



# 16-19 Study Programmes

Helping you to plan a tailored approach for each student



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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](http://www.asdan.org.uk)

# 16–19 study programmes

The main features of 16-19 study programmes are to provide breadth, depth, and progression to higher education, further study or skilled employment without unduly limiting learners' options.

## Study programmes

All 16- to 19-year-old students are funded for an individual study programme. Most study programmes have a core aim, which should be a substantial academic or vocational qualification or work experience.

The study programme must be tailored to each student, have clear study or employment goals reflecting the student's prior attainment, and include:

- substantial qualifications
- added value non-qualification activity that supports the student's goals and is integrated into the study programme
- English and maths for students who have not achieved grade A\*-C GCSE in these subjects
- high-quality work experience or work preparation

## Planned hours funded by the EFA

The activities in each student's study programme in an academic year constitute the planned hours. These are categorised as either qualification (planned learning hours) or non-qualification (planned employability, enrichment and pastoral hours). Both categories are added up to form the total hours of a study programme, and the total hours are used to calculate the funding allocation, e.g. a full-time study programme for 16- and 17-year-olds is 540+ hours.

To count for funding purposes, the planned hours must be timetabled, organised or supervised by the institution, and take place in line with the institution's normal working pattern. For example, they can include:

- planned tutor-led activity on courses leading to qualifications
- planned hours of tutorials, work experience or work preparation
- planned hours on other activities relevant to the student's study programme that are organised and provided by the institution, such as sport or volunteering



“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.”

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

## Non-qualification hours – employability, enrichment and pastoral (see p.4)

The hours of fundable activity that are not qualification based are known as planned employability, enrichment and pastoral (EEP) hours.

This includes:

- enrichment, volunteering or community activities organised by or on behalf of the institution
- activities for informal certificates or other non-qualification activity
- activities for tutorial purposes
- work experience and other work-related activities
- activities that do not count towards an academic or vocational qualification

Examples of activity that could count towards EEP hours, provided they meet the criteria above, are:

- informal certificates, such as citizenship awards
- work experience or work-related activity, such as preparing CVs and practising interview skills and techniques
- tutorials and one-to-one sessions, such as to plan study or revision
- mentoring and coaching
- revision hours, structured revision, exam test papers
- completing job or university applications, where a tutor is supporting and helping the student
- employer visits arranged by the institution

## English and mathematics (see p.9)

All full-time students who are starting their study programme in 2015–16 and have a grade D or lower GCSE or equivalent in English or maths must be enrolled on a GCSE or IGCSE qualification in that subject, rather than an approved stepping stone qualification.

## Work experience (see p.10)

Work experience enables a young person to spend time on an employer's premises, observing the workplace, undertaking tasks alongside adults working there, and learning the skills and behaviours needed at work.

Work experience is designed to bridge the gap between education and the world of work. It can help young people to become aware of jobs they have not previously thought of, inform career choices, develop the relevant occupational skills, instil the attitudes and behaviours expected at work and give young people a chance to prove themselves to an employer.

“Much work has already been done on those who take the A-level and university route, and on those who are classified as not in employment, education or training (NEETs).

There are, however, those who fall between these two groups.”

*House of Lords Select Committee on Social Mobility, August 2015*

# ASDAN programmes

These products can support non-qualification hours, which are also known as planned employability, enrichment and pastoral (EEP) hours.

Programme	FE college	School/academy sixth form	Training provider	Sixth form college	Specialist 16-19 provider	Secure estates/ YO1
<b>Short Courses, including:</b>						
Careers and Experiencing Work	✓	✓	✓	✓		
Citizenship	✓	✓		✓	✓	✓
English	✓	✓				✓
Enterprise	✓	✓	✓	✓	✓	
FoodWise	✓		✓		✓	✓
Leadership		✓		✓		
Mathematics	✓	✓				✓
Peer Mentoring	✓	✓		✓		✓
Personal Finance	✓	✓	✓	✓		✓
Science		✓		✓		✓
Vocational Tasters (Computing, Hair and Beauty, Hospitality, Land-based Sector, Manufacturing, Uniformed Services)	✓	✓	✓		✓	✓
Volunteering	✓	✓	✓	✓		
<b>ASDAN Programmes</b>						
Excelsis Award		✓		✓		
Personal Development Programmes	✓				✓	
Universities Award		✓		✓		
<b>Skills development courses</b>						
Employability Skills Development	✓	✓	✓	✓	✓	✓
Function Junction	✓	✓			✓	✓
<b>SEN programmes</b>						
Towards Independence	✓		✓		✓	✓
Workright	✓		✓		✓	✓

“The History Short Course has proven to be extremely popular. It has enabled more students to succeed and enjoy history, as well as supporting many other subjects.”

Gareth Davey,  
Bank View Sixth Form



You can now access all ASDAN Short Course and Vocational Taster titles online.

