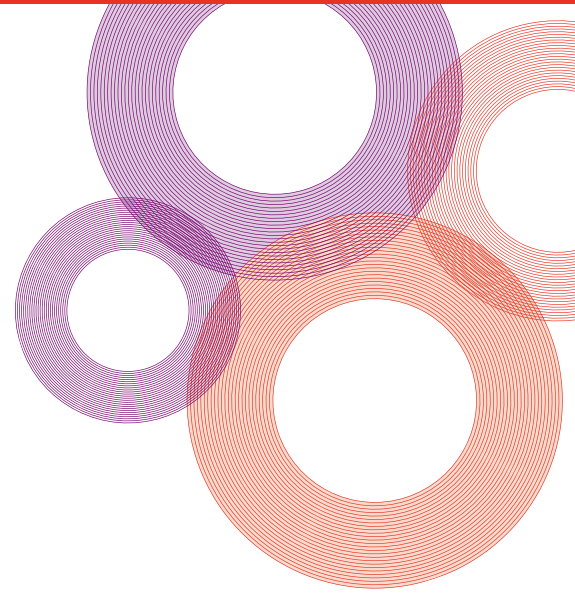


# Post-16 citizenship: a guide for leaders and coordinators



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# Post-16 citizenship: a guide for leaders and coordinators

## Introduction

Provision of citizenship education in post-16 education and training organisations can provide enormous benefits for the learner, for the organisation and for society as a whole. However, all commentators agree that leaders and citizenship coordinators in education and training organisations have the greatest impact upon the effectiveness of that provision. In particular, the support of senior managers has been shown to be crucial for the success of citizenship.

Ofsted and the Adult Learning Inspectorate<sup>1</sup>, in their evaluation of post-16 citizenship, concluded: *'All successful projects benefited from carefully planned introduction and implementation and were characterised by the enthusiasm and commitment of those leading them. Senior managers saw development within citizenship as central to the work and ethos of their institution or company and set a clear direction for the activities that learners would undertake.'* (p.3)

The report also stresses the important role of a citizenship coordinator:

*'Successful projects that have developed meaningful opportunities for learners are generally managed by experienced members of staff with sufficient seniority and status to disseminate project aims amongst staff across the organisation.'* (p.36)

In this guide, we examine the benefits that citizenship can bring and the ways in which leaders and coordinators can ensure that these benefits are embedded in the whole ethos of the organisation. We also examine how citizenship education can provide a vehicle and a context for many current educational initiatives for 14–19 year-olds. The final section consists of extracts from policy documents which make implicit or explicit reference to the role that citizenship provision can play in addressing current concerns. These documents raise important issues for educational leaders and managers.

### What is citizenship?

Citizenship education has an important role to play in the education of all young people. It enables them to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues. Through citizenship education, young people are encouraged to take action on issues of concern to themselves, and to play an active part in the democratic process, thereby becoming more effective members of society. They are encouraged to express their views and to have a voice within and outside of their learning organisations. Citizenship encourages young people to want to make a difference to the communities in which they operate and to reflect on what they have learnt.

Post-16 citizenship should build on the work that young people have done pre-16. Citizenship has been statutory at key stages 3 and 4 since 2002, so all learners undertaking education and training post-16 will now have had some experience of citizenship education, although perhaps varying in quality.

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<sup>1</sup> An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005. (Available from [www.post16citizenship.org](http://www.post16citizenship.org) on 'reports and studies' page.)

Programmes to develop and support post-16 citizenship development have been running since 2001 (see inside back cover), and have gathered considerable evidence of effective approaches for 16–19 year-olds. QCA has produced guidance and case studies<sup>2</sup> to support the delivery of post-16 citizenship. This includes a framework for citizenship learning consisting of learning objectives, examples of citizenship actions and the following three essential opportunities for young people:

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

Section 2 of this booklet provides case studies of activities undertaken in a range of contexts illustrating the different approaches and the benefits that have accrued to some of the organisations involved in the post-16 citizenship support programme.

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<sup>2</sup> *Play your part: post-16 citizenship*, QCA, 2004. (Available from [www.qca.org.post16index.html](http://www.qca.org.post16index.html))

# Section 1:

## Why do citizenship?

### Benefits of citizenship

#### Benefits of citizenship for the young person

Young people who have been given the opportunity to identify, research and take action on citizenship issues of concern to them, show increased confidence and self-esteem. They are motivated by being given a voice and an opportunity to effect change, in their own organisations, and in their local communities and beyond. This gives them a more positive attitude, a greater interest in the world around them, increased knowledge of the 'system', and the satisfaction of taking part in challenging and worthwhile activities.

*'I get a lot more out of being an active citizen than material gain. It has given me a lot of new skills in dealing with different people and different age ranges and I feel a real sense of achievement and gain when I have achieved something through hard work and determination, especially when you know you have made a difference to somebody.'*

**Aaron Bosman, a student of King George V College, Southport who was involved in his own college's programme as well as helping to plan several national conferences.**

#### Benefits of citizenship for the learning organisation

Young people who are positive and highly motivated are more likely to be constructive, supportive and engaged in their learning organisation. Relationships with the local community are improved through learners' involvement in community projects, and the organisation is likely to increase its retention and achievement. A recent research project<sup>3</sup> has also shown links between effective student participation and improvement of performance in schools. Head teachers in the research schools considered that 'student participation impacts beneficially on self-esteem, motivation, sense of ownership and empowerment and that this in turn enhances attainment'.

At **Eggbuckland Community College**, Citizenship is strongly supported by the senior management team, and there are two members of staff, one an assistant principal, with designated responsibility for the post-16 programme. Other senior staff support different aspects of the work, such as the Student Leadership Programme. This scheme ensures that students play a full and active part in organisational and management issues in order to nurture leadership qualities and develop responsibility. Many aspects of school life are run by students including ICT Access Managers (who control entry to and use of the ICT areas during breaks), Student Leadership Group (a parallel group to the school's leadership team, with their own budget), Student Tutorial Assistants (key stage 4 students who buddy Year 7 students to facilitate transition), and the College Support Team (who assist at all major events). Eggbuckland's whole-school approach was mentioned in the Ofsted/ALI inspection of post-16 citizenship<sup>4</sup>.

