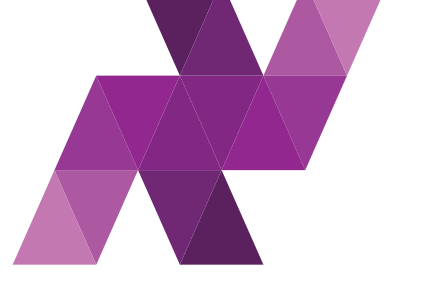




16-19 Study Programmes

Helping you to plan your curriculum from Entry to Level 3



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About ASDAN

ASDAN is a pioneering curriculum development organisation and awarding body that provides courses to thousands of UK and international schools, colleges, youth centres and training providers. Our programmes and qualifications offer flexible ways of accrediting skills for learning, skills for employment and skills for life.

ASDAN's courses are designed to develop learners' personal and employability skills through an engaging and challenging curriculum of activities, leading to a certificate of accreditation or achievement. They encompass preparation for life and work, enrichment, PSHE and Citizenship and curriculum subjects – such as English, Mathematics and Science. The ASDAN approach can help meet the needs of individual learners across the ability range, from those working below Entry level to those preparing for university.

Find out more at: www.asdan.org.uk

16-19 Study Programmes

The main features of 16-19 Study Programmes have been identified as breadth, depth and progression to Higher Education, further study or skilled employment without unduly limiting learners' options.

Other features include: a study programme that is not wholly occupational; one substantially sized qualification that offers progression; high-quality work experience and enrichment opportunities; and qualifications that lead to the attainment of GCSE English and mathematics. There will also be a requirement for appropriate and timely information and guidance that supports learning.

Study Programmes coincide with Raising the Participation Age (RPA), with young people remaining in full-time education until they are 17 in 2014 and 18 by 2015. The introduction of Traineeships – a programme lasting no longer than six months, designed around preparation for work, work placement and English and mathematics – will be modelled on 16-19 Study Programme delivery (see Traineeships, p.12-13).

Funding requirements

Funding now follows the learner; under the requirement of RPA a minimum of 540 glh is needed to qualify as a full-time programme.

Programmes will be designed based on guided learning hours and both qualification and non-qualification provision can be used. The information in this booklet will help providers select the right provision to ensure that funding, retention and achievement is not affected. At least 50% of a Study Programme will need to be made up of a substantial academic or vocational qualification.

Non-qualification activity and value-added enrichment

This activity should be based on the tutor's assessment of individual students' needs and abilities, but may include tutorials, coaching or other taught courses. The aim of non-qualification activity is to improve students' employability skills and enable them to participate in other valuable activities that do not necessarily lead to qualifications but enable them to progress. Personal and social development can be part of the non-qualification activity provided it is planned, timetabled, organised and supervised.

Students benefit from following a structured programme with quality assurance and recognition of achievement through certification. Work experience and supported internships will be recorded as non-qualification activity.

Voluntary extra-curricular activities and clubs that operate during breaks or outside the institution's normal day would not be included as part of the Study Programme.



“Post-16 students should be offered a wide range of options; but they also need coherent programmes, which stretch them and give them genuinely new skills.”

Professor Alison Wolf, June 2012

“Businesses’ top priority for schools and universities is the development of employability – the fundamental attributes of team-working, self-management and problem solving.”

*John Cridland,
CBI director-general*

Work experience (see p.10-11)

The Government is keen to expand work experience at post-16; its priority is to ensure students are offered “high quality and meaningful” work experience as part of their post-16 education. Work experience forms an integral part of 16-19 Study Programmes; it should be relevant to students’ post-16 education and prepare them for employment or higher education. Saturday jobs arranged independently by the student will not count as the work experience element of Study Programmes.

English and mathematics (see p.9)

If a GCSE A*-C grade is not attainable within the duration of the Study Programme (generally two years but could be three years), students can initially take other English or mathematics qualifications that would help them achieve their GCSE over a longer period. To support this aim, teaching English and mathematics qualifications became a condition of funding as of September 2014. All students with learning difficulties and/or disabilities who do not hold a GCSE at A*-C should work towards qualifications at some level in English and mathematics, where it is appropriate for them to do so, to be eligible for Study Programme funding.

“For the 14-19 age group, employers believe schools and colleges should be developing work awareness and relevant skills, with more opportunities to acquire work experience as the main priority.”

*Changing the pace –
CBI/Pearson education
and skills survey*

What is Ofsted looking for?

