

Post-16 citizenship in colleges

An introduction to effective practice



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Comments on the pack and other enquiries should be sent to:

Post-16 Citizenship Team
Learning and Skills Network
Regent Arcade House
19–25 Argyll Street
London W1F 7LS
Tel: 020 7297 9186
Fax: 020 7297 9242
Email: bjoslin@LSNeducation.org.uk

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Post-16 citizenship in colleges

An introduction to effective practice

Citizenship education is an important part of the development of young people. By enabling them to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues, citizenship prepares them for dealing with the challenges they face in life. Through citizenship education, young people are encouraged to take action on issues of concern to themselves, to play an active part in the democratic process, thereby becoming more effective members of society.

Post-16 citizenship should build on what young people have learned during key stage 4. It should take account of any citizenship activities that they have undertaken outside of school and, by giving them an opportunity to do something about issues that really concern them, to learn and practise new skills.

This booklet, written for lecturers, tutors and managers in further education, tertiary and sixth-form colleges, highlights the benefits of post-16 citizenship. It describes the different approaches that can be taken and offers examples of how colleges have given students citizenship opportunities. It also gives details of resources that support citizenship activities, and useful websites and contacts.

We hope the booklet will also be of interest to college students who wish to become involved in the development of citizenship activities within courses and programmes as part of enrichment programmes and group tutorials, or through student representative structures.

‘Citizenship aims to equip all young people with the knowledge, understanding and skills to participate effectively in society as informed, critical, socially and morally responsible citizens, convinced that they can have influence and make a difference in their communities, locally, nationally and globally.’

Play your part: post-16 citizenship, QCA, 2004

‘I’m involved with the student union and as a mentor. As well as being good for my CV, it helps to make me feel part of things. The students definitely encourage each other to get involved and know that if they don’t speak up, things won’t get done.’

Tito, B6 Sixth Form College, Hackney

‘Citizenship is a path to creating a socially cohesive society. I accept my role as a citizen of my community, society and the world, and therefore experience indignation at the injustices and inequalities of the disunited world we live in.’

Peace, Richmond upon Thames College

‘[The post 16 Development Programme] had been ‘been hugely successful in laying the foundations for the development of post-16 citizenship... it has succeeded in showing how the aspirations of the Crick Group, that citizenship should be an entitlement for all young people aged 16–19... can be developed in practice in a range of post-16 settings and contexts.’

Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects, NFER, HMSO, 2004

What is citizenship?

Citizenship goes beyond 'doing good works'; it develops young people's ability to apply political knowledge and understanding to issues that concern them. In addition, particularly at post-16, they are encouraged to investigate issues, express their views and take actions that make a difference to the communities of which they are part (college, neighbourhood, region, country, other parts of the world), helping them to develop as more effective members of society.

All college students will have studied citizenship during key stage 4 as a statutory subject within the national curriculum, and many schools are increasingly aware of the importance of developing a citizenship ethos across the whole school in which the views of young people are listened to, and where appropriate, acted on.

At key stage 4 citizenship students should have:

- gained knowledge and understanding about becoming informed citizens
- developed skills of enquiry and communication
- developed skills of participation and responsible action.

QCA has developed a flexible 'Framework for Learning' for post-16 citizenship, which identifies three essential opportunities for students. They should have the opportunity to:

1. identify, investigate and think critically about citizenship issues, problems or events of concern to them
2. decide on and take part in follow-up action where appropriate
3. reflect on, recognise and review their citizenship learning.

The QCA Framework, reproduced on page 6, also identifies learning objectives for post-16 citizenship, some actions which are central to citizenship, and some examples of activities that the students could take part in.



Why do citizenship?

Citizenship in colleges brings together a number of aspects of existing provision, such as enrichment, group tutorial, key skills, qualifications, learner voice and student unions/councils. It provides opportunities for students to build on their pre-16 learning about citizenship issues by:

- developing their knowledge and understanding of local and national topical issues
- encouraging them to gain confidence in forming an opinion and expressing it in public
- enabling them to have a voice within the college about the quality of their own learning as well as about policy decisions
- encouraging them to learn about responsible participation in the college and local community
- building their leadership skills
- preparing them for full engagement within our democratic political system.

Further Education has a particular need to develop students' knowledge and skills to enable them to have a say in their college decisions and policies. The DfES White Paper (March 2006), *Raising Skills, Improving Life Chances*, makes proposals for colleges to improve their provision and personalised learning by 'putting the learner at the heart of the learning experience'. This requires providers to make improvements in advice, guidance, quality of teaching/training, pastoral support and, crucially, to enable students to have their say in influencing and driving up the quality of provision available. An approach which gives students a say in quality of provision offers a valuable opportunity for citizenship learning, especially if links are made to other citizenship activities in the college.

