



Adventure and Residential Short Course

Student name:

Centre name:

ASDAN tutor:

Sample

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Adventure and Residential Short Course

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Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of Adventure and Residential activities. For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.

The **Adventure and Residential Short Course** can lead to:

ASDAN Personal Development Programmes
(Bronze, Silver, Gold or Universities)

ASDAN Qualifications (Levels 1 and 2)

AoPE (Award of Personal Effectiveness) Levels 1 and 2

CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

ASDAN Qualifications (Level 3)

CoPE (Certificate of Personal Effectiveness) Level 3

What must I do?

Read through these introductory pages carefully.

Look at the modules and challenges and decide which challenges you wish to complete – your tutor will be able to help you decide.

Create an evidence portfolio to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

Plan, organise and carry out your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

Before asking your tutor to check your work and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 31-38)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

Information for tutors

To download guidance documents, go to:
members.asdan.org.uk/my-courses/short-courses

A Quick Guide to ASDAN Short Courses contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.

The Adventure and Residential Short Course Tutor Notes provide challenge-by-challenge advice, lesson ideas and suggested resources.



Recording Your Skills

Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

Adventure and Residential activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



Module 1

Off on a Trip – Planning and Going



Module 1

Off on a Trip – Planning and Going

Section A – Planning:

Complete at least FOUR challenges over 10 hours (1 credit)

1 With others, produce mind maps of the arrangements for your planned adventure, visit or residential – make sure you include information on:

- Travel – time of departure and return, length of journey, lunch needed, etc.
- Overview of planned events or activities
- Duties that you may have to undertake while away
- Personal equipment or clothing needed
- Money
- Accommodation (if applicable)

Make a list of the preparations you need to make beforehand (e.g. buying new things, packing, saving money, getting to the meeting point on time).

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

2 Trying something new or doing an activity that makes you push your own limits is often a part of a residential experience. Stepping 'out of your comfort zone' and stretching yourself emotionally, mentally or physically can often be a challenge.

With a partner, discuss some of the things that you think you will find challenging. Choose one situation each and role play different strategies to help you face the challenge. Say which strategies you will use on your trip.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

3 Talk to your tutor or trip leader to find out what skills and qualities you will need during your trip.

Carry out a survey of the skills and qualities that you and your group have and present your findings.

Identify **at least two** skills and **two** qualities that you hope to develop further during the trip.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths



Module 3

Museums, Galleries and Heritage

Module 3

Museums, Galleries and Heritage

4 **Either:** Give an illustrated presentation about your trip describing what you saw and what you enjoyed most, and why.
Or: Design a leaflet, poster or web page to advertise the site or attraction. Include information that would help people to plan a visit.
Use feedback to show how you could improve your presentation or leaflet.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

5 In a group, investigate how accessible the site or attraction is for different visitors. Consider the needs of:

- very young children and their parents
- wheelchair users
- people with visual impairment
- older people

Share your findings and suggested improvements with staff at the site or attraction.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

6 Choose something that you particularly liked during your visit (e.g. a piece of artwork, an artefact, a scientific instrument, an architectural feature, a landscape).
Produce and display a drawing or photograph and say why you like this object or feature.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

7 Other agreed challenge:

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths



Module 4

Evaluation

Sample



Module 4 Evaluation

Section B: Complete ONE or TWO challenges over 10 hours (1 credit)

- 1** Plan and give a presentation on your experiences.
This could be presented as a PowerPoint, a talk with visual aids (posters, photographs, etc.), a news-style video, a radio interview, a poem, a fictional account, a rap or a storyboard.
Design and distribute a feedback form for your audience.
Summarise the results.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

- 2** Edit your diary or journal and publish it in the form of a guidebook.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

- 3** Produce an illustrated study showing the different types of job opportunities in the travel and tourism industry.