<sup>3</sup> 'Participation and responsible action for all students – the crucial ingredient for success', *Teaching Citizenship*, Issue 5, Spring 2003.

<sup>4</sup> An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005. (Available from [www.post16citizenship.org](http://www.post16citizenship.org) on 'reports and studies' page.)

**Camden Jobtrain** pioneered citizenship awareness as an essential component of its training for young people on work-based learning (WBL) courses. All learners took part in a citizenship programme which encouraged them to focus on the realities of society and work. Richard Jackson, Chief Executive, said: 'The benefits of citizenship to our training agency have been immeasurable. I can tell you that due to the opportunities for personal development, our retention levels have improved significantly... Our recommendation would be that all similar WBL courses ought to integrate it within their personal development programmes.'

*Citizenship News*, October 2003

### Benefits of citizenship for society as a whole

Citizenship education has potentially important benefits for society as a whole. Many people are concerned about the assumed apathy and cynicism of young people towards the democratic political system. Despite clear evidence that young people are concerned about specific political issues, very few show enthusiasm for getting involved in local or national politics. Voting rates are very low for young people; they are half as likely to vote as older age groups. Turnout for 18–25 years olds was 37% in 2005, down from 39% in 2001<sup>5</sup>. The Electoral Commission has said: 'Younger age groups are much less likely to see voting as a civic duty than older age groups, and a new analysis for us suggests the beginning of a cohort effect, i.e. a generation apparently carrying forward their non-voting as they get older.' While citizenship education must concern itself with far more than voting, there are clearly connections between young people engaging with current issues and having a democratic voice within their own organisations, and the likelihood of them showing an increased interest in local and national politics.

A group of New Start students at **Warwickshire College** took part in a mock election, in which they devised 'fun' parties rather than practical ones. They planned and organised the election throughout the college. After the election, they took part in discussions about the more serious aspects of voting and giving people a say in issues that concern them. One student said: '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.'

*Citizenship News*, March 2005

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<sup>5</sup> *Election 2005: turnout*, The Electoral Commission, October 2005 ([www.electoralcommission.org.uk](http://www.electoralcommission.org.uk))

# National policy initiatives and citizenship

Since 2001, citizenship has become increasingly important on many Government agendas and commands broad political support. It is recognised that giving all members of our society, including young people, a stake in their communities and an opportunity to voice their views makes for better community relations, more stable neighbourhoods and more engaged citizens. There are many current educational initiatives which impact on citizenship and which can be supported by it.

- The 14–19 Education and Skills White Paper<sup>6</sup> made a renewed commitment to citizenship in the national curriculum and stressed the importance of active citizenship for the whole 14–19 age group: *‘We need to be confident that everyone leaving education is equipped to be an informed, responsible, active citizen. In an ever more complex, interdependent world, where an engaged population is crucial to the health of our society, we continue to put citizenship at its heart too.’*
- The 14–19 Diplomas, the first five lines of learning for which will be available to consortia successful in the gateway application process from 2008. These will provide opportunities for citizenship through the extended projects and the proposed six personal, learning and thinking skills (PLTS). These include ‘effective participator’ which focuses on *‘young people actively engaging with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves’*.
- QCA and LSC are working on a strategy to bring coherence to the Foundation Learning Tier (FLT), in order to rationalise the units and qualifications available at Entry and level 1. Provision within the FLT will consist of three strands: subject-based and vocational learning; personal and social development; and skills for life and work. A set of design principles for qualifications will be published which all qualifications aimed at supporting programmes within FLT will have to meet.
- *Every Child Matters: Change for Children*<sup>7</sup>, a new approach to the well-being of children and young people from birth to age 19, influences all provision. The Government’s aim is for every child and young person, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being. Children and young people will have far more say about issues that affect them as individuals and collectively, and inspectors will listen to their views.
- *Youth Matters*<sup>8</sup>, a Government Green Paper launched in July 2005, set out proposals designed to improve local provision for 13–19-year-olds. It proposed that young people should have:
  - more things to do and places to go in their local area – and more choice and influence over what is available
  - more opportunities to volunteer and to make a contribution to their local community
  - better information, advice and guidance about issues that matter to them, delivered in the way they want to receive it
  - better support when they need extra help to deal with problems.

The aim is to empower young people to shape their local services, involving them in local decision making and providing opportunities for them to give something back to their communities. The Government has said: *‘We know that when young people participate in decisions affecting their learning and social experience they are more likely to achieve and become active citizens.’* ([www.everychildmatters.gov.uk/youthmatters](http://www.everychildmatters.gov.uk/youthmatters)). The Youth Opportunities Fund has been set up to provide resources (£31 million) for young people to become more involved in their communities.

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<sup>6</sup> 14–19 Education and Skills White Paper, DfES, February 2005

<sup>7</sup> *Every Child Matters: change for children*, HM Government, London 2004

<sup>8</sup> *Youth Matters*, HM Government, London 2005

- Personalised learning and learner voice are central tenets of the FE White Paper, 'Raising Skills, Increasing Life Chances'<sup>9</sup>. This makes proposals for colleges and other providers of further education and training to '*put the learner at the heart of the learning experience*' by making improvements in advice, guidance, quality of teaching/training, pastoral support and, crucially, provision for enabling students to have their say in influencing and driving up the quality of provision available.
- A key development arising from the White Paper is that all providers of further education and training should, by September 2007, have a learner involvement strategy in place, which is published and monitored. Guidance is to be published by the LSC in April 2007 (currently a draft version is available for consultation). Personalised learning requires providers to listen to young people about how they learn best, what does and does not work for them, and to invite learners to 'co-design' the curriculum.
- The Gilbert Report<sup>10</sup> brings schools into the same arena. The report recommends that Ofsted should provide clearer guidance on the expectation that schools' self-evaluation should draw on pupils' feedback, specifically on learning and teaching. The report suggests ways in which pupils could be actively engaged in shaping teaching and learning:
  - using pupils as learning resources for one another
  - inviting pupils to work with teachers in curriculum teams to review schemes of work
  - asking pupils to provide feedback on particular lessons
  - conducting regular surveys on the quality of the school experience, and
  - involving pupils in the selection process for new staff.
- A curriculum review is taking place for key stages 3 and 4 programmes of study of all National Curriculum subjects, including citizenship. This will be followed by additional qualifications in Citizenship Studies being made available by awarding bodies. Currently there are plans for a full GCSE in Citizenship Studies in addition to the existing short course, and new A/AS level qualifications in Citizenship Studies (from 2008/9). The importance of education for diversity within the school curriculum has been emphasised by Sir Keith Ajegbo in his curriculum review, *Diversity and Citizenship*<sup>11</sup>. The vision underpinning the report is '*in five years, for all schools to be actively engaged in nurturing in pupils the skills to participate in an active and inclusive democracy, appreciating and understanding difference.*'
- From September 2007 schools will have a statutory duty, reflected in the Ofsted inspection framework, to promote 'community cohesion'.