A new post-16 inspection framework was introduced in 2012. ASDAN programmes (see p.4-5) and qualifications (see p.6-7) can accredit and certificate learner activity, demonstrate progression and support the following Ofsted criteria:

Outcomes for learners

Inspectors will make a judgement on outcomes for learners by evaluating the extent to which:

- Learners develop personal, social and employability skills
- Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

Quality of teaching, learning and assessment

Teaching and learning develops English, mathematics and functional skills and supports the achievement of learning and careers aims.



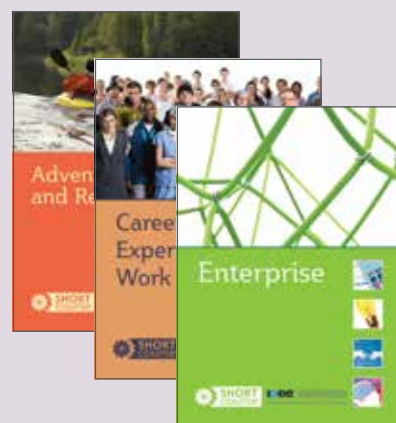
ASDAN Programmes

These products can support value-added, enrichment and non-qualification activity, through which learners develop personal, social and employability skills.

Programme	FE College	School/academy Sixth Form	Training provider	Sixth Form College	Specialist 16-19 provider	Secure estates/ YOI
Short Courses						
Adventure and Residential	✓		✓		✓	
Careers and Experiencing Work	✓	✓	✓	✓		
Disability and Sports Awareness	✓	✓		✓	✓	
English Language	✓	✓				✓
Enterprise	✓	✓	✓	✓	✓	
Environmental	✓	✓			✓	
FoodWise	✓		✓		✓	✓
Leadership		✓		✓		
Mathematics	✓	✓				✓
Peer Mentoring	✓	✓		✓		✓
Personal Finance	✓	✓	✓	✓		✓
Science						
Roadwise			✓			✓
Volunteering	✓	✓	✓	✓		
ASDAN Programmes						
Excelsis Award		✓		✓		
Personal Development Programmes	✓				✓	
Universities Award		✓		✓		
Skills development courses						
Employability Skills Develop- ment	✓	✓	✓	✓	✓	✓
Function Junction	✓	✓			✓	✓
SEN programmes						
Towards Independence	✓		✓		✓	✓
Workright	✓		✓		✓	✓

“Our learners have varied backgrounds, interests and abilities. The Enterprise Short Course has helped our learners to develop a range of transferable skills.”

James Cheriton,
Swindon College



Short Courses

ASDAN's Short Courses cover a wide range of non-qualification activity and are suitable for all post-16 learning environments. They recognise between 10 and 60 hours of personal development through experiential learning. There are 33 titles available, including:

- **Enterprise Short Course:** contains the essential elements of developing entrepreneurial skills and can accredit participation in an enterprise venture. Modules include: Your Entrepreneurial Skills, Enterprise Planning, Enterprise and Business.
- **FoodWise Short Course:** helps students to develop and accredit their practical cooking skills, as well as build their knowledge about a variety of food-related issues. Modules include: Food Preparation and Presentation, Cooking on a Budget, Practical Cooking Skills.
- **Leadership Short Course:** provides opportunities for learners to develop leadership skills and demonstrate how they perform in a leadership role. Modules include: Develop Leadership Skills, Be a Leader, Review your Leadership.
- **Personal Finance Short Course:** includes a range of activities aimed at helping students to become more confident, skilful and knowledgeable in all aspects of personal finance.
- **Science Short Course:** developed in association with the Centre for Science Education at Sheffield Hallam University, the Science Short Course is designed to support learners working towards Science GCSEs, while maintaining their curiosity about the subject. Modules include: Human Machine; Forces and Motion; Chemical Change and Performance in Sport.

Vocational Taster Short Courses

The **Vocational Tasters** offer learners a concrete introduction to a range of employment sectors, helping learners to make progress towards their personal learning and career aims. Each course is based around a specific employment sector and can be used to recognise between 10 and 60 hours of activity:

- **Land-based Sector Vocational Taster:** Contains modules in Agriculture; Animal Care; Horticulture; Environment and Land Management; Health and Safety; Careers.
- **Uniformed Services Vocational Taster:** Contains modules in Military – Army, Navy, Air Force; Policing and Public Order; Fire and Rescue Service; Prison Service and Security Work; Health and Safety; Careers.