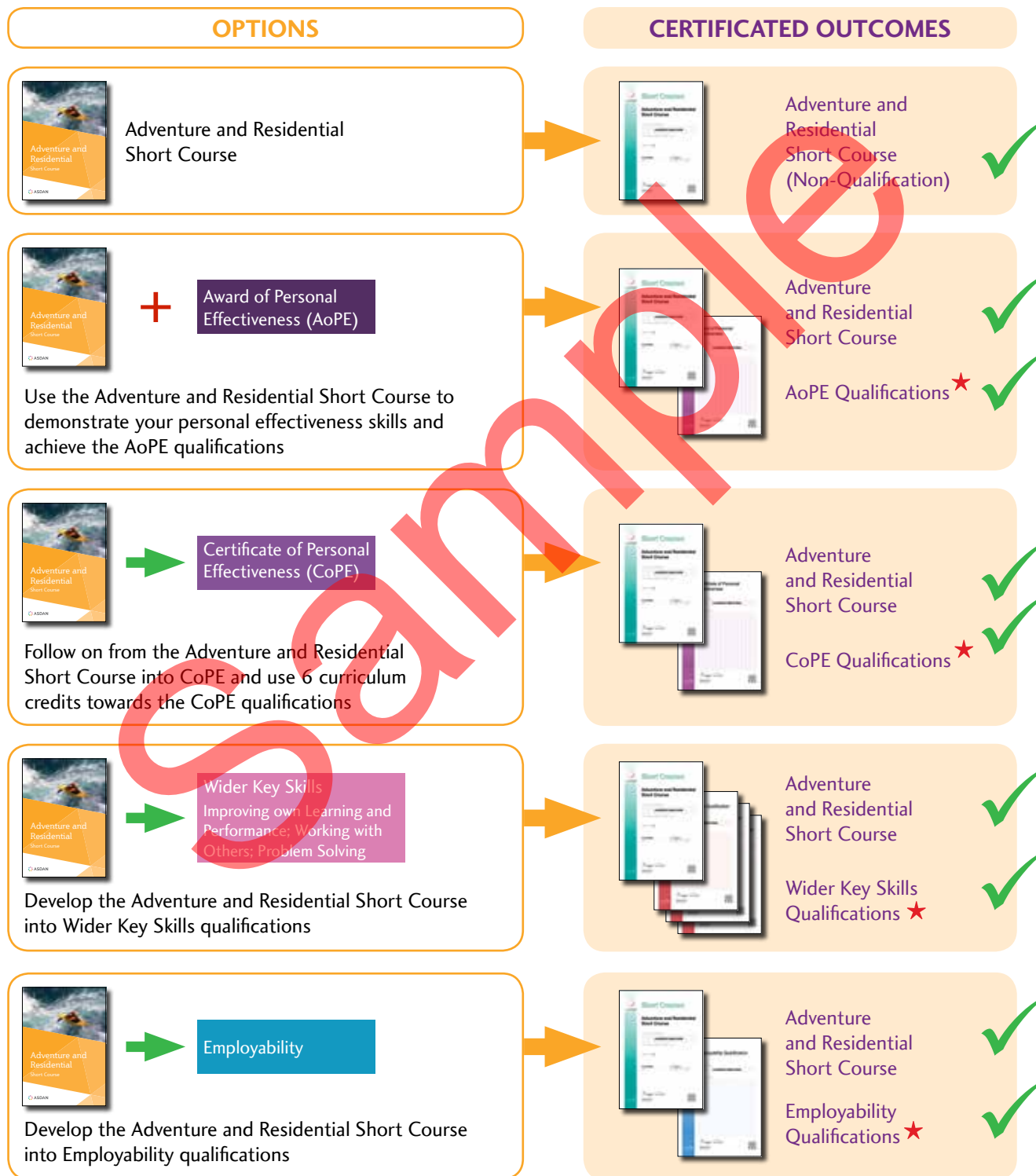
You could look at areas such as:

- outdoor education centres
- museums and galleries
- foreign language courses
- visitor centres
- airlines
- travel agencies
- other

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

Adding Value

Your Adventure and Residential Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on adventure and residential activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your Adventure and Residential Short Course.

Sample



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© ASDAN 2016, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY
t: 0117 941 1126 | e: info@asdan.org.uk | www.asdan.org.uk
@ASDANeducation | [facebook.com/ASDANeducation](https://www.facebook.com/ASDANeducation)