Every single one of these policy initiatives can be supported and strengthened through an institution-wide policy and strategy for citizenship development. Citizenship programmes, together with an inclusive and enabling ethos, will help leaders provide learners with an educational environment that enables them to take responsibility for their own learning, to achieve, to take an interest in their learning organisation and their community, and to grow in confidence and maturity.

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<sup>9</sup> 'Raising Skills, Increasing Life Chances', DfES, March 2006, arising out of the Foster review of FE

<sup>10</sup> '2020 Vision – Report of the Teaching and Learning in 2020 Review Group, chaired by Christine Gilbert, DfES, December 2006

<sup>11</sup> *Diversity and Citizenship*, Sir Keith Ajegbo, Dr. Dina Kiwan and Seema Sharma, DfES, January 2007



# Organisational ethos and identity

*'Learner involvement is as much about the culture and values of an organisation as it is about procedures and responsibilities. Providers who have achieved in this area have stressed how critical senior leadership has been to the success of their learner involvement activities.'*

**Developing a Learner Involvement Strategy, LSC, Consultation version, 2007**

*'The better managed projects dealt with citizenship in ways that complemented the ethos of their organisation or made connections between learners, citizenship activity and the vocational setting of the organisation.'*

**An evaluation of the post-16 citizenship pilot 2004/05, Ofsted and the Adult Learning Inspectorate 2005**

The most effective citizenship learning takes place in an organisational culture that values and facilitates the involvement of learners in decision-making. Ideally, everyone (learners, staff, managers and partners from the wider community) need to agree a basic set of values and rules for working together. Where leaders of education and training organisations have fully embraced the principles of citizenship, including participation and learner voice, they have found that there has been an impact on the ethos of the organisation. Some organisations have made citizenship a core aspect of their vision and have described themselves as 'citizenship organisations'.

*'As an organisation our aim in the city is to further enhance our reputation for academic excellence and define our identity through citizenship, creating opportunities for young people which will see them empowered, informed, enquiring and confident, setting agendas rather than simply following them.'*

**Regent College, Leicester (see Section 2)**

Others have responded to the diverse needs of their community by recognising that citizenship encourages education for diversity.

*'It is crucial that headteachers and leadership teams "buy in" morally and commit to citizenship education, not just as a discrete subject, but also in terms of developing a "citizenship ethos" throughout the school and through active community involvement... The community beyond the school gates is a rich resource for education for diversity; it is no less so for citizenship.'*

**From Diversity and Citizenship, Sir Keith Ajegbo et al. DfES 2007**

*'In order for you to live peacefully with others you need to get to know about them, their beliefs. I want to get to know them... once I've finished with Oldham they'll all think differently!'* **Student at Oldham Sixth Form College, quoted in Diversity and Citizenship, Sir Keith Ajegbo et al. DfES 2007**

Some organisations see citizenship as integral to their purpose and operation, and in support of existing organisational values.

**Dorset County Council** has included citizenship within its training programme for apprentices. The apprentices involved are all young employees, completing a full apprenticeship framework in Administration. The programme involves a range of research, consultation and action in relation to the role of the county council. They recognise that the work of the council has direct relevance for citizenship and for their own learning. One apprentice said: 'Being involved with the consultation project helped me understand what being a citizen really means and in a sense made me more aware of the issues that affect me.'

*Citizenship News, August 2006*

# Opportunities for implementation and delivery

Six distinct, but related, approaches to post-16 citizenship have been identified within the post-16 citizenship support programme and by the QCA guidance for post-16 citizenship.<sup>12</sup> Examples of each can be found in all the post-16 education and training settings, although the approaches may be implemented in somewhat different ways in different contexts. Young people-led active learning is a crucial underlying principle of effective practice across the approaches and in all settings. They include citizenship through: **the learner voice and representation; qualifications and personalised programmes; group tutorial and enrichment programmes; voluntary and community-based activities; single citizenship events; research projects**<sup>13</sup>. In practice it is desirable, and indeed common, that organisations combine several different forms of provision to ensure for as many young people as possible a range of citizenship learning opportunities. Undertaking a variety of citizenship activities will also help learners to reinforce their citizenship learning and recognise its usefulness in other arenas. Examples of each approach are provided here.

## 1. Learner voice and representation

Successful approaches are those in which young people are given a genuine opportunity to influence the decisions that are made and to feedback comments on their own experiences within the organisation.

At **Merton College**, south London, two separate Student Parliaments are held, one on the main site and one at the Sixth Form Centre. The full Parliament meets at least four times a year but can meet more times at student request. All tutor groups elect two class representatives to sit on the Parliament, and the election of representatives is preceded by a minimum of two one-hour tutorials to prepare students. The groups discuss the importance of democracy and representation, the skills needed to be a good class representative and ground rules that need to be in place for the Parliament. A selection of resources is provided for the tutors to support this work. The first Parliament is chaired by the Head of Student Support/ Assistant Head of Sixth Form, and at this meeting, the students are asked to express an interest in sitting on the Student Parliament Executive Committee. The Executive Committee then meets and elects representatives to the College Boards, Course Teams and the Governing Body. They also elect a Chairperson of Parliament, a Secretary, a Treasurer, and members of the Events Committee.

