



**Calman Colaiste**

**Learning for Life**

## **Curriculum Policy for ASDAN**

### **What is ASDAN education?**

ASDAN is a charitable social enterprise with awarding body status, providing courses to thousands of UK and international colleges, colleges, youth centres and training providers.

ASDAN's curriculum programmes and qualifications offer flexible ways of accrediting skills for learning, skills for employment and skills for life.

### **The ASDAN Approach**

ASDAN qualifications and programmes blend an activity-based curriculum with a framework for developing, assessing and accrediting personal, employability and social skills. Their nationally approved qualifications are available at different levels, from Entry 1 to Level 4; the curriculum programmes cater for all ages and all abilities – they lead to certificates that recognise achievement and skills development

### **AIMS**

One of the aims of **ASDAN** is to develop the student's key skills:

- improving own learning
- working with others
- problem-solving
- communication
- application of number
- information technology

These skills are highly valued by employers, so are of great importance to gain.

### **Personal Development Programmes (Bronze, Silver, Gold)**

ASDAN's Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal skills, qualities and achievements, as well as introducing them to new activities and challenges.

These programmes link to nationally recognised qualifications.

Students select a number of challenges from the 12 modules that make up the programme. Students gain one or two credits for each section completed. Six credits are needed to complete Bronze, 12 credits are needed to complete Silver and 18 credits to complete Gold.

Modules:

- Communication
- The Community
- Sport and Leisure
- Home Management
- The Environment
- Number Handling
- Health and Survival
- The World of Work
- Science and Technology
- The Wider World
- Expressive Arts
- Beliefs and Values
- Combined Studies.

### **ASDAN Short Courses**

See the ASDAN Catalogue for the full range of courses.

Short Courses are suitable to engage and motivate students into more in-depth tasks.

### **Teaching and learning style**

The college uses a variety of teaching and learning styles within the ASDAN programme, however much of the learning is with support. We aim to develop the student's knowledge, skills and understanding in a wide range of topics. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through individual/group activities. They encourage students to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give students the opportunity within lessons to work on their own and collaborate with others. Students also have the opportunity to use a wide range of materials and resources including Information and Communication Technology (ICT). We recognise the fact that we have students of differing ability in all our classes, and so we provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the student. We achieve this through a range of strategies by:

- **Setting common tasks that are open-ended and can have a variety of responses;**
- **Setting tasks of increasing difficulty;**
- **Providing a range of challenges with different resources;**
- **Using additional adults to support the work of individual students or small groups.**

### **ASDAN curriculum planning**

We carry out the curriculum planning in ASDAN by using the booklets available from ASDAN, whether it be a Short Course or the Team Programme. Once the students have chosen their course we are able to plan. All planning is in the ASDAN folder.

### **Assessment and recording**

We assess the student's work in ASDAN while observing them working during lessons, providing verbal feedback during lessons. Students are encouraged to plan, assess and evaluate their work as part of the specification. The work is kept in ASDAN folders and marked off on a proforma from ASDAN. The ASDAN Tutor keeps evidence of the student's work in their portfolios.

Assessment takes place formally and informally and is an ongoing process in ASDAN, usually on a one to one level.

### **Resources**

We have a range of resources to support the teaching of ASDAN across the college and these are to be found throughout the college – depending on their chosen task. The internet is a major resource for research.

### **Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy)**

We believe that every student should have the opportunity to achieve the highest possible standards.

We ensure that all students, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning. The curriculum we offer in the college encourages students to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages students to empathise with others and to begin to develop the skills of critical thinking. We recognise that students have different learning styles, making appropriate provision within the curriculum to ensure each student receives the widest possible opportunity to develop their skills and abilities.

### **Monitoring and review**

The monitoring of the standards of student's work and of the quality of teaching ASDAN is the responsibility of the ASDAN Tutor. Students will have the opportunity to assess their work. The work is externally moderated by ASDAN

**The Policy will be reviewed annually.**

