timetable demands including that of covering the national framework for PSHE.

There are a number of useful websites and guidance around with advice and signposts for teachers, particularly the Autumn edition of the Citizenship Foundation Newsletter (www.citfou.org.uk), which also endorses ASDAN (page 12) as a suitable assessment framework.

The recent OfSTED Report on Citizenship ("*Citizenship: Preparation for the introduction of citizenship in secondary schools*") – www.ofsted.gov.uk states that most schools will need to give more thought to the "participation and responsible action" strand of citizenship and not assume they will necessarily be covering it. ASDAN has received support and funding from the DfES to develop the new **Active Citizenship** short course Award Programme, which concentrates upon developing in students the appropriate citizenship skills for these strands of the Programme of Study (see "ASDAN Short Courses" on page 6).

ASDAN is also working with DfES on a research project to map the participation and responsible action strand to curriculum or accreditation pre-16. The Pilot will report in Summer 2003.

ASDAN curriculum resources are already being used in many schools around the UK:

Key Steps (Key Stage 3)

Designed to deliver both the National Framework for PSHE and the National Curriculum Programme of Study for Citizenship at Key Stage 3, and to provide a comprehensive programme of study to support PSHME and Citizenship for students of all abilities at Key Stage 3 and a framework for assessment which facilitates the development, demonstration and accreditation of personal and social skills within these contexts.

The Key Steps programme comprises 55 modules within the following 8 Study Areas:

1. Personal: *About Me; My Future; Leisure; Family Matters*
2. Health: *Keeping Fit; Safety; Risks*
3. Social: *Citizenship; Cultural; Service Learning; Social Justice*
4. Environment: *Global Issues; Local Initiative; Conservation*
5. Economic: *Understanding business; Enterprise; Economic Awareness; Consumer Matters*
6. Moral: *Values; Equal Opportunities; Ethical Issues*
7. Skills: *Communication; Creative Arts*
8. Citizenship: *Forming Opinions; Living in a Democracy; The Media in our Society; The Law; Government*

There is also a "Special Edition" of Key Steps for children who have moderate learning difficulties.

ASDAN Key Steps Programme in Year 8: St Aidan's C of E High School

"We have been using the Key Steps programme for some time, and in September 2001 the Head of Year 8 introduced a whole-year activity to be carried out and completed by December.

For the last few years Harrogate has played host to groups of children from Belarus (East of Poland) whose health had been affected from the continuing effects of the fallout resulting from the disaster at the Chernobyl nuclear reactor. The Year 8 pupils receive a talk by one of the organisers, and are each given / loaned 50p (in keeping with the message of the Parable of the Talents) to invest in fund raising activities. Tutorial time was then devoted to planning fund raising events, which included making coffee mornings, gardening, carol singing, talent contests and the staging of "The Weakest Link" for teachers who had to answer a most formidable "Anne Robinson"!

The result was an amazing £1,600 raised in just 12 weeks. Most pupils worked in

groups or pairs, all solved the problems set, and most improved their own learning, thus generating evidence for all the Wider Key Skills. The cheque was presented just after Christmas and the loaned 50p's returned to the bank account.

The enterprise was deemed to have been very exciting and rewarding – and certainly kept a lively Year Group gainfully occupied."

Sue Downes, St Aidan's C of E School, Harrogate.



Key Decisions: Citizenship and PSHE (Key Stage 4)

The aim of these programmes is to raise standards in Citizenship by providing a template to deliver the National Curriculum Programme of Study for Citizenship at Key Stage 4. They can also count credits towards the main ASDAN Award Schemes.

Both programmes are structured as follows:

- To fit 48 weeks in years 10 and 11, allowing for flexibility and inevitable timetable interruptions
- To offer 12 modules relating to various areas aligned to the National Curriculum Programme of Study
- Each module (see below) consists of 2 challenges (requiring 2 lessons each)
- To offer flexibility to introduce substitute modules
- Interim certificates available for Year 10 to sustain motivation and final completion certificates following internal moderation



Key Decisions Citizenship Module Titles:

1. Making our Opinions Matter
2. Learning to Debate
3. Managing our Laws
4. Upholding our Laws
5. Rights and Responsibilities
6. Creating a Fair Society
7. Making a Difference
8. Understanding the Media
9. Understanding Economics
10. Trading Internationally
11. Managing Money
12. Being an Active Citizen

Key Decisions PSHE Module Titles:

1. Understanding Ourselves
2. Keeping Healthy and Safe
3. Learning about Health
4. Relating to Others
5. Participating with Others
6. Making Presentations
7. Preparing for Adult Life
8. Experiencing the World of Work
9. Planning for the Future
10. Researching Post-16 Choices
11. Thinking for Ourselves
12. Understanding Moral Issues

New Curriculum Resource Packs for Teachers of Citizenship and PSHE:

Each of these resource packs contains a set of photocopiable masters of modules comprising various activities and challenges with tutor guidelines. They can be used as a stand-alone curriculum resource, or to support and develop Key Steps, Key Decisions programmes and/or the Award Scheme, leading to national accreditation.