Citizenship is also linked to the policy aims of Every Child Matters (2004) and Youth Matters (2005). The Government's aim is for every child and young person, aged 0–19, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Organisations which provide services to children and young people – from hospitals and schools/colleges, to police and voluntary groups – will be working together and sharing information with the aim of protecting children and young people from harm and helping them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively. Citizenship can provide the means of empowering students to have a voice and to be heard within the college.

Views on citizenship of some college students:

'Being a citizen to me is just being a part of a community, ethnic background or just being from the same area. But there is a lot more to being an **active** citizen. It involves motivation, energy, being active in the community and bringing about a positive change.' **Aaron, King George V College, Southport**

'I now understand how the parties get elected and that it's important to find out which party best represents my views. I will definitely be voting when I am old enough because I also think that if you are old enough to pay taxes, you should have some say in how they are spent.' **Ashley, Warwickshire College**

A framework for citizenship learning from *Play your part: post-16 citizenship*

Post-16 citizenship should provide young people with **essential opportunities** to work towards broad **learning objectives** while developing and practising their skills through citizenship **actions** and **activities**.

| Essential opportunities | Citizenship learning objectives | Citizenship actions | Citizenship activities |
|---|--|---|--|
| <p>Post-16 citizenship should give young people opportunities to:</p> <ol style="list-style-type: none"> 1. identify, investigate and think critically about citizenship issues, problems or events of concern to them and 2. decide on and take part in follow-up action where appropriate and 3. reflect on, recognise and review their citizenship learning. | <p>Citizenship learning increases young people's skills, knowledge and understanding so they are able to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding about citizenship issues 2. show understanding of key citizenship concepts (e.g. rights and responsibilities, government and democracy, identities and communities) 3. consider the social, moral and ethical issues applying to a particular situation 4. analyse sources of information, identify bias and draw conclusions 5. demonstrate understanding of and respect for diversity and challenge prejudice and discrimination 6. discuss and debate citizenship issues 7. express and justify a personal opinion to others 8. represent a point of view on behalf of others 9. demonstrate skills of negotiation and participation in community-based activities 10. exercise responsible actions towards and on behalf of others. | <p>Citizenship actions involve young people using skills of enquiry, communication, participation and responsible action to:</p> <ul style="list-style-type: none"> • discuss and debate citizenship issues • make a change • challenge an injustice • lobby representatives • increase representation • provide a service or benefit to others • empower self or others • resist unwanted change • make informed choices and follow up decisions and/or actions • take part in democratic processes to influence decisions. | <p>Citizenship activities involve young people working with others on issues, for example:</p> <ul style="list-style-type: none"> • writing and/or presenting a case to others about a concern or issue • conducting a consultation, vote or election • organising a meeting, conference, forum, debate or vote • representing others' views (e.g. in an organisation, at a meeting or event) • creating, reviewing and revising an organisational policy • contributing to local/community policy • communicating and expressing views publicly via a newsletter, website or other media • organising and undertaking an exhibition, campaign or display • setting up and developing an action group or network • organising a community event (e.g. drama, celebration or open day) • training others (e.g. in citizenship skills and knowledge, democratic processes). <p>The case studies on the Post-16 citizenship website and in the pack give more examples: www.post16citizenship.org</p> |

Play your part: post-16 citizenship, QCA 2004, p21

Different approaches to post-16 citizenship

Learner voice and representation

Many colleges already have a students' union, a students' committee or a council. Such structures, when effective, enable all students to be represented and to have a voice in decision-making. There are different approaches to student representative structures. Some colleges will follow the NUS model in which the Students' Union has a constitution and representation of students on other bodies such as the corporation, the academic board and course committees. Other colleges will have less formal bodies such as a college council, a parliament or a staff/student committee for each department or course. Some may have both formal and informal structures. However, the most important function of all of these bodies is for students' views to be represented to college management, and for student representatives to have some role in real decision-making.

Some colleges are seeking to use these avenues to involve learners in their strategies to improve teaching and learning by encouraging them to have an active voice in influencing curriculum delivery, student support and other services, and the college environment.

Democracy, rights and responsibilities

Student representation as a guiding principle at **City College Norwich** (CCN) permeates the college at every level. Since September 2004, when the Students' Union was 're-launched,' the Union has worked to ensure that students are both aware of their rights and committed to their responsibilities. During 2006/2007 the college will invest £66,000 in the Students' Union to support its continued growth and development. Student representatives are included on college committees for Health & Safety, Audit & Finance and Curriculum & Quality. Two students also sit on the Board of Governors.