The Executive Committee meets several times between Parliament meetings and actions the concerns raised at the meeting by liaising with senior staff and managers and then feeding back to the Parliament. Youth workers based in the college help organise and oversee these Executive meetings giving advice and guidance to support the students as needed. The role of the youth workers and tutors is to facilitate, guide and support the work of the Parliament and Executive Committee. Some students will need more support than others and the input varies from year to year and student to student. All meetings are minuted by the Secretary and minutes are circulated to all staff. They are also either posted or emailed to the student representatives. The office staff provide support to type and distribute the minutes. Before and after each full Parliament meeting, time is programmed into tutorials for class representatives to prepare items to be brought to the next meeting and feedback on progress from the last meeting.

<sup>12</sup> *Play your part: post-16 citizenship*, QCA, 2004. (Available from [www.qca.org.post16index.html](http://www.qca.org.post16index.html))

<sup>13</sup> See the series of booklets *Six Approaches to Post-16 Citizenship – Citizenship through...*, available from LSN

## 2. Qualifications and personalised programmes

Citizenship qualifications are used in some organisations, but it is also possible to integrate citizenship into other qualifications, awards and courses. There are many examples of this approach.

At Zenith Apprenticeships, a training centre within **Warwickshire College**, both the E2E and apprenticeship programmes embed citizenship into the key skills of Communication and Working with Others. The learners identify issues of interest and concern to them, and then carry out research into the issues. They can do this individually, in small groups or as part of a whole group project. National Diploma early years students worked together to influence the healthy eating policies of local primary schools. Level 3 Equine Studies apprentices conducted an investigation into the impact of the travelling community on Stow on the Wold during the annual horse fair. Learners undertake presentations of their findings and recommendations as part of their Communication qualification, and collect evidence of the process of the project for Working with Others.

The citizenship programme is part of **Aylesbury College's** provision for students with learning difficulties. It is based around the OCR Citizenship Studies Entry level (3) certificate, which consists of four units:

Unit 1: Rights and responsibilities

Unit 2: Identifying communities and participating in community activities

Unit 3: Participating in decision-making and recognising the role of government

Unit 4: Recognising the individual as a world citizen.

The integrated college programme, aimed at students with moderate learning difficulties, includes within it citizenship studies; basic skills; job-seeking skills (including a community placement); performing arts; art & design.

Much of the citizenship learning is achieved through dance, drama, and art & design, with basic skills giving under-pinning support, and the job seekers' course providing the opportunity for community activities.

### 3. Group tutorial and enrichment programmes

Most schools and colleges have tutorial and enrichment programmes, which although already crowded, can benefit from the integration of citizenship activities. It is vital that tutors are committed and success is more likely when tutors are trained and brought into the programme slowly and as volunteers.

**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 has become the Enrichment Committee, and curriculum citizenship, delivered through subject-based tutorials. The Enrichment Committee has representatives from every area, including ESOL students and those with disabilities. It has been a springboard for a number of student-led campaigns, and is consulted on enrichment provision. The college enrichment programme offers opportunities for students to get involved in the college and the local community, for example 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 for curriculum citizenship 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.

### 4. Voluntary and community-based activities

In many organisations, young people are motivated to influence other people’s views or to make a difference to someone’s life. While fundraising is an important part of this, organisations can also make it possible for young people to take some real action themselves.

At **King Edward VII School** at Melton Mowbray, a small group of sixth formers set up a fair trade group after hearing a talk from the organisation People and Planet on the plight of farmers in poor countries. During their initial activities, they sold fair trade products to the staff room, parents at open evenings and fellow students. They have since spoken to primary and secondary teachers at an East Midlands conference on global citizenship and have visited the mayor and leader of the town council to give a presentation on their work to a full council meeting. The council was debating whether Melton should apply for fair trade status. The motion was passed and the mayor believed that councillors were swayed by the group’s arguments. Back at school, the students are continuing their campaign to increase the number of fair trade products sold in the canteen and have elicited the support of some Year 10 students and the enterprise coordinator.

### 5. Single citizenship events

Citizenship events can bring a ‘buzz’ to an organisation. They break the routine of everyday life, and can be fun and motivating. The best events are planned and run by young people themselves, although they need support from staff in the form of training and advice. They should, however, own the event and design it around topics of interest and concern to them.

At **Aylesbury High School**, Buckinghamshire, students worked with the neighbouring boys' school, Aylesbury Grammar School, to plan and run a conference that included students from 10 local schools and the local FE college. The theme of the event was 'Breaking down Barriers' and it included exploration of issues such as terrorism, national identity, fair trade and international relations. The planning committee invited a number of local people as speakers, including the local MP, the mayor and nationally-known journalists and campaigners. The workshops were run by the students, who had received training in dealing with controversial issues prior to the event, and a large-scale simulation of a United Nations debate took place in the afternoon. One of the planning group said: 'We invited all our guest speakers and young people from all schools and colleges in the local area – a nervous time because, having put in a lot of effort, if people hadn't attended we would have had to cancel. However, on the day there were no spare seats, with about 200 faces looking down at me. The day went better than I ever imagined and culminated in the UN debate at the end of the day.'

Worcester Cathedral and Youthcomm (a project within **Worcestershire Youth service**), run an annual conference for young people across the county. The aim of each event is to raise awareness among young people of an important social and political issue, to enable them to develop an informed opinion, to gather their views and to draw up a manifesto of belief of those who attend the conference. This is passed on to MPs, MYPs (Members of the Youth Parliament) and MEPs. The most recent conference was entitled '*European citizenship: What's in it for me?*' The conference was fronted by young people and the central activity involved voting on a range of questions on European citizenship, managed by the young people from Youthcomm, using their electronic voting system. Participants were asked to vote on three questions at the start of the day, and then again at the end, to measure whether, and by how much, opinions had changed. In between voting, the participants attended highly participative workshops run by young people, and put questions to a panel, chaired by the MYP for Worcestershire.

