



What are the Personal Development Programmes?

These programmes allow the student to develop and recognise a range of skills that will be invaluable when they start work and begin living independent lives.

Your student will work through a student book that comprises of **13 modules**.

Module titles: **Communication; The Community; Sport and Leisure; Home Management; The Environment; Number Handling; Health and Survival; World of Work; Science and Technology; The Wider World; Expressive Arts; Beliefs and Values; Combined Studies**

The modules are divided into **section A** and **section B**. Each section is made up of varying activities, called challenges.

Section A challenges are smaller, bite-sized activities. **Section B** challenges are bigger projects that will take more time. Each section should take at least **10 hours** to complete – **10 hours is worth one credit**.

With support from their tutor, students can choose which modules and challenges they'd like to do.

Key skills are developed while working through the challenges. Students learn how to plan and review their activities as well as how to build and organise a portfolio.



Students will decide with the tutor which of their challenges they'd like to pair with a Skills Sheet. The number of Skills Sheets a student needs to complete will depend on the programme they are working towards. Skills to be ticked off include:

- **Teamwork**
- **Independent learning**
- **Coping with problems**
- **Using Maths, English or IT**

Students will provide evidence of demonstrating their skills in their portfolio. There should be at least one piece of evidence for each challenge. Evidence could include: worksheets, photos, podcasts maps, tickets, interview notes or witness statements.

At the end of the course, students will be asked to complete a Personal Statement, saying how they felt about the programme and what they want to do next.

Students' achievements can be certificated at different levels:

Bronze credits = 1-5 credits (10-50 hours)

Bronze = 6 credits (60 hours)

Silver = 12 credits (120 hours)

Gold = 18 credits (180 hours)

ASDAN's flagship Personal Development Programmes have been used by centres for more than 20 years. They are suitable for use in all educational settings and are primarily aimed at learners aged 14–16 working at Entry level 3 and Level 1.



Our vision is to transform life chances through learning.

ASDAN courses and programmes aim to:

- enhance self-belief and resilience
- engage and motivate young people
- strengthen and celebrate learners' academic and vocational education
- inspire creativity and ambition to make full use of students' talents
- prepare learners with knowledge and skills for the workplace

Who is ASDAN?

ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life.

Our programmes and qualifications are delivered by over 3,000 secondary schools, special schools, colleges, alternative education providers and youth organisations across the UK and in more than 30 countries and territories overseas.



What are the benefits?

The Personal Development Programmes enable students to:

- **develop and demonstrate a range of personal, social and employability skills**
- **broaden their experience and instil confidence**
- **gain knowledge of real-life activities, creating well-rounded members of society**

The Personal Development Programmes are practical, engaging and flexible. The content of the course can be personalised and therefore the student has control of their own learning and can work at their own pace.

There is no need to support your student with exam revision as there are **no exams**.

What are tutors saying about PDP?

“ASDAN’s PDP have boosted the students’ confidence and self-esteem... The course has engaged every single learner – they all love coming to the class.”

Julia Boughton, Higher Level Teaching Assistant at Cardinal Allen Catholic High School, Fleetwood, Lancashire

“Learners undertaking the course usually end up performing better in their core academic subjects and often achieve better GCSE grades.”

Caroline Byrne, Vocational Learning Teacher at Stokesley School, North Yorkshire