The Students' Union at CCN is democratically run by students. Its aim is to act on behalf of all of the students on any issue. The Union has two full-time sabbatical elected posts for a President and Vice-President and also a permanent post for an administrator to ensure continuity from year to year. At the start of the academic year students from the Executive Committee visit the new intake of learners, explain the work of the Union and encourage new students to join the NUS and participate in Union activities. 'Being on the Students Union has given me a better college experience than I had hoped for. It has also given me an insight to representing such a large group of people. Making such a difference to peoples' everyday lives is so rewarding,' says Alex Colman, Women's Officer for the Student Union.

Every tutor group elects two class representatives to attend their School Council Meeting, which meets twice a term. They will take any issues affecting students in their class to the School Council or to their course review. Each School Council elects two students to the Student Parliament, which considers cross-college issues, and another student to bring up course-related issues at meetings of the Faculty Board. Elected representatives meet in the Student Parliament to discuss all issues affecting students at college. The Principal and other members of the Senior Management Executive attend Student Parliament to hear views and feed back information. Student Parliament is the decision-making body of the Students' Union and elects students to sit on the Board of Governors and attend NUS conferences.

CASE STUDY

Group tutorial programmes and enrichment

The enrichment offer is an important part of the provision of colleges because it contributes to students' wider skills development and personal growth. It also provides relief from a diet of qualifications. Enrichment is a key feature of Curriculum 2000, its importance underlined by funding support. This importance is unlikely to diminish in the light of developments such as post-16 citizenship and the proposals for an extended project that includes recognition of wider activities.

Most colleges also provide group tutorial sessions for all students, in which tutors provide guidance, monitor students' progress and cover a wide range of issues, including personal, social and health education, study skills, university entry and careers advice and guidance. Some colleges have found that, with an enthusiastic team of tutors, citizenship modules within the group tutorial programme provide a way of engaging the students in the life of the college and the local community, and of enriching their curriculum.

QCA says: *'Many schools and colleges create an expectation that a specified number of hours' participation [in enrichment] is an integral part of a 16–19 programme. Some enrichment schemes are so successful that they are an attraction or selling point for an institution. The extent to which an institution can make participation part of the compulsory curriculum depends on its type, circumstances and place in the local market. Some programmes are entirely voluntary; others require a minimum number of weeks' participation. In an effort to widen choice of AS/VCE subjects, more schools and colleges are offering classroom-based enrichment in each option block, and other aspects in a designated enrichment option block. Tutors are often responsible for encouraging students to take up the opportunities presented and for discussing which can make a useful contribution to an individual's programme of study. Tutorial and enrichment programmes can be linked, e.g. in a citizenship awareness module within the tutorial programme, which culminates in elections for officers of the students' association. Attractive enrichment programmes can be combined with a focus on active citizenship. Many schools and colleges now involve the students in the provision and organisation of enrichment activities'.*

www.qca.org.uk/14-19/colleges/index_s2-9-enrichment-opps.htm



A thriving multicultural community

Croydon College offers a comprehensive curriculum for learners from Level 1 through to HE. Representing a wide range of ethnic groups, the 17,000 students have created a thriving multicultural community within the college. The citizenship programme, delivered through enrichment, has been a powerful force for integration and development. The programme is based upon two major pathways – the college’s Youth Forum, which became the Enrichment Committee, and curriculum citizenship, delivered through subject-based tutorials. The Enrichment Committee had representatives from every area, including ESOL students and those with disabilities. It was a springboard for a number of student-led campaigns, and was consulted on enrichment provision. Wider forms of student representation are now being planned. The college enrichment programme offers a range of opportunities for students to get involved in the college and the local community, e.g. working with Envision on graffiti and litter projects, working with the local youth service, and taking part in art and music activities as part of cultural awareness.

Trials of citizenship elements within the curriculum have been run in tutorial groups for level 3 science, level 2 childcare and level 1 art & design students. Based on a set of resources, ‘What is citizenship?’ the students have been encouraged to engage in action such as campaigning for ‘Make Poverty History’, and fundraising for a local hospice. The approach is being extended to other departments, supported by staff development.