Personal Development Programmes

These popular programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. Aimed at Entry 3 and Level 1, these programmes are suitable for use with learners aged 16+ within a timescale that suits your context. Certification is available at **Bronze** (60 hours), **Silver** (120 Hours) and **Gold** (180 hours).

Other ASDAN Programmes

The **Excelsis Award** is a simple way to accredit personal skills development for more able students following a Level 3 programme. Learners are required to demonstrate their development in five skill areas: Leadership and Teamworking; Self-Management; Problem Solving and Creative Thinking; Presentation; Research.

The **Universities Award** provides a framework for accrediting a range of skills at post-16 through an activity-based curriculum. The guided learning time for the programme is 120 hours, with six modules: Active Citizenship; Work Related Activities; Career Planning; Global Awareness; Enrichment Activities; Extended Project.



ASDAN Qualifications

ASDAN qualifications – from Entry level to Level 3 – are available as Diplomas, Certificates, Awards and individual units, and support the breadth requirement for 16-19 Study Programmes. Where applicable, they could be used as the main qualification of a learner's Study Programme.

Qualification	FE College	School/academy Sixth Form	Training provider	Sixth Form College	Specialist 16-19 provider	Secure estates/ YOI
Certificate of Personal Effectiveness: Levels 1-3	✓	✓		✓		
Award of Personal Effectiveness: Levels 1-3	✓	✓		✓		
Wider Key Skills: Levels 1-3 <ul style="list-style-type: none"> Improving own Learning and Performance Working with Others Problem Solving 	✓	✓	✓	✓		
Personal and Social Development: Entry 1-Level 2	✓		✓		✓	✓
Employability: Entry 2-Entry 3	✓		✓		✓	✓
Employability: Level 1-Level 3	✓	✓	✓			✓
Diploma in Life Skills: Entry 1-Entry 3	✓		✓		✓	
Personal Progress: Entry 1	✓				✓	

“We welcome applications from students who have completed CoPE and recognise that this qualification equips students with a broad range of skills for learning. Successful completion of CoPE will enhance an applicant's portfolio and where [CoPE] is presented alongside other Level 3 qualifications it will be looked upon favourably.”

Statement from Goldsmiths,
University of London

For a full list of endorsements see:
www.asdan.org.uk/CoPE_L3

“94% of first year [university] students felt their secondary education could have prepared them better for the academic rigour of university.”

UCEI Study, 2011

Level 3 qualifications

The **Certificate of Personal Effectiveness (CoPE)** offers imaginative ways of recognising and accrediting young people's activities. It promotes, and allows centres to record, a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. CoPE at Level 3 is worth 70 UCAS points, roughly equivalent to an A grade at AS Level.

Also available at Levels 1 and 2.

The **Award of Personal Effectiveness (AoPE)** is an alternative and shorter version of CoPE, sitting within the Qualifications and Credit Framework. AoPE Level 3 accommodates 16-19 Study Programmes for a wide range of post-16 learners and the opportunity to choose the units of study means that this is a highly personalised qualification. It is appropriate for learners on different or undecided pathways, supports enrichment and entitlement and can strengthen applications for Higher Education or employment (it is worth 30 UCAS points).

Also available at Levels 1 and 2.

The three **Wider Key Skills** (Improving own Learning and Performance, Working With Others, Problem Solving) are flexible qualifications that can be used to accredit value-added and personal skill development programmes. They can support applications for Higher Education and employment. Each Wider Key Skill is worth 20 UCAS points.

Also available at Levels 1 and 2.

Other qualifications at Levels 1 and 2

These qualifications can provide breadth to learners' Study Programmes and support progression.

- **PSD qualifications** embrace personal, social, health, citizenship and ICT, together with skills that prepare the learner for independence and working life. Learners select from a range of units, such as Managing own Money and Parenting Awareness.
- **Employability qualifications** help learners to develop their employability skills and are aimed at those who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale. Award, Certificate and unit-sized accreditation is available.
- The **Personal Effectiveness qualifications (CoPE and AoPE)** can make use of a vocational curriculum and be used to develop skills such as research, presentation, team working and problem solving.

Entry level qualifications

ASDAN offers a range of qualifications at Entry level, including Personal Progress, PSD, Employability and Diplomas in Life Skills (see p.8).



ASDAN and UCAS applications

ASDAN features prominently in the new online UCAS guidance for applicants to higher education from September 2014.

The ASDAN Level 3 qualifications appearing on the UCAS points tariff are outlined on this page.

“At Level 3 especially, achievement through ASDAN yields high quality evidence of exactly the sort of deep learning qualities that are needed for successful entry to, and completion of, Higher Education courses.”