## 6. Research projects

Learners undertake research projects in many different contexts. Some carry out research as part of the coursework for a qualification; some are involved in the pilot of the level 3 Extended Project; some are gathering evidence for key skills, and some see research as an important forerunner to a campaign. In all cases, they need time to develop research skills and to carry out research effectively. Citizenship can often provide a real focus for the research.

Young volunteer researchers at **Fitzrovia Youth in Action** (FYA) in central London received training from the National Council for Voluntary and Youth Services on how to run effective workshops before leading residential workshops at which 'drugs and community safety' was identified as a key issue. The peer-research project on drugs came out of previous research by the young people which showed that drugs and drug-related crime were a major cause of concern to their peers living in the area. Funding was obtained from the Camden Council Drugs Action Team and further training offered in research techniques. The peer researchers interviewed over 350 young people in youth clubs and a school, presenting their findings to practitioners and policy makers.

## Staff development activity

Use the following cards as a sorting activity with small groups of staff. They should put the cards in order of importance and then discuss who should do each of the most important tasks and in which order. They can use the blank cards for new ideas.



Form a working party to develop ideas for citizenship activity

Using e-mail or the staff bulletin, audit staff interests and concerns

Work with heads of department/programme managers about the value of citizenship and the positive impact it can have on their subject

Join a regional post-16 citizenship network group

Become involved in local initiatives and collaboration

Embark upon exam board pilots

Deliver accredited citizenship courses from level 1 to level 3

Ensure direct liaison with a member of the senior management team

Work directly with students through NUS or student council to ensure their issues and concerns are addressed through citizenship

Integrate citizenship activity into the tutorial scheme



Report upon active involvement to parents and governors	Introduce citizenship at the point of interview for new staff and students
Ensure citizenship has a visible presence on open days	Run whole organisational staff development both on key citizenship themes and participatory methods of working that can be transferred to other classroom settings
Ensure the leader of your organisation is clear about the benefits of citizenship activity for all learners	Ensure the local media are informed of key citizenship activity
Work citizenship into development plans and quality improvement plans	Produce citizenship-themed tutor resources that are lesson planned, resourced, and objective based, and have measurable outcomes
Work closely with your head of student development/pastoral senior manager to integrate citizenship into tutorial resources	Other:
Other:	Other:

# Leadership processes for citizenship

## POLICY CONTEXT

e.g. Every Child Matters, learner voice, personalised learning, Diplomas, diversity, Disability Discrimination Act, statutory curriculum, welfare, accountability, self-review and inspection.

### Citizenship seen as a way through and an organising principle

1. Organisational purpose, vision and goals



2. Identification of organisation's ethos



3. Organisational audit



4. Identification of opportunities for learners to build on prior citizenship learning and progression.

Development of knowledge, skills and understanding, and learner voice

## STRATEGY

- Policy development and review of targets with learner involvement
- Identification of management roles and accountability



Staff development and appraisal

- Whole staff awareness
- Development of specific skills for specialised teams

• Forms of provision chosen

- Processes to ensure coherence

• Links with community partners

- Parents and other stakeholders informed



## REVIEW STRATEGY



## Section 2:

### Examples of approaches



The case studies in this section provide examples from organisations across the 16–19 education and training sector. They illustrate the ways in which senior managers and coordinators of citizenship have recognised the contribution that citizenship can make to the vision of the organisation, and the different approaches they have taken.

The case studies cover citizenship in the five main settings of schools, sixth-form colleges, FE colleges, work-based learning providers, and youth and community groups:

Bishop's Hatfield Girls' School, Hertfordshire – 11–18 comprehensive

Regent College, Leicester – sixth-form college

ShIPLEY College, Yorkshire – FE college

Zenith Apprenticeships – work-based learning provider and part of Warwickshire College

Democratic Action for B&NES Youth (DAFBY) – part of Bath & North East Somerset Youth Service.

## CASE STUDY

# Bishop's Hatfield Girls' School

### The school

Bishop's Hatfield Girls' School is a secondary comprehensive school in Hatfield, Hertfordshire, with 700 pupils and 113 in the sixth form. Rated as very effective by Ofsted, the school was awarded beacon status in 2001.

### Citizenship provision

Citizenship is fully supported by all staff and is central to the school's ethos. By promoting pupils' participation at all levels, the school wants them to feel they have a voice, can effect change, and take responsibility for their own learning.

Citizenship is delivered by a small team of trained and dedicated teachers. As part of life skills, post-16 citizenship builds on a well-established programme at key stages 3 and 4. In addition, Year 12 students have an afternoon dedicated to community service, often with an active citizenship focus. Citizenship is also delivered through a number of other subjects through opportunities within schemes of work/lesson plans.

The citizenship programme is planned with students through evaluation and consultation. This enables students and staff to clarify the rationale, agree the programme, and put forward ideas including opportunities for 'active citizenship' beyond the formal curriculum. Students also evaluate the programme knowing that their feedback, along with that of staff, will influence and help improve citizenship.

The school is committed to listening to the 'voice' of young people and involving them in making decisions. The school council is run by three head girls with no teacher involvement at meetings. The girls take forward suggestions from form representatives to the head teacher who responds to the whole school during assembly time.

### Leadership of citizenship

The support of senior management is essential for successful citizenship. A measure of that support is that the assistant headteacher as citizenship coordinator leads on the development and delivery of citizenship education, along with PSHE, careers education and guidance, work-related learning and enterprise education. This combined role has led to a coherent programme which makes links between these subjects. It also means a citizenship focus can be given to other activities, for example when pupils carry out a social enterprise initiative as part of their enterprise education project.

The assistant headteacher communicates regularly with the rest of the SMT on citizenship developments to give the team a real understanding of what citizenship involves and to create a shared vision for taking it forward. She also attends curriculum leaders meetings to communicate with all staff and include citizenship in whole-school curriculum development. And as citizenship coordinator, she meets with the 12 staff delivering citizenship once every half-term to move citizenship provision forward and provide opportunities for short training sessions if necessary.

The headteacher gives the assistant head time away from school to sit on relevant groups such as the QCA Citizenship Reference group and the Citizenship Assessment Working group.