Our e-learning platform allows tutors to manage their groups and monitor learner progress online. Learners can log in to tick off challenges and upload evidence to their e-portfolios.

To find out more, visit:  
[shortcoursesonline.org.uk](http://shortcoursesonline.org.uk)

## 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. Each Short Course contains a curriculum of challenges across a number of modules. There are more than 30 titles available, covering a variety of topics:

- **PSHE and Citizenship** – Beliefs and Values, Citizenship, International, Islam and Citizenship Education, Personal Finance, PSHE, Sex and Relationships Education
- **Vocational and Careers** – Careers and Experiencing Work, Enterprise, Fire and Rescue, Vocational Tasters (see below)
- **EBacc subjects** – English, Geography, History, Languages, Mathematics, Science
- **Non-formal learning** – Activities and Peer Tutoring, Adventure and Residential, Animal Care, Environmental, FoodWise, Expressive Arts, RoadWise
- **Volunteering and Leadership** – Leadership, Peer Mentoring, Volunteering, Volunteering as an Adult
- **Sport** – Cricket, Disability and Sports Awareness, Football, Rugby, Sports and Fitness

## Vocational Taster Short Courses (see p.10)

The **Vocational Tasters** offer a hands-on introduction to a specific employment sector, helping learners to make progress towards their personal learning and career aims. The following titles are available:

- **Computing**
- **Hair and Beauty**
- **Hospitality**
- **Land-based Sector**
- **Manufacturing**
- **Uniformed Services**

## Personal Development Programmes

These popular programmes give young people imaginative ways to develop, record and certificate a wide range of their 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 appropriate 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 who are 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 within six modules: Active Citizenship; Work Related Activities; Career Planning; Global Awareness; Enrichment Activities; Extended Project. The guided learning time for the programme is 120 hours.



# ASDAN qualifications

ASDAN qualifications can be used to add value to non-qualification or EEP hours. These qualifications are available from Entry level to Level 3 as Diplomas, Certificates, Awards and individual units, and support the breadth requirement for 16-19 study programmes.

Qualification	FE college	School/academy sixth form	Training provider	Sixth form college	Specialist 16-19 provider	Secure estates/ YO1
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"> <li>Improving own Learning and Performance</li> <li>Working with Others</li> <li>Problem Solving</li> </ul>	✓	✓	✓	✓		
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	✓				✓	

## Level 3 qualifications

The **Certificate of Personal Effectiveness (CoPE)** is a substantial, nationally recognised Level 3 qualification in skills development. It enables students to practise, develop and demonstrate six important skills that are required for success in higher education, training or employment: teamwork, problem solving, discussion, research, oral presentation and self-management. 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.

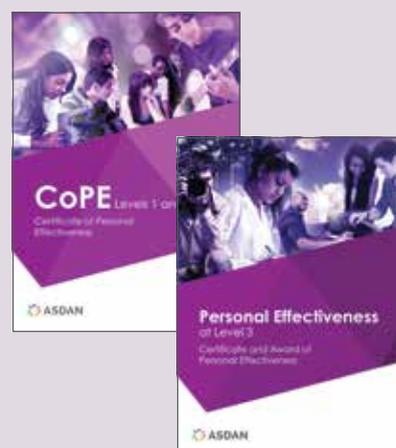
The **Award of Personal Effectiveness (AoPE)** is an alternative and shorter version of CoPE. AoPE Level 3 fits with 16-19 study programmes for a wide range of learners and the opportunity to choose the units of study means that it is a highly personalised qualification. It is appropriate for learners on different or undecided pathways,

“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-level-3](http://www.asdan.org.uk/CoPE-level-3)



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.*

These Level 3 qualifications are not funded by EFA as qualifications but can provide structure and quality assurance to EEP activities, adding value for learners.

### 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 can choose from a variety 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 online UCAS guidance for applicants to higher education from September 2015 (for September 2016 entry). In its advice on which extra-curricular activities to include in a personal statement, the UCAS guidance states:

"These are great ways to prepare for higher education. If you do or have done any of these before, they could be ideal things to mention in your personal statement.

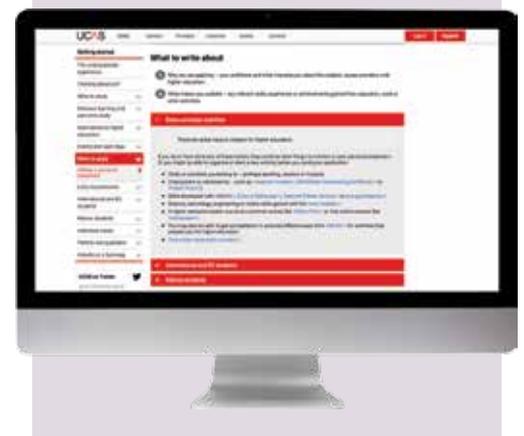
- Skills developed with ASDAN, Duke of Edinburgh, National Citizen Service or young enterprise.
- You may also be able to get accreditation in personal effectiveness from ASDAN for activities that prepare you for higher education."