Citizenship through drama, raps... and more

City and Islington Sixth Form College has introduced citizenship into the cross-curricular enrichment programme in a number of different ways that change each year. For example, in one year students were able to take part in a drama production of *The Visit*, a play that raises moral and political issues about the importance of individuals standing up against evil. In another year, students were offered a citizenship-through-music option, in which they wrote, produced and performed raps with a citizenship theme. The raps were recorded on CD and performed to an invited audience. The students later took part in national training workshops, encouraging other young people to express their social and political views through music.

Another opportunity has involved planning and running a conference at the college for other students and invited guests to mark the 200th anniversary of the abolition of slavery in March 1807.



Dedicated citizenship qualifications

There are a number of citizenship qualifications to accredit citizenship knowledge and skills. Currently these consist of: GCSE Citizenship Studies short course and AS level Social Science: Citizenship. From 2008, a revised AS level specification and full A level in Citizenship Studies will be available, and a level 3 Active Citizenship qualification is in pilot as a model for the Extended Project. This qualification encourages an approach that relies on individual or group research projects. There are also various awards on offer that partly accredit citizenship knowledge and skills. All relevant qualifications and awards are listed on the QCA website (www.qca.org.uk/14654.html).

A global issue for level 3 learners

Through the AQA AS Social Science: Citizenship qualification, students at **Bradford College** have had the opportunity to engage with contemporary issues and practise active citizenship. They also took part in the trial of a level 3 Active Citizenship qualification. This enables students to identify a citizenship issue of interest to them, to research it and to take some action in relation to it. The Bradford students all worked on the same issue – free primary education in the developing world. They made contact with a school in Kenya, found out about the education system there and discovered that the school was short of educational equipment and resources. They were able to raise funds for the school and to plan a trip to Kenya so that the students could find out more. The lecturer saw the citizenship course as complementing A levels in politics, law and sociology and encouraging students to leave the classroom and take part in activities such as campaigns and demonstrations.



Other taught programmes and specially written courses

In some colleges, citizenship learning objectives are planned into schemes of work of other taught programmes. Although the specifications do not specifically refer to citizenship, the colleges involved have provided a citizenship context for the students' studies. Some common examples are general studies, key skills and critical thinking. However, it is also possible to integrate citizenship activities into vocational courses, as this example illustrates.

Resolving community tensions

At **Warwickshire College**, the citizenship project for students involved in level 3 equine studies focused on a social issue. They investigated the Stow Horse Fair, which happens twice every year, lasts a week, and attracts a large number of travellers to the village of Stow. The fair disrupts village life to some extent and causes tension. The students worked with the Residents' Association and identified ways in which the fair could be better managed, to the benefit of all concerned. They wrote a report with recommendations and managed to help bring the two sides together.

CASE STUDY

In some colleges it has been possible to develop short courses that focus on citizenship issues and increase students' relevant knowledge and understanding as well as a range of different skills. These courses often meet a particular need for a group of learners, and the citizenship dimension provides motivation and interest.

A new outlook for the disengaged

At **Hull College**, the Voyager Project which works with disengaged 16–19 year olds helps them develop new interests and a new outlook on life. The entry level programme offers an intensive 13-week, 34-hour a week course, which ends in a three-day residential. The students are referred through Connexions, social services, resettlement projects or the youth offending team, and the programme includes a number of confidence-building aspects such as basic skills and vocational tasters. It also widens the young people's interests and encourages them to make a difference where they can in their communities. For example, two young women were very unhappy about conditions on their local estate and were supported to arrange an interview with local councillors to put their points across. In another example, a group of young people worked with a mother and toddler group who wanted to take over land at the rear of the building as a play area. They measured out the land and were involved in the negotiations with the City Council.

The course is accredited through the City and Guilds Profile of Achievement.



CASE STUDY

Voluntary community action and campaigns

Citizenship learning can be enhanced through community action and campaigning. Students identify the issue and then carry out research to find out what others think. They undertake some action themselves, sometimes working with a community group, to improve the situation for themselves and/or others. Such activity can take place outside of the college day, or form part of the enrichment curriculum.

Challenging stereotypes

Coulsdon College in South London, attracts a very wide range of students from surrounding boroughs and 56% of its students are black or of ethnic minority origin. Two young black students came to the view, through talking with peers and reading works on black history and religion, that some young black men in London lack self-respect and feel stereotyped by society, and therefore believe academic learning is not for them. The students approached the vice-principal for permission to set up an African Caribbean Society to run fortnightly during enrichment time, without the presence of staff. Initially, the group examined different religions and explored what they offered young black men. However, other topics of interest arose, and the group was widened to include any student that wanted to attend. Speakers were invited as role models with the aim of enabling students to find out more about their history and culture, in order promote their educational aspirations and to counter violence and stereotypes.