The school's citizenship policy is reviewed every two years. The policy was developed by the citizenship coordinator through consultation with pupils, parents and governors, and sets out how citizenship is to be delivered. It is available to staff, pupils and any other interested parties.

Citizenship is given an annual budget allocated in consultation with the citizenship team and pupils who also evaluate resources and how they should be used.

Training needs are identified by staff and provided for individuals, groups and whole staff, delivered by external providers or 'in-house'. The citizenship team also attends a two-day residential during the Summer term to focus on the development of the subject.

Another measure of the school's commitment to citizenship is its aim of becoming a Humanities College Specialist School with the proposal that citizenship is one of the lead subjects along with English and history.

The school has positive links with a number of external organisations which make a valuable contribution to citizenship provision. Examples include the local district council, supported by its youth council, who come into school and listen and respond to pupils' concerns about the local community and proposals for improvement. As part of citizenship, there are also regular contacts with the local MP, local magistrates and the police. Finally, the programme of guest speakers builds pupils' understanding of current issues like fair trade and animal testing.

### **Outcomes from citizenship**

The school believes its involvement with citizenship has benefited the whole school community including parents. Citizenship has been a major factor in giving students a sense of ownership of their school and their learning, and the school believes that citizenship provision has increased pupils' motivation and self-esteem, and fostered a sense of belonging and pride. It has also helped to enliven the curriculum by bringing real issues to the fore.

### **Evaluation and leadership tasks still to be tackled**

For the citizenship coordinator there are a number of tasks that need to be addressed including:

- improving assessment opportunities post-16, building on assessment pre-16, setting targets, and evaluating performance
- investigating courses leading to qualifications in citizenship
- employing a specialist citizenship teacher to join the team (hoping to make this appointment for September 2007)
- developing a school award that accredits active citizenship by tracking and evidencing levels of participation.

The school will explore ways of working with key community partners to promote active citizenship for disengaged pupils at risk of exclusion. Linked to this would be a mentoring programme for these young people involving sixth-form volunteers.

## CASE STUDY

# Regent College

### Organisational context

Regent College is a post-16, inner-city college in Leicester, catering for a diverse intake in terms of both ability and ethnicity. In pursuit of its intention of becoming a Global Citizens College, the college aims to define its identity by giving its students a distinct range of citizenship opportunities so that they see themselves as empowered, informed, enquiring and confident, setting agendas rather than simply following them.

### Leadership

A recent turning point for citizenship development was the commitment of both the Principal and Governors to the implementation of a citizenship programme across the college. This meant it became a major area of strategy, championed by an assistant principal within the SMT. This gave scope to plan strategically over an academic year and explore opportunities through the curriculum, the tutorial programme and enrichment.

The increased emphasis on citizenship in the college has led to the creation of additional posts and new opportunities for staff. A coordinator has been appointed who reports to the assistant principal with overall responsibility for citizenship. The coordinator manages a team of 12 staff involved in various strands of citizenship work.

### Strategy

It was decided to develop pathways for the delivery of citizenship by looking to build on existing opportunities for citizenship in the college rather than embark on a whole-sale restructuring of provision.

The key challenge has been to provide citizenship opportunities unique to each level of study to ensure fresh experiences for students as they progress from level to level within the college.

The college has cemented its links with the Leicester University Centre for Citizenship and is now involved with their citizenship PGCE programme, taking part in the pilot of the university's open space discussion process that has influenced the model of debate used with students through the level 2 tutorial programme. Also through links with the University's Centre for Citizenship, level 3 students involved with all three strands of citizenship activity (see below) will gain recognition as members of the Global Citizenship College, which seeks to share with young people a sense of the College's place within the global community and give opportunities for engagement with global issues.

The College is also involved in citizenship developments at a national level. As a citizenship champion for the Post-16 Citizenship Support Programme, Regent has taken part in various conferences and workshops which have guided the content and delivery of citizenship. The dissemination of good practice through regional network meetings has further developed and consolidated citizenship delivery. Last year the College took part in a national trial for a new level 3 qualification in active citizenship, experience from which has informed the current pilot for the new level 3 Extended Project.

### Organising provision

All students are encouraged to play an active part through volunteer work in pertinent issues whether local, national or international; environmental, social or cultural.

Beyond this, different opportunities for citizenship learning are provided at each level of study within the College:

**ESOL** students, within their programme, are introduced to the role of the citizen within UK society.

At **level 1** students experience a special citizenship day on the theme of rights and responsibilities, including young people and the law and environmental issues.

For **level 2** students citizenship issues are explored as an integrated part of their tutorial programme.

**Level 3** students have the opportunity to engage in three strands of citizenship activity:

- A programme of citizenship lectures and seminars running through the year
- Volunteering, with the opportunity for accreditation through Millennium Volunteers.
- An extended studies programme, with one option chosen from:
  - Extended Project (pilot programme; equivalent to an AS)
  - AS Critical Thinking
  - AS General Studies
  - AS Science for Public Understanding.

### **Staff Development**

Five colleagues are enrolled on the Leicester University post-graduate certificate in citizenship education which will impact upon practice in college, and various colleagues have taken part in the Post-16 Citizenship Support Programmes' national and regional events. Finally, the college is organising a seminar programme with Leicester University on citizenship issues with colleagues from within the organisation and beyond.

### **Evaluation**

The college believes strongly in the beneficial impact of citizenship upon learners. To evaluate this impact requires both a qualitative approach through the student survey and quantitatively through analysis of progression data and exam results. The team will also consider its impact at a more anecdotal level. The aim is to ensure citizenship is not marginalised but is central to the college's success and development.

### **Work to be done**

Regent College is committed to integrating citizenship into its offer for all learners and this journey is clearly underway. Nevertheless there is still much to be done and lessons to be learned.

First, while much of the citizenship programme is imposed by the college, students have scope to choose activities and reflect upon their effectiveness – for example within tutor groups they decide on topics for the open-space discussion programme. However, the college should do more to involve them in proposing citizenship opportunities and more to accommodate their suggestions.