ASDAN Level 3 qualifications that appear on the UCAS points tariff are outlined on this page.

UCAS tariff points for all qualifications, including A-levels, will be changing for students entering higher education in 2017. For more information and updates, see [www.ucas.com](http://www.ucas.com)

"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 SEND Code of Practice came into effect in 2014 and these reforms have had an effect on colleges, sixth forms and 16-19 academies.

The reforms set out in the Code of Practice generally emphasise preparing young people with SEND for adulthood and 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 76 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.

**Workright** provides a framework for learners to develop a range of basic transferable employability skills (see p.11).

## 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.

**PSD qualifications** are 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 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](http://www.lifeskillschallenge.org.uk)

**Focus** comprises 12 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 your centre does not need to register with ASDAN to access the resources. For further information, visit: [www.asdan.org.uk/focus](http://www.asdan.org.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 and resources are suitable for teaching, learning, development and accreditation of English and maths

ASDAN Short Courses in English 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 includes developing communication skills, speaking and listening, reading for pleasure 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

## Workskills Online

This e-learning platform offers web-based multiple-choice assessments to prepare learners for further learning, training or employment. Workskills Online includes more than 80 literacy and numeracy assessments designed around real world scenarios, which offers a practical way of developing and demonstrating the important knowledge, understanding and skills needed for the workplace.

Learners are given a unique login to complete their online assessment at any time, or as scheduled by the tutor. The assessments do not require any specific software and can be completed on computers, tablets and smartphones with an Internet connection.

Results are provided instantly as soon as learners have completed their assessment and certificates can be downloaded and printed off to reward achievement. Tutors also have access to live invigilation, diagnostic tools and reports showing useful data about learners' completed assessments.

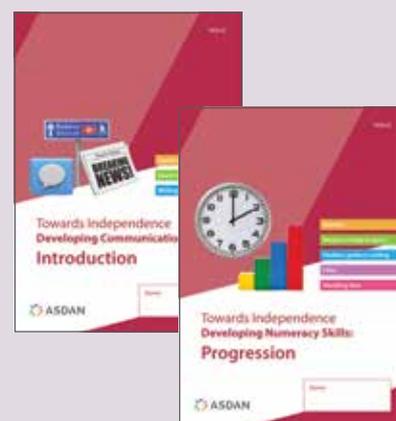
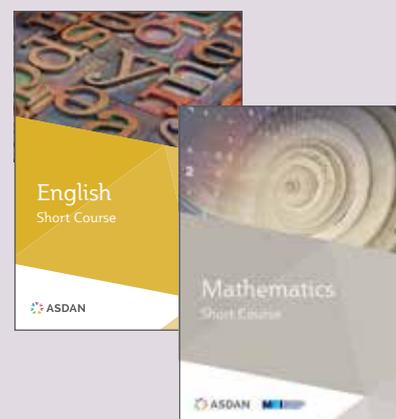
## Coaching for Mathematical Resilience (CfMR)

ASDAN has been working with The Progression Trust and the University of Warwick on the issues of mathematical anxiety and mathematical resilience. Mathematical resilience refers to a can-do approach, which aims to reduce people's anxiety around maths and unlock their potential.

To find out more about introductory training days for the CfMR programme visit: [www.asdan.org.uk/training/maths-resilience](http://www.asdan.org.uk/training/maths-resilience)

“Maths and English aren't optional – they are the building blocks of future study and employment.”

*Nick Gibb, Schools Minister*



# Work experience

Developing employability skills, through work experience, traineeships, supported internships and other training programmes, is important in ensuring that young people can progress successfully to apprenticeships and other sustainable employment.

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

- Most employers believe that not enough young people leave school with work experience or having developed personal qualities like self-management
- Over a third of employers are unhappy with school and college leavers' attitudes to work
- Nearly a third of young people starting their working lives are not confident they have the appropriate skills, with a lack of work experience felt to be the main weakness

Work experience forms an integral part of 16-19 study programmes and ASDAN can provide a range of supporting resources and accreditation opportunities. ASDAN's work experience resources can also support the raising of the participation age.

## Short Courses

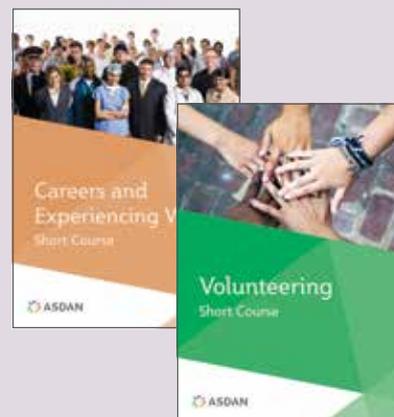
The **Careers and Experiencing Work Short Course** supports careers information and guidance and can help learners to plan and undertake work experience or work placements. It develops employability skills and broadens learners' experiences.