Richard Pring,
Former Professor of Educational
Studies, University of Oxford

Opportunities for SEND learners

The new SEND Code of Practice comes into effect from the 1st September 2014 and these reforms have a statutory effect on colleges, sixth forms and 16-19 academies.

The reforms set out in the SEND Code of Practice generally emphasise preparing young people with SEND for adulthood and on achieving positive destinations, such as employment.

All post-16 providers should offer personalised study programmes and support to young people with SEND. The following programmes and qualifications can support personalised learning.

Preparing for Adulthood Programmes

Towards Independence comprises 60 modules, each containing a framework of activities through which learners with moderate (MLD), severe (SLD) and profound and multiple learning difficulties (PMLD) can develop personal, social, independence, communication and numeracy skills. It is suitable for delivery in colleges, schools and training providers with learners functioning between P levels 1-8.

Workright provides a framework for learners to develop a range of basic transferable employability skills (see p.8-9).

Entry level qualifications

Personal Progress is made up of units in the following areas: Literacy, Numeracy and ICT; Independent Living Skills; Personal Development; Community Participation; Preparation for Work. It has been developed for learners working between P levels 1-8 and Entry 1, so that they can have their achievements recognised within a qualification framework.

PSD qualifications are also available at Entry 1, 2 and 3, while **Employability qualifications** are available at Entry 2 and 3 (see p.7).

Diplomas in Life Skills are available at Entry 1, 2 and 3, and comprise personal and social development and work-related units to prepare learners for independence and working life.

Other ASDAN programmes

Lifeskills Challenge is a new eLearning resource that offers an online bank of challenges for learners working from pre-Entry to Level 1. Challenges are designed to structure learning and demonstrate achievement in a range of curriculum areas that are important for success in adult life. Centres can recognise and reward learners' small steps of achievements with ASDAN certification. To find out more, visit: www.lifeskillschallenge.org.uk

Focus comprises 12 off-the-shelf modules for learners aged 16+ with additional learning needs. Each module is based on developing skills in a particular area, such as communication and numeracy, independent living, work-related learning or sport and leisure. Modules can be undertaken separately and built into a profile of achievement. It is ideal for those working with a small number of learners as you do not need to be a registered ASDAN centre to access the resources. For further information, visit: www.asdanorg.uk/focus

“We really value ASDAN and the accreditation routes offered to our learners – you can see they achieve a lot by working through the units and gain a great deal more as they learn.”

Mark Salter, Team Leader –
Supported Learning,
Sandwell College, West Bromwich



Supporting English and Mathematics

The following programmes, resources and units are suitable for teaching, learning, development and accreditation.

ASDAN Short Courses in English Language and Mathematics are aimed specifically at supporting GCSEs in these subjects, providing interesting active learning to enhance subject development. These resources accredit between 10 and 60 hours of activity, providing learners with the opportunity to practise familiar mathematics and English skills in context. Mathematics modules include probability and statistics, money and algebra, while English Language includes developing communication skills, speaking and listening, and writing for a purpose.

The **Function Junction** resources contain activities that support the development of Functional English and Mathematics.

There are several **Towards Independence** modules that can be used to develop the communication and numeracy skills of learners across the SEND spectrum:

- Developing Communications Skills: Sensory
- Developing Communications Skills: Introduction
- Developing Communications Skills: Progression
- Developing Numeracy Skills: Introduction
- Developing Numeracy Skills: Progression

Unit certification

A number of QCF units are available for recognising achievement in selective areas and have formal accreditation via unit certification. These units can contribute to qualification achievement, but are also available as single units.

Level	English	Maths
Entry 1	<ul style="list-style-type: none"> • Developing communication skills 	<ul style="list-style-type: none"> • Early mathematics: developing number skills • Early mathematics: measure • Early mathematics: shape • Early mathematics: sequencing and sorting
Entry 2		<ul style="list-style-type: none"> • Working with numbers
Entry 3		<ul style="list-style-type: none"> • Working with numbers

“Good English and maths are vital for getting a job and playing a full part in society... These essential skills are the building blocks of a productive society and a thriving economy.”

Matthew Hancock MP, Skills Minister



Work experience

Developing employability skills, through Apprenticeships or other training programmes, is important if young people are to be successful in future employment.