CASE STUDY

Citizenship events

Students have found it very motivating and engaging to plan and run citizenship events for their peers, sometimes in their own college, and sometimes for other young people in their locality. It is important that the topic of the event, whether a conference, a seminar, a performance or an exhibition, should be selected by the students themselves. They will, of course, need background support from staff, but the most successful events involve young people in hosting, fronting and running of activities.

Entry level performers

At **Aylesbury College**, entry level Students work with students from the Park School to stage an annual production in July, at the local community theatre. The production is based on citizenship work that the students have explored as part of the OCR Entry Level Citizenship course during the year. The performances include short plays, singing, dancing and comedy. The students select the themes and devise their own performances, with help from the staff, one of whom is a qualified youth arts worker. Their words are often based on their own experiences and perceptions of the issues selected. One reviewer said, 'The short scenes were powerful and executed with care. Issues of disability, discrimination, racism, fair trade and friendship were discussed under the guise of acting, and demonstrated great perception on the part of the students... there were moments when these scenes were incredibly effective, partly because a poignant and difficult issue was being conveyed through the comic talents of the students.'



Whole college ethos

Increasingly, colleges seek to provide an identity which marks them out from other providers. Citizenship can give a college such an identity. By publishing its core values and providing a mission which underpins all curriculum and policy design, the college can promote a wider social purpose and values. An excellent example comes from Regent College, Leicester (see below).

Citizenship – an organising principle

At **Regent College** in Leicester, which is a very diverse community in terms of ethnicity, culture, language, religion, national origins and previous achievement, the Principal, Eddie Playfair, sees citizenship as providing an ‘organising principle for a curriculum to help young people learn about interdependence, their developing relationship with others, their wider social roles and the possibilities of collective action at all levels.’ The college is working with Leicester University’s Centre for Citizenship Studies in Education to create a Global Citizens’ College. The aim will be to promote global and social awareness, democratic practice and community cohesion through intercultural, interfaith, peace, development and humanities education. The college will build on existing programmes to develop a set of opportunities for students and to recognise their achievements through a college Global Citizens’ Diploma.

CASE STUDY



Assessing citizenship learning

Assessment does not involve making value judgements about the individual as a citizen. But it is important in citizenship to help young people understand and value the progress they are making, recognise what they have learned, and make decisions about their future learning. Not everything needs to be assessed formally or lead to accreditation. Assessment should be fit for purpose, manageable and planned with learners as part of their citizenship activities.

'Assessment of citizenship helps young people to recognise and value what they have learnt. It helps to identify the purpose and intended outcomes of citizenship learning and shows that such learning is important and rigorous.' (**Play your part: post-16 citizenship, QCA, 2004, page 34**)

'My review reminded me of things I've done that I had completely forgotten about, and it's given me a chance to go back over everything I've done and congratulate myself. It's really useful.'

Carl, student at an FE college

It is important to plan assessment into a citizenship programme so that assessment is integral to the teaching and learning. The following five-stage process is designed to encourage assessment for learning within any course, programme or activity by considering the assessment approach at the start of the planning process. Both staff and learners can be made aware, through the planning process, of why the programme is being undertaken, what is expected to be learned, and how learning will be recognised, recorded and celebrated.

How each stage is used is flexible. The process should reflect the nature of the citizenship course, programme or activity (for example whether it is part of a formal citizenship course or an informal learning experience or activity).



A five-stage process for planning citizenship assessment

| Stage | Questions for action |
|-----------------------------------|---|
| 1. aims and purpose | <ul style="list-style-type: none"> • What would we like to achieve in this programme? • Which citizenship learning objectives are we going to cover? • What are the contexts and activities we are going to use? |
| 2. starting points | <ul style="list-style-type: none"> • What citizenship knowledge, understanding and skills do we already have? |
| 3. learning objectives | <ul style="list-style-type: none"> • Which particular objectives are we aiming at here? • What is the underpinning knowledge, understanding and skills required for each of these objectives? • How are we going to develop that knowledge, understanding and skills? |
| 4. recognition of learning | <ul style="list-style-type: none"> • How will we identify what we have learnt during the activity? • What form of assessment for learning would be appropriate for this activity? • What sort of evidence of learning might be generated? • Should we record progress; if so, how? |
| 5. review overall learning | <ul style="list-style-type: none"> • How and when will we review and reflect on what we have learnt during the programme? • How well did we meet the learning objectives? • How might we apply and develop what we have learnt in future? • How will we recognise and/or celebrate our progress and achievements? |

This process is based on the Learning and Skills Council's work on recognising and recording progress and achievement (RARPA) in non-accredited learning.