■ Government and Human Rights

Developed with support from CSV and the DfES.

■ Global Education

Produced in collaboration with Actionaid, the international development organisation, these resources provide vivid case studies for use in the classroom.

■ Drug Education

Produced in collaboration with the National Drugs Education Forum of the National Children's Bureau.

■ Sex and Relationships

Produced in collaboration with the National Sex Education Forum of the National Children's Bureau.

■ Conflict Resolution

Developed in collaboration with the London based LEAP Confronting Conflict Project. Using a variety of learning strategies, the materials encourage pupils to understand and manage conflict situations.

To find out more and access order forms, please visit our website: www.asdan.co.uk or contact ASDAN Central Office (0117 941 1126).

Citizenship at Aynsley School, Blythe Bridge

"Year 11 pupils decided that as part of their Bronze and Silver Awards they would complete The Community module, which they felt provided them with an opportunity to practise Citizenship."

The students ran a healthy tuck shop for school and made posters in IT to advertise the shop, decided what they wanted to sell and then made price lists and order forms. All of the students soon became engrossed in their tasks and were able to work quickly and effectively under pressure. Their confidence and maturity have grown and they have all developed key skills in working with others, communication, and improving own learning. The students who have been involved felt that they had done something to help their school community and that all the hard work had been very worthwhile. The project has been so successful that next Year 11 are very keen to continue with the initiative."

Denise Stephens and Jean Beard, Aynsley School, Blythe Bridge, Staffordshire.



Girvan Academy, Ayrshire, Scotland



"We started the Bronze Award in June 2001 with a small group of S3/4 pupils. The scheme has been voted as a huge success by pupils and staff alike and we are amazed at the variety of activities we have taken part in during the year. Challenges have been planned, undertaken and met with great enthusiasm. Highlights have included an environmental study of the local beach area and wildlife, sports centre visits and a community event for the local older folks."

The ASDAN programme, with its flexible approach, has allowed us to focus on improving Core Skills and building self-esteem. Congratulations to all ASDAN students at Girvan Academy and good luck with future challenges."

Pamela Anderson and Joyce Davis, Support for Learning, Girvan Academy.

Hadleigh High School students benefit from the Award Scheme

"In the first year of running the Bronze Award, 14 students successfully gained the Award and this year 9 students have gained their Silver Award as well as one student who is hoping to achieve her Gold Award."

Our Year 10 students have benefited in a number of areas from the award scheme and it has been a pleasure to see the pupils use and develop the Key Skills, developing not only their competence but also their confidence whilst planning and undertaking the challenges. The skills the pupils have developed have helped them across the curriculum and in all aspects of their school life and they have planned and participated in a range of activities from rock climbing, swimming, ten pin bowling, visiting a local business and the emergency services. The Year 10 pupils are pictured at Chelmsford Fire Station, where they visited to collect information on fire safety for their project in the module 'Community Awareness.'"

Lesley Garnett is the ASDAN Co-ordinator at Hadleigh High School, Suffolk,



The Certificate in Career Planning

The Certificate in Career Planning consists of three units

- Self Development
- Career Exploration
- Career Management

The Certificate in Career Planning has attracted a lot of interest from Connexions Services, looking for an appropriate framework for developing skills for career planning for candidates pre and post 16.

The qualification is currently available at levels 1 and 2 – level 3 has been submitted to QCA for approval for launch in the New Year.

A bumper resource pack of photocopiable tutor resources will be available in late September.

For more information on Career Planning and other work-related curriculum packages please contact Paul Novak at ASDAN: 0117 954 3975 or e mail: paulnovak@asdan.co.uk

Hayward School students supporting Community projects

"The Hayward School is a special school for 120 pupils with learning difficulties and autism. Over the past four years pupils have taken part in the Bronze and Silver Award."