Headteachers and business leaders have also stated that good quality work experience is essential to education. A recent CBI survey found that:

- Employers report that not enough young people leave school with work experience (55% unsatisfied), or having developed personal qualities like self-management (54%) and attitude to work (35%)
- Over a third of employers (35%) are unhappy with school and college leavers' attitudes to work
- Nearly a third of young people (31%) starting their working lives are not confident they have the appropriate skills, with work experience felt to be the leading weakness (71%)

What can ASDAN offer?

Work experience forms integral part of the 16-19 Study Programmes and ASDAN can provide a range of supporting resources and accreditation opportunities. ASDAN's work experience resources can also support RPA.

The **Careers and Experiencing Work Short Course** supports the delivery of careers information and guidance (IAG) and can help students to plan and undertake work experience or work placements. It facilitates the development of employability skills and broadens learners' experiences.

The **Volunteering Short Course** provides a convenient way to capture, record and recognise the work of volunteers. As a flexible, multi-level programme (accrediting up to 60 hours of activity) it provides a stand-alone certificate in volunteering and opportunity for progression. The volunteering context could be anything from stewarding at a festival or working at a homeless shelter to reading with children or awareness raising – which may include work experience.

Supported Internships and statutory Learning Difficulty Assessments (LDA) form an integral part of 16-19 Study Programmes for SEND learners. **Workright** provides a framework to develop a range of basic transferable employability skills. It can be used in a variety of settings, including FE colleges, schools, training providers and day-care services. It caters for a wide range of abilities; from those performing below Entry level through to those at Entry 3 who may be able to progress quickly to other programmes and employment.

The **Employability Skills Development** resource has been aligned to the CBI definition of employability skills. It takes an activity-based approach to raising learners' awareness about employer expectations and the working environment. Developed in response to an increasing national focus on work-related learning, it meets the needs of providers looking for a programme of activities to support learners in preparation for vocational training, achieving an employability qualification, or getting a job. The Employability Skills Development course supports teaching and learning; it aims to improve learners' knowledge and understanding of the workplace.

“Work experience can be a very effective means of challenging social stereotypes about the realism of occupational ambitions.

Work experience often plays an important, at times essential, role in determining admission to university courses.

Young people strongly believe that work experience helps to develop their employability skills.”

‘Work experience: Impact and delivery - Insights from the evidence’, April 2012

Dr Anthony Mann, Director of Research and Policy, Education and Employers Taskforce



Work experience units

ASDAN's **Award of Personal Effectiveness (AoPE)** and **Employability qualifications** contain work-related units that can be used to certificate and accredit work experience from Entry 2 to Level 3.

The following QCF units could be used to accredit work experience:

Level	Employability	Award of Personal Effectiveness (AoPE)
Entry 2	Learning through work experience	
Entry 3	Learning through work experience	
Level 1	Learning through work experience	
Level 2	Learning through work experience	
Level 3	Learning through work experience	Learning through work experience

Employability qualifications

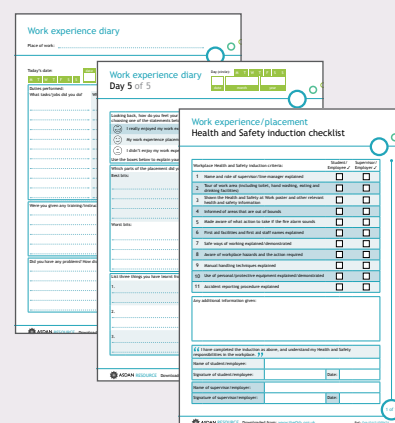
Students can achieve an Award or Certificate-sized qualification with a focus on work experience by choosing appropriate units from the Employability framework, such as:

- Learning through work experience
- Maintaining work standards
- Health and safety in the workplace
- Customer service
- Communicating with others at work
- Tackling problems at work
- Working with numbers

Other units are available, for a complete list visit:
www.asdan.org.uk/employability

Online resources

www.theOrb.org.uk is ASDAN's online resource bank, containing a wealth of great ideas, advice, resources and strategies, bringing together teaching professionals involved in skills-based education. There are generic work experience diaries available to download, as well as a host of other work-related resources, such as interview preparation worksheets and functional numeracy challenges.



“The [Workright] course helps clients focus on work-based horticulture and work skills. Setting goals and targets to aim for gives the clients a personal sense of achievement and pride when completed.”

Chris Bignell, The Grange Centre, Surrey

Supporting Traineeships and Apprenticeships

ASDAN offers a range of resources to meet the intended Traineeship outcomes and support quality delivery of teaching and learning for Apprenticeships.