Top tips from colleges

Aylesbury College

Choose a curriculum which meets learners' individual needs and aspirations. The OCR Entry Level Certificate in Citizenship Studies offers a wide range of learning opportunities.

Set up opportunities for learners to attend local government meetings so that they can have a voice in real-life situations. Use these opportunities to develop basic and key skills. Relate learning to the Every Child Matters government policy.

Use a variety of alternative and interesting methods for delivering active citizenship within the classroom. A performance or youth community festival is ideal, but be sure that your learners are involved with every aspect of the planning. They must have ownership of the project.

Develop and maintain effective local and global partnerships. Learners benefit greatly from interacting with specialist speakers from charities and community organisations.

Bradford College

Enthusiastic and subject specialist staff are crucial for post-16 citizenship in college-based projects. You will also need to get your senior management team behind you.

Let learners lead the project and decide what activity they would like to be involved in. The tutor's job should be facilitating and giving guidance through the activity.

Organise training days with an outside speaker/consultant preferably outside the college environment, and get involved in local/national campaigns where learners can meet new people from different parts of the country or world.

Above all, be active yourself and don't be afraid to try new ways of teaching. Follow some of your learners' suggestions.

Merton College

Involve representatives from the whole college in the planning and development, e.g. youth workers, library, admin and, most importantly, students.

Have students help plan and deliver staff development activities.

Use student interest as topics to explore.

Allay staff fears about delivering content by providing good resources, teaching material and staff development.

Coulsdon College

Have loads of lesson or tutorial activities prepared for tutors and teachers to use.

Meet regularly with other teachers and a senior manager to discuss citizenship issues and delivery.

Start your planning early for the following year.

Get a core of trustworthy students on-side early on and reward them regularly for their efforts.

Have a clear outline of the assessment strategies that are to be used.

Croydon College

Get senior management support for developing and implementing the citizenship programme.

The citizenship coordinator needs a cross-organisational role. Aim to include a variety of levels of study where possible and include regular staff training/support of the curriculum teams.

A small but enthusiastic team of staff is key in developing a wide range of materials that will suit the needs of students, including the key skills specialists.

Recognise student achievement with all participants receiving a certificate of achievement.

Encourage events such as presentations, displays of work, campaigns and awards ceremonies.

Pilot activities/materials with a small group of students. Have a clear timetable for implementation and review of the pilot and involve students and tutors in the evaluation of the pilot.

Regent College

Ensure citizenship activity is central to the post-16 programme and that learners contribute to shaping the programme so that it reflects their concerns.

Ensure citizenship informs all parts of the students' college experience.

Ensure senior management are informed and are clear what the benefits of citizenship are for the learner and the organisation.

Be organised; plan and inform students of activities and events months in advance. Use bulletins, calendars, and newsletters, and inform parents.

Train staff and, where delivery is dependent on a staff team, appraise, review and evaluate.

Shipleigh College

Identify which students are enthusiastic and likely to make things happen.

Try to make links with your local community groups- including local politicians. You may be surprised how keen they are to work with you.

Try to link with established fundable qualifications e.g. wider key skills.

Use the LSN Citizenship staff development resources. They are excellent!

Stoke-on-Trent College

Don't expect tutors to have the time (or knowledge) to research and prepare citizenship sessions. We produce a 'Post-16 citizenship Tutorial Handbook' which contains over 50 session plans and links to other resources.

Keep resources as up to date as possible (current affairs and topical debates) and try to find sessions that appeal to individual subject areas (e.g. business or hairdressing).

Publicise your citizenship activity in as many different formats as you can to reach a wide target audience, e.g. the intranet, display and notice boards, staff magazines and a termly citizenship newsletter.

What do I know about citizenship?

Try this quiz...

1. Citizenship education should:

- a. tell young people who to vote for
- b. make young people behave better
- c. give young people skills and knowledge needed to participate in their communities
- d. give young people a set of moral values.

2. Citizenship education is aimed primarily at young people who have been in trouble.

True/False

3. Being an active citizen involves, for example:

- a. working in a charity shop
- b. eating healthily
- c. being a considerate neighbour
- d. organising a community campaign.

4. The focus of citizenship is the public policy aspects of an issue. True/False

5. Citizenship education should NOT necessarily include:

- a. communication skills
- b. personal finance
- c. political literacy
- d. knowledge of rights and responsibilities.