As part of the ASDAN community work, our Year 11 pupils have taken part in two community projects – 'Harvest for the Hungry' and 'Operation Christmas Child', which has involved working with two charities - Euroaid and the Samaritans Purse. The pupils managed to successfully help refugees in the Balkans, by enlisting parents to help supply food to fill a Euroaid box, and to fill countless shoe boxes full of Christmas gifts for the children".

Gwen Hudson, ASDAN Co-ordinator at Hayward School, Suffolk.



Updates on ASDAN Qualifications

All ASDAN qualifications are approved by QCA, ACCAC and CEA and are available for LSC Funding. You can find out more about ASDAN Qualifications on our website: www.asdan.co.uk

For information on registering for qualifications please contact Julia King at ASDAN: 0117 954 3950 or e-mail: juliaking@asdان.co.uk

Life Skills

Since ASDAN launched the Certificate in Life Skills (an approved Entry Level Qualification) in September 2001 over 180 centres have registered nationally. Feedback has reported a very positive and productive first year of operation. ASDAN would like to congratulate the first wave of successful Life Skills candidates from the following centres:

*Basset Law PRU, Nottinghamshire
The Beckett School, Lincolnshire
Belgrave High School, Staffordshire
Bishop Auckland College, Durham
Blackheath Bluecoat School, London
Cedars School, Gateshead
Chailey Heritage School, East Sussex
Charlton School, London
Eccles College, Manchester
Gorseinon College, Swansea
Great Baddow High School, Essex
Green Meadows High School, Leeds*

*Highdown School, Worthing
Limpsfield Grange School, Surrey
Moor House School, Surrey
Nelson & Colne College, Lancashire
Paddock School, London
Samuel Pepys School, Cambridgeshire
Stourbridge College, West Midlands
St Aidans C of E School, Harrogate
Sussex Downs College, East Sussex
Thomas Wolsey School, Suffolk
Wakefield Inclusion Service
Walker Technology College, Newcastle*

A new development for September is the addition of the ICT (Information and Communication Technology) Unit, approved by QCA. The six units that make up the Qualification are:

- | | | |
|---------------------------------|--------------------|--------------|
| 1. Personal Care | 2. Home Management | 3. Community |
| 4. Preparation for Working Life | 5. Citizenship | 6. ICT |

To gain the Life Skills Qualification students need to complete 4 out of 6 units.

Certificate in Community Volunteering (Level 2)

This new qualification for volunteers will be of interest to:

- Voluntary sector organisations
- Colleges and schools
- Adult / Community Education
- Training providers
- Partnerships involving combinations of the above

The CCV was successfully launched in London on 28 February to a full conference. Speakers supporting the new qualification included Janet Fleming, Head of the Voluntary Sector National Training Organisation, Cheryl Turner, Development Officer (NIACE) and Annette Zera (Principal of Tower Hamlets College). The certificate is being launched in Scotland at a conference on 3rd October 2002 at Volunteer Development, Stirling.

The qualification recognises the general skills and good practice that volunteers need to show to work effectively in the community.

Volunteers will need to complete 4 of the 5 units to gain the full award. It will be possible to gain certification for the achievement of individual units. The Wider Key Skills units (*Working with Others, Improving own Learning and Performance, Problem Solving*) are available as optional additional units.

The CCV is also currently being piloted by a DfES sponsored research project to provide a framework for Citizenship at Key Stage 4.

For more information contact Steve Harper at ASDAN: 0117 954 3965 or email: stevenharper@asdان.co.uk



Life Skills at West Cheshire College

"The Life Skills Qualification at the present time is 'on pilot', and is proving very successful for students.

This is a very practical course that is appropriate for their individual ability, is aimed at their everyday life and meets the individual's needs. It can be delivered through Entry Levels 1, 2 and 3. Students also attend a Vocational Option for 4 or 8 hours per week."

Dave Howell,
Life Skills
Co-ordinator at
West Cheshire
College.

Photo: 'Home
Management'
Unit candidates



Main Key Skills (Communication, Application of Number, Information Technology)

Looking back over the last couple of years since the implementation of Curriculum 2000 we have experienced a dynamic situation with many actions and reactions. The large-scale influx of candidates into the Key Skills Qualification in the first year resulted in pressures for some centres and candidates, which influenced decisions to withdraw the overarching certification and modify funding arrangements. The reaction of a small number of centres was to take flight from the main key skills.

However, many have chosen a more targeted approach. As a result, centres are really getting to grips with the specifications. There is an indication that centres are focussing energy on the development of key skills, and as a result the portfolio evidence is meeting the standards, making moderation much easier and a far more satisfying and enjoyable experience all round. ASDAN received over 12,500 candidate entries for key skills last year.