Accredited non-qualification provision

The **Careers and Experiencing Work Short Course** is a certificated programme that can be used to accredit between 10 and 60 hours of activity. This Short Course:

- supports work preparation training, including CV writing and interview performance
- can be used in conjunction with work placement diaries and other resources found on the Orb: www.theorb.org.uk
- has been developed in partnership with CASCAiD and contains links to the online careers resources Kudos and Careerscape

Workright has been designed for SEND learners, aged 16-25, who are following a work-based or work experience study programme.

The **Employability Skills Development** course was developed in response to an increasing national focus on work-related learning. This course will meet the needs of providers looking for a programme of activities to support learners in preparation for Apprenticeship training, and to promote the development of employability skills. The resource contains activities split into 12 key areas, each designed to develop learners' skills. The activities:

- are flexible and can meet the needs of different learners
- support personalised learning
- can be used in a range of contexts and for different programmes of learning
- encourage a 'pick and mix' approach, allowing learning opportunities to be chosen for varying time frames
- can be adapted to suit any vocational area

Supporting English and mathematics

It is anticipated that many learners following a Traineeship programme will be studying GCSEs in English and Maths. The **English Language and Mathematics Short Courses** have been designed to support the GCSE curriculum and provide assessment opportunities (see p.9).

PLTS and Apprenticeships

The **PLTS Logbook** has been successfully used with Apprenticeship providers and can act as audit trail of hours delivered. All Apprenticeships frameworks specify that an apprentice has to achieve the standards set out in the Personal, Learning and Thinking Skills (PLTS) framework. For all three levels of the framework there must be an explanation of where achievement of the PLTS is located in the Apprenticeship programme – either within a qualification or elsewhere – and how achievement will be evidenced.

“There is strong support for programmes along the lines of the government’s planned Traineeship model to equip young people with the skills needed for employment. Almost all employers (99%) see these as important.”

Changing the pace – CBI/Pearson education and skills survey



Accredited qualifications from ASDAN

These qualifications can be used to support work preparation and placement outcomes:

Qualification	Levels	Units include
Employability	Entry 2 and 3, Levels 1, 2 and 3	<ul style="list-style-type: none"> • Learning through work experience • Applying for a job • Team working • Exploring job opportunities • Working with numbers
Personal and Social Development (PSD)	Entry 1, 2 and 3, Levels 1 and 2	<ul style="list-style-type: none"> • Preparation for work • Managing money • Developing self • Individual rights and responsibilities

Case study



St Helens Chamber is one of only three organisations featured in the DfE Traineeship discussion paper. ASDAN's Level 1 Employability qualifications form a key part of their 'Work Ready – Chamber Approved' programme. The programme aims to prepare young people for the world of work, in particular for Apprenticeships.

- Between Sept 2012 and Jan 2013, 88 young people embarked on the Work Ready programme.
- Of these, 29 have progressed into Apprenticeships, nine into other employment and four into Further Education.
- 15 are still on the programme, while a further 30 have been Chamber Approved and are attending Apprenticeship interviews.

To see the full story, visit: www.asdan.org.uk/case_studies



Projects and Partnerships



ASDAN is actively involved with various exciting and inspirational projects, collaborations and partnerships.

Current partnerships and collaborations in the post-16 and FE sector include:

Gain4Work

This online platform has been developed by Tribal and is designed to provide learners in FE colleges with a certificated outcome as part of their Study Programme, which equips them for the world of work or further study. The courses make use of Tribal's smart course engine to allow individuals to tailor their learning according to their specific needs. They can complete as little or as much as they need in order to complete their Study Programme. The courses can be used to accredit between 10 and 60 hours of learning activity and cover a range of areas, including:

- Careers and work experience
- Personal finance
- Environmental issues
- Food and nutrition
- Volunteering
- Sexual health
- Enterprise

Within each programme is a set of challenges, each of which focuses on different aspects of the subject. Learners only complete the challenges that are relevant to their interests or learning needs and they produce an e-portfolio of evidence for their tutor to mark. The system also enables students to complete a personal learning plan online and review their learning, including which skills they have used. Search for 'Gain4Work' at: www.tribalgroup.com/publishing

Customised Accreditation

ASDAN also offers a customised service to accredit programmes that have been written, or are already being offered, by another organisation. We offer a bespoke arrangement to provide credit-rated certificates to reward learners' achievement.

Many organisations choose ASDAN accreditation to add value to their programmes. These currently include groups involved in: youth projects; adventure, outdoor activity, gap year activities; finance education; sport; health education; work-related learning; emergency services; and first aid. For more information, contact: info@asdan.org.uk