6. Political literacy is:

- a. learning about how to take part in and influence public life
- b. being able to behave with self-confidence
- c. carrying out community service
- d. being able to spell 'parliament'.

7. Citizenship education is important because it helps maintain the status quo.

True/False

8. Citizenship education benefits young people because it improves their social life.

True/False

9. Involving young people in decision-making is important to organisations because:

- a. it saves the staff having to make decisions
- b. it makes young people conform
- c. it is linked to funding
- d. it makes young people feel they belong.

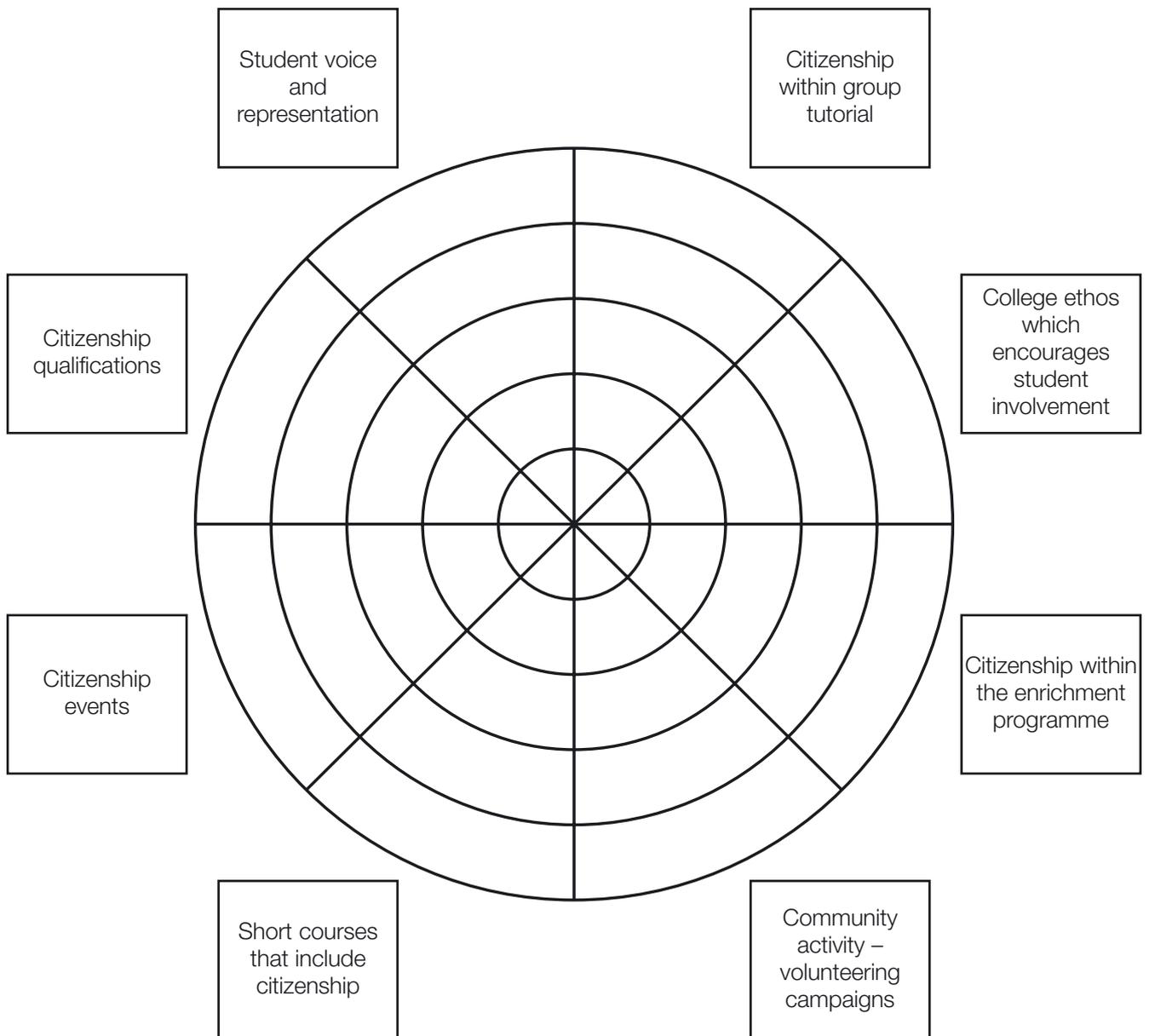
10. It is important to society that young people vote because:

- a. the turn-out is too low
- b. the government wants more votes
- c. the future of democracy is in the hands of the young
- d. it is their duty.