The **Volunteering Short Course** provides a convenient way to capture, record and recognise the work of volunteers. This flexible, multi-level programme can accredit up to 60 hours of activity. This could include fundraising, community work or work experience. In order to be funded as part of non-qualification hours, the volunteering must be organised by the institution and take place within the normal working pattern.

## Vocational Tasters

These Short Courses are based around a specific employment sector. Each title contains modules in health and safety and careers, along with four modules to increase learners' knowledge and understanding of working in that sector:

- **Computing** – modules in: Infrastructure; Digital Media and Content; Web Development; Programming.
- **Hair and Beauty** – modules in: Customer Service; Nail Services; Basic Hairdressing Techniques; Basic Facial Treatments.
- **Hospitality** – modules in: Hospitality Services; Food and Beverage Service; Housekeeping and Front Office Services; Events.
- **Land-based Sector** – modules in: Agriculture; Animal Care; Horticulture; Environment and Land Management.
- **Manufacturing** – modules in: Understanding Manufacturing; Product Design; Manufacturing Logistics; Making Stuff.
- **Uniformed Services** – modules in: Military – Army, Navy, Air Force; Policing and Public Order; Fire and Rescue Service; Prison Service and Security Work.



## Online resources

[www.theOrb.org.uk](http://www.theOrb.org.uk) is ASDAN's online resource bank, containing hundreds of great ideas and resources. Generic work experience diaries are available to download, as well as interview preparation worksheets and functional numeracy challenges.

## Opportunities for SEND learners

Supported internships and statutory learning difficulty assessments or education, health and care (EHC) plans form an integral part of 16–19 study programmes for SEND learners.

The seven World of Work modules from the **Towards Independence** programme can be used to structure work-related learning and work experience for SEND learners in care, catering, horticulture, leisure, office, retail and salon environments.

**Workright** provides a framework to develop 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.

## Other resources

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.

## Employability qualifications

ASDAN's **Employability qualifications** contain work-related units that can be used to certificate and accredit work experience from Entry 2 to Level 3.

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

For a full list of units, visit: [www.asdan.org.uk/employability](http://www.asdan.org.uk/employability)



# Supporting traineeships and soft skills

ASDAN resources can help to meet traineeship outcomes and support the development of soft skills.

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## Traineeships

A traineeship is an education and training programme with work experience. It is designed to give young people the skills and experience that employers are looking for.

A traineeship has three core elements:

- a high-quality work experience placement with an employer (see p.10)
- work preparation training (see p.4)
- English and mathematics support (see p.9)

## Soft skills

ASDAN is proud to be a partner in the Backing Soft Skills campaign headed up by McDonald's, which raises awareness of the value of soft skills to increase work-readiness. Find out more at: [backingsoftskills.co.uk](http://backingsoftskills.co.uk)

All ASDAN courses can be used to practise and promote the soft skills desired by employers, such as these units from the ASDAN Employability qualifications (see p.7):

- Communicating with others at work
- Working with others
- Team working
- Project management
- Planning and reviewing learning
- Tackling problems
- Rights and responsibilities in the workplace

For a full list of Employability units, visit: [www.asdan.org.uk/employability](http://www.asdan.org.uk/employability)



“There is no bigger issue facing our economy today than getting the education and skills system in the right shape to meet rising demand for a highly motivated, highly skilled workforce to underpin our future economic success.”

*Neil Carberry, Director for employment and skills, CBI*

# What Ofsted is looking for

The Ofsted criteria for outstanding states that:

'Study programmes for each learner are planned and managed so that they meet fully the principles of the DfE's 16 to 19 study programmes... As well as work experience and non-qualification activities... learners develop personal, social, employability and independent learning skills and achieve high levels of punctuality, attendance and conduct, including through the contribution of non-qualification or enrichment activities and/or work experience.'

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## Effectiveness of 16–19 study programmes

ASDAN Level 3 qualifications (see p.6) such as the Certificate and Award of Personal Effectiveness (CoPE and AoPE) and Wider Key Skills attract UCAS points, which contribute to the young person's journey into higher education. ASDAN Employability qualifications are recognised by employers for developing skills required in the workplace as an option when going on to apprenticeships or into employment. These qualifications, although not recognised in league tables, can be used to contribute to outstanding non-qualification activities.

ASDAN programmes such as Short Courses in Careers and Experiencing Work or Volunteering, could also be used as accreditation for work experience in a 16–19 study programme (see p.10).

“Inspectors will consider... the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain.”

*FE and Skills Inspection Handbook, Ofsted, September 2015*