Secondly there are training implications to be addressed, especially for tutorial staff for the delivery and management of sensitive issues. More work is needed to ensure the whole college is clear what the citizenship offer is and that it informs practice with all learners.

Finally there is still scope for making the voice of the learner more prominent and for the student council to extend its role to cover broader strategic issues in line with the concept of a Global Citizens College.

### **Conclusion**

Regent College believes citizenship should be active and engaging and develop young people's skills and confidence to give them the qualities sought by universities and employers. The offer is unique, defining the college as an organisation at the centre of the community, whether local or beyond, and supporting young people to make a difference through informed, intelligent action.

## CASE STUDY

# ShIPLEY College

### The college

ShIPLEY College is a small further education college in Saltaire on the outskirts of Bradford. The college, which attracts full and part-time students, reflects the multicultural local community with approximately 40% of the students of ethnic minority, predominantly south Asian origin.

The college offers courses from Entry through to Advanced Level with the majority of full-time courses being BTEC. The close links with both the community and local employers are built on through the work-based learning provision, train to gain, and adult learning.

Many of the young people are in receipt of Education Maintenance Allowance or the 19+ version, Adult Learning Grant. There are many 'second chance' students who have dropped out from school before taking a vocational course.

### Goals and vision

ShIPLEY College, with strong leaderships from its SMT and directorate, and the governing body, has always been proactive with local and national initiatives which it believes are in the best interest of the students, the staff and the community. Because the College has worked hard to ensure the learner voice has been heard, it was a natural step for the college to take part in the national Post-16 Citizenship Programmes.

A student-led approach to teaching and learning is fundamental to college staff. Encouraging students to have respect for each other and promote equality and diversity is paramount and was recently recognised by Ofsted.

The college seeks opportunities to make links with the community and to empower students. Prior to involvement with the Post 16 Citizenship Development Programme, a team of students developed a Bradford District young people's learning entitlement pack and website. The purpose was to publicise to empower young people to become aware of their entitlement and the choices available after compulsory education.

ShIPLEY College's engagement with the Every Child Matters agenda was recognised by Ofsted in their recent inspection report. While the college had a history of engaging with each of the five themes, it was felt strongly that this should be publicised as 'Everyone Matters' which is displayed throughout the college to recognise and promote its ethos.

### Leadership of citizenship

The tutorial manager, who is based in Student Services, leads citizenship across the college. The manager heads a team of personal tutors who each work with tutor groups across the college in personal and social development (PSD) sessions as part of group tutorials of one hour per week for major programme students.

The tutorial policy stipulates that PSD sessions will include careers education guidance, sexual health, drugs awareness, active citizenship work, equality and diversity, and sustainable development. Such a heavy workload means tutors are encouraged to integrate themes where possible. For example, sports students work with a local primary school, developing citizenship skills and gaining their wider key skills.

Staff are active in the QIA Support Programme regional network meetings and staff development sessions, and are enthusiastic users of the resources provided. Staff comment that the skills, advice and guidance given in the resources are transferable to other teaching and learning opportunities.

The college's student council was established under the leadership of the tutorial manager, based in student services, and encouraged and supported by both the SMT and the governing body. The council now has a clear structure for reporting through to the governors. Each full-time course group has elected student representatives who attend the student council. There are also a variety of sub-groups to address specific issues and meet with appropriate managers. One sub-group of the student council attends the student affairs committee with the principal, chair of governors, another governor and other senior members of staff. This ensures that the learner voice is represented and responded to. Two or three of the learners also attend the governors' meeting, with one student having a vote.

The structure of the student council means that the voice of the learner is heard from course level through to the governing body. At course level, students can raise issues at team meetings. These are minuted and responded to by the course team. Responding to the student comments, the course reviews are considered by a panel made up of senior staff and feed into the SARs.

Non-course specific items are raised by students at council meetings and cascaded through to student affairs and governors if appropriate.

These structures ensure that concerns are addressed systematically. Issues can also be raised less formally through the 'comments, compliments and complaints' boxes throughout college, as well as through an email address for comments.

## **Outcomes**

Empowering young people to voice their views and recognise that their opinions not only count but are a valued part of the ethos of Shipley College is an approach that benefits everyone. Young people gain confidence and are more motivated learners, their retention and achievement is improved, and the college's good reputation is recognised by Ofsted as well as by prospective students.

Classroom engagement with citizenship activities improves the quality of teaching and learning and is more popular for all. Active citizenship as a more dynamic method of learning is more enjoyable for learners and staff and beneficial to the organisation.

The college's involvement with citizenship means that the foundations for our Learner Involvement Strategy are already in place if not formally committed to paper. These foundations will be built upon to develop a stronger organisation.

## **Evaluation and Leadership**

Engaging with active citizenship was a logical step for Shipley College and reflected its ethos. The college is committed to developing its learners as active citizens which entails supporting and engaging staff and learners of all ages. The challenge for the leadership is to continue to recognise those developments, which can act as a catalyst for change to ensure the college produces outstanding active citizens serving an outstanding community.

## CASE STUDY

# Zenith Apprenticeships at Warwickshire College

### Organisational context

Warwickshire College is a large FE/HE College which in its latest Ofsted inspection, achieved a Grade 1 in leadership and management.

The college has 3,850 post-16 students. Zenith Apprenticeships, the work-based learning unit within the college, provides training for 700 Apprentices in a wide variety of occupations.

The organisations cores values are to:

1. put the learner first by focusing on the 'Every Child Matters' and 'personalisation' agendas
2. deliver the highest quality in all that we do
3. promote a fair, open and respectful culture.

### Leadership

A citizenship policy for the college was established at the academic board meeting in May 2005 and was the starting point for the coordination of citizenship. Senior management agreed the content of the policy and its links to other college-wide policies, and both governors and senior managers have an increased awareness of the importance of the learner voice.

The senior management commitment to active citizenship led to the establishment of the citizenship coordinator's post in September 2005 when an initial audit of citizenship activities highlighted that the college was already providing a number of relevant opportunities.