Answers: 1.(c), 2.(False), 3.(d), 4.(True), 5.(b), 6.(a), 7.(False), 8.(False), 9.(d), 10.(c)

Try this audit...

1. How much citizenship goes on in your college under these headings? Shade the rings in a colour. If a small amount, just shade the inner ring. The more citizenship that goes on, the greater the shaded area will be and the bigger the shaded slice of the 'pie'.
2. Which areas do you plan to strengthen? Shade these rings in a different colour.



References and resources

- Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998
- Citizenship for 16–19 year olds in education and training*, DfEE/FEFC, 2000
- Play your part: post-16 citizenship*, QCA 2004
- Assessing and recognising achievement: post-16 citizenship*, QCA, 2005
- Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, R. Craig, D. Kerr, P. Wade, G. Taylor, NFER, HMSO 2004
- An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate*, Ofsted, October 2005
- Towards consensus? Citizenship in secondary schools*, Ofsted, 2006
- Every Child Matters: change for children*, HM Government, London, 2004,
www.everychildmatters.gov.uk
- Youth Matters*, HM Government, London, 2005
- Raising Skills, Improving Life Chances*, FE Reform White Paper, DfES, March 2006
- Releasing the potential: a review of the future role of FE colleges*, Sir Andrew Foster, DfES, 2005

Available from LSN

- Post-16 Citizenship: what? why? how?* (VHS video and CD-ROM), LSDA (now LSN), 2004
- Citizenship Uncovered* (DVD), LSDA (now LSN), 2006
- Make it happen: effective practice in post-16 citizenship* (VHS video/DVD), LSDA (now LSN), 2005
- Making it click: an interactive guide to post-16 citizenship* (CD-ROM), LSDA (now LSN), 2005
- Staff development for post-16 citizenship*, LSDA (now LSN), 2005
- Agree to disagree: citizenship and controversial issues*, LSDA (now LSN), 2005
- The real picture: citizenship through photography*, LSDA (now LSN), 2004
- More than words: citizenship through art*, LSDA (now LSN), 2005
- Get up, stand up: citizenship through music*, LSDA (now LSN), 2005
- Reality check: citizenship through simulation*, LSDA (now LSN), 2006
- Choosing an angle: citizenship through video production*, LSDA (now LSN), 2006
- Getting the show on the road: skills for planning and running citizenship events*, LSN, 2006
- For the sake of argument: discussion and debating skills in citizenship*, LSN, 2006
- 'We all came here from somewhere': diversity, identities and citizenship*, LSN, 2006
- Getting started with post-16 citizenship*, LSN, 2006

The background to post-16 citizenship

Citizenship has been a statutory subject at key stages 3 and 4 in secondary schools since 2002, following the recommendations of the first advisory group on Citizenship, chaired by Sir Bernard Crick (*Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998).

The post-16 Citizenship Development Programme began in 2001 at the request of the then Secretary of State for Education and Employment and in response to the report of a further advisory group chaired by Sir Bernard Crick (*Citizenship for 16–19 year olds in education and training*, DfEE/FEFC, 2000), which recommended that:

- an entitlement to the development of citizenship, of which participation should be a significant component, should be established, which would apply to all students and trainees in the first phase of post-compulsory education and training
- all such young adults should have effective opportunities to participate in activities relevant to the development of their citizenship skills, and to have their achievements recognised.

The Learning and Skills Development Agency (LSDA, now LSN) was given the responsibility for managing the development programme on behalf of the DfES. Over 130 pilot projects were involved in the programme, and the evaluators, the National Foundation for Educational Research (NFER), concluded that the programme had been ***‘hugely successful in laying the foundations for the development of post-16 citizenship... it has succeeded in showing how the aspirations of the Crick Group, that citizenship should be an entitlement for all young people aged 16–19... can be developed in practice in a range of post-16 settings and contexts.’*** (*Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, NFER, HMSO, 2004).

Since September 2006, LSN has been commissioned by QIA to run and manage a support programme in order to promote post-16 citizenship across the whole education and training sector for 16–19 year olds. This includes school sixth forms, colleges, training providers, youth services, community groups and offender education. The support available includes regional networking, free national training events, free publications of guidance material and teaching/learning resources (including multi-media) and a dedicated website:

www.post16citizenship.org

Join our citizenship community

Simply register your details with us at

www.post16citizenship.org/register

and enjoy the benefits of:

- free newsletters and the latest citizenship updates
- access to the post-16 citizenship e-bulletin
- personalised invitations to national training workshops and regional networks
- information on the latest resources
- access to free post-16 citizenship materials
- online booking for events
- and much more.