Some of those centres that have shied away from the main key skills have targeted wider key skills as their destination. The development of Working with Others and Improving Own Learning and Performance especially, is on the increase, not only as alternatives but also as valued options alongside the main key skills. Anecdotal accounts from students suggest that HE is increasingly welcoming to candidates with key skills – it is encouraging that this message extends to the wider key skills, even without (yet) the UCAS points allocation.

To assist in further consolidation, next year ASDAN will continue to provide a high level of quality support. Two centre visits will be available for support and moderation, and two standardisation meetings will be held in each region during next year. These meetings will focus on specific guidance on each key skills area, with particular reference to external assessments, and to supporting new centres with portfolio building.

New: ASDAN Short Courses

The following short courses each require approximately 60 hours of study and are available either as a stand-alone curriculum resource or to offer credits (and a specific focus area) towards Award Scheme programmes:

- Active Citizenship
- Community Challenge
- Expressive Arts
- Foundation for Work
- Sport & Leisure
- Work Experience

For more information visit the ASDAN website:
www.asdan.co.uk

Wider Key Skills (Working with Others, Improving own Learning and Performance, Problem Solving)

In the last 18 months ASDAN has undertaken research for QCA to evaluate the introduction of the wider key skills, illustrating how support materials can contribute to the quality of portfolio evidence, and exploring the development of an appropriate means of summative assessment through the use of standardised pro forma.

ASDAN is also taking part in a project with the KSSP (Key Skills Support Programme) and is working with 20 ASDAN centres to further facilitate the development of wider key skills through the Award Scheme and related programmes, to identify and overcome barriers to achievement and to promote greater achievement of the wider key skills.

This research has already contributed to QCA's decision not to use external tests as an assessment instrument. Other outcomes will include the production of additional guidance to centres and the sharing of good practice through dissemination.

ASDAN is encouraging all Award Scheme centres to consider registering for wider key skills to promote the achievement of full (QCA kite marked) certification, as well as Awards such as Silver, Gold and the Universities Award and FE Awards, which show the development of key skills. Evidence will need to be carefully developed and mapped against specifications, and then moderated by one of our key skills moderators. If you would like further information about registering for key skills please get in touch with Julia King at ASDAN.



Students from Duchy College, Cornwall - "Problem Solving", photo sent by Mrs Charlie Rich, ASDAN Co-ordinator at Duchy College, Cornwall.

Wider Key Skill Workshops

In response to interest from the field, ASDAN is currently organising a series of national one-day workshops for centres wishing to take up the wider key skills.

Confirmed dates, venues and information will be available on the ASDAN website in mid-September.

Places are limited and likely to book up early – if you are interested in a place please contact Tara Perry at ASDAN: 0117 954 3954 or e-mail: taraperry@asdان.co.uk

Brian Hobbs, Director of Qualifications
Email: brianhobbs@asdان.co.uk

Skillforce

Skillforce (The Armed Services Youth Initiative Scheme) is the result of the Services wishing to take a more active role with the community and to co-operate with other Government departments. The scheme has deployed teams of trained instructors into the schools involved to provide key skills training, encourage greater self-confidence, teamwork and responsibility amongst selected pupils at Key Stage 4 who have been disapplied from part of the national curriculum and are in danger of disaffection. The ASDAN Award Scheme is used as a framework to develop and accredit achievements.

Following an extremely successful initial pilot in Newcastle and Norfolk, Geoff Hoon, The Secretary of State for Defence, announced the roll out of the Skill Force initiative in September 2001, offering 1200 children in 47 schools across the country the opportunity to develop valuable life skills and improve their employment prospects.

Defence Secretary Visits Pioneering Nottinghamshire School

Geoff Hoon, Secretary of State for Defence recently visited Matthew Holland School in Selston, Nottinghamshire to meet pupils, teachers and team members participating in the MoD sponsored Skillforce project. The Nottinghamshire Skillforce pilot scheme is one of only 11 in the country.

Mr Hoon chatted to Year 10 pupils who started the course with the Nottinghamshire Skillforce team last September. The pupils told him about the skills they have learned from the ex Armed Forces instructors. The Secretary for Defence said:

" It is very encouraging to see the skills demonstrated by these pupils today and to hear at first hand of the difference this MoD sponsored scheme is making here. I am pleased that young officers and senior NCOs who have recently left the Armed Forces are able to pass on their experience in problem solving, interpersonal communications and team building to the pupils in three schools in the area. The pupils told me that they find the lessons enjoyable and that they have learned a lot. "



ASDAN and Fulcrum

ASDAN is very pleased to be working in partnership with Fulcrum, who are using the Universities Award to accredit their programme of challenges, which includes involvement in an extended Environmental Project and a 14 day Overseas Cultural Visit.



The aim is to develop leadership qualities in students following a post 16 course of study and working at Level 3. Fulcrum prepares students for taking responsibility by providing an opportunity for life learning based on the concepts of: *Integrity; Self Respect; Self Leadership; Self Confidence; Self Preparation; Self Preservation; Self Responsibility and Responsibility for Team and Tasks.* Feedback from students (and their parents) has been very positive indeed.

For further information about Fulcrum and the tremendous opportunities it offers students please contact John Hunt, Chief Executive: www.fulcrum-challenge.org; E-mail: office@fulcrum; challenge.org; Tel: 01258 881 399, or George Richardson, ASDAN's ACO for South of England: 01258 880 466; email: george@asdan.com

Skillforce in Great Yarmouth

"At present we have 175 students involved in Skillforce and a number of key indicators regarding the success to date of the project:

- Attendance has risen overall
- Exclusion has reduced dramatically
- OfSTED reports have yielded the following favourable comments:

'The best example of where pupils were developing greater independence in their learning was in the ASDAN course which is part of the vocational programme. Year 11 pupils arranged computer based presentations working as a team researching, illustrating scripts, illustrating the subjects and producing the presentation with impressive results.'

Carol McAlpine, Project Director of Great Yarmouth EAZ and the Skillforce.

Model students from Ramsey Abbey School

"This group of successful ASDAN Bronze students went on a visit to the local college (Huntingdonshire Regional College). The photography department took the photograph and gave each student a print."

Sue Cornwell, Ramsey Abbey School, Huntingdon.



The DfES Green Paper and Pathfinder Initiatives

ASDAN was specifically referred to in the Government 14-19 Green Paper (Extending Opportunities, Raising Standards) as a means of ensuring that learners had met the requirements for achievement of the wider activities aspects of the proposed Overarching Award / Diploma.

Benefits associated with ASDAN are that other aspects may also be delivered at the same time as "wider activities", namely work-related learning, wider key skills, citizenship and PSHE entitlement. At Level 3 the ASDAN Universities Award has been offered UCAS points by an increasing number of Universities for undergraduate admissions purposes, and over 120 institutions of higher education formally acknowledge the value of ASDAN as a major national vehicle for the delivery of key skills.

ASDAN worked with QCA last year on the production of case studies for the Overarching Certificate concept and this work informed the Green Paper, demonstrating ways in which the ASDAN Award Schemes could simultaneously meet a number of requirements of the overarching certificate. ASDAN is currently offering assistance to colleagues involved in DfES Pathfinder projects.

ASDAN's response to the Green Paper can be found on the ASDAN website: www.asdan.co.uk (click on Press Releases).

For more information contact Dave Brockington:
0117 927 9483 Email: dave.brockington@cityofbristol.ac.uk

All Girls group rescue Bramble

"As part of the Community module for the Award Scheme, we adopted a blind fawn that had been abandoned by her mother."

The fawn, who was very poorly, had been taken to City Farm last November. The girls fell in love with "Bramble" and we agreed to collect £5.00 per week

toward the cost of her upkeep. Emma Bailey, Chole Lumb, Kelly Cousins and Natalie Leeming managed to raise £60.00 in five weeks by washing cars, ironing and baking. A cheque was presented to City Farm and The Telegraph and Argus took a photograph, which appeared in the newspaper last December.

I am really proud of the girls – they have worked very hard and even brought in odd coins to go in the jar instead of buying sweets for themselves. The girls took on this challenge and have stayed with it, developing all the key skills of problem solving, working with others and communication."

Anne Carter, All Girls PRU, Bradford.



Cornwall's College in the countryside

"We have been running ASDAN since 1997 and now have eight schools who come to us to help their students complete their ASDAN Bronze, Silver and Gold Awards. We offer a selection of activities to students, including Tractor Driving, Horse Riding, and various sports activities. We recently had an ASDAN Open Day, with 55 students from four new schools. We were able to offer a variety of activities including Pond Dipping, Tractor Driving, Conservation, Problem Solving, Animal and Horse Awareness"

Charlie Rich (Mrs), Duchy College, Cornwall.