### Citizenship provision

There are three main areas of provision:

- a) The curriculum offer includes OCN Citizenship level 1 units relating to citizenship in the community and at work. Involvement with the AQA level 3 Active Citizenship qualification trial in 2005–2006 was a valuable opportunity to develop a learner-led approach to projects, with a own focus on active citizenship skills underpinning the delivery. The preparation of GCSE and A level citizenship studies is underway for introduction in 2008/9.
- b) Within the work-based learning programme active citizenship projects provide evidence for all three primary key skills as part of achievement for the full Equine Apprenticeship framework, while Entry 2 Employment learners take part in citizenship activities for a third of the curriculum to develop personal and social skills.
- c) In relation to learner voice, the ethos of the organisation encourages opportunities for learner involvement in college decision-making. The student association is active across the college with a structured support system that includes a monthly meeting with senior management. Training for learner representatives is now being piloted in partnership with Warwickshire County Council.

### Current progress

Within Zenith Apprenticeships, in particular, the learner voice has been successfully promoted. Experience so far will inform a full learner-voice strategy, scheduled to be in place by September 2007. This is in development with Nuneaton Training Centre, a nearby independent training provider. The initiative will be an opportunity to compare data and approaches from two different work-based learning settings.



Active citizenship skills are an important element in the cross-college staff training programme. Links with the national Post-16 Citizenship Programmes has updated staff and learners on new initiatives and resources to embed post-16 citizenship. The Champion Status given to Zenith Apprenticeships has led to an important link with a quality system which has had a positive impact across the whole college.

The tutorial system has given more opportunities for citizenship learning and contributed to whole-college theme weeks during the academic year.

### **Outcomes from citizenship in the organisation**

The leadership and coordination of citizenship has led to a number of outcomes for the learners and the organisation across all sites:

- Learner-centred management
- Qualifications to accredit learner's achievements that are promoting learner participation in the organisation and the community
- A whole-organisation ethos of active citizenship undergoing continuous development and reassessment
- Learner empowerment with rights and responsibilities
- Learners as experts
- Governor-learner involvement
- Tools for engaging in the community
- Partnerships to gain support and share resources.

### **Evaluation and leadership tasks still to be tackled in relation to citizenship**

A learner-voice strategy in work-based learning to be in place, as a national requirement, by September 2007.

The development of ways of accrediting active citizenship skills within the organisation.

Advanced teaching practitioners to assist the whole organisation by facilitating a learner-led style as an active learning approach to citizenship.

## CASE STUDY

# Democratic Action for B&NES Youth (DAFBY)

### Leadership principles and opportunities

DAFBY or Democratic Action for B&NES Youth brings together 13–19 year olds from Bath and North East Somerset (B&NES) and enables them to play an active role in their local authority and other community organisations. As part of the B&NES Council Youth Service, DAFBY was conceived in 2000 as a way support the election of the local member of the UK Youth Parliament and has since developed as the key pathway for young people to have a voice in their local authority.

Underlying the work of DAFBY has been Article 12 of the UN Convention of the Rights of the Child, which states that young people have the right to be heard in decisions that affect them and, more recently, the aims of Every Child Matters and Youth Matters which stress the need for young people to be consulted in many more ways.

From the start, DAFBY has been led by young people. Adults take their lead from the young members, and connect young people with opportunities and agencies where they can make an impact. Decisions on whether to be involved are always made by DAFBY members. The scheme is run very much on youth work principles, and one of its attractions to young people is that it combines a chance to meet and socialise with a wide range of active citizenship opportunities.

The young participants in DAFBY have the support of a full-time Youth Democracy Officer from B&NES council who has been a driving force behind the success of the initiative since its inception. Her role has been to act as a champion for DAFBY within the council, to be an advocate for their participation, and to give young people the training they will need to have an effective voice at adult meetings.

There was an initial reluctance on the part of some adults to accept that young people should have a voice, and a number of battles had to be fought to give them access to key decision-making bodies. Instrumental in promoting the role of DAFBY were two of the elected B&NES members who helped to open doors to council departments and key officers. Today, the council is fully committed to involving young people and to the aims of Every Child Matters. As evidence of the commitment, DAFBY representatives now have regular meetings with the Chief Executive of B&NES and senior council officers.

The main impact of DAFBY to date has been at the strategic/policy level of the council. Young people are invited to join some of the main committees and are treated like elected members, fully briefed beforehand on agenda items. Examples of their involvement include participation in the local secondary school review, matters relating to sexual health and teenage pregnancy, youth matters, and culture and leisure services. In fact, the aim is that they should have a voice on all council services, including planning, health, housing and the police, with whom there are already opportunities for consultation.

The Chief Executive has been proactive in communicating with young people. In particular he has taken part in a DVD to feedback the results of the council's consultation with young people on the B&NES strategic plan.

### Evaluation and accreditation

All post-16 DAFBY members are accrediting their hours to Millennium Volunteers and most achieve their 200 hours. There will also be opportunities to gain a Duke of Edinburgh's Award.

Training for young members is specifically designed to deliver skills which are both necessary for active citizenship and invaluable for personal development. All training sessions are evaluated with participants to check with them whether they feel the sessions have been effective and how they might be improved.

All DAFBY members keep portfolios of their activities and achievements. A number have been encouraged by their experience to take AS level citizenship when their DAFBY experience can be exploited for the course.

### **Future plans**

DAFBY has been the victim of its own success. Currently its key challenge is to enroll more young people and match them with growing opportunities for their voices to be heard.

The Youth Democracy Officer is now looking to give DAFBY members an influence at a more local level through parish councils and community area partnerships.

Good progress has already been made in contacting most schools in B&NES to encourage students to take citizenship outside the classroom and into their communities. Following an initial talk to student councils from the Youth Democracy Officer, staff and students are very supportive and would like to progress opportunities. As a measure of progress, at the last election for the local member of the UK Youth Parliament, which DAFBY continue to organise, about 25% of students voted in the election, a huge leap forward from the small numbers in 2000.

With growing demands on the Youth Democracy Officer's time, she is applying for a grant to enable YouthBank to provide an additional worker to support young people's involvement with the sexual health and police focus groups.



## Section 3:

# Extracts from relevant policies, reports and reviews

### Extract from:

**House of Commons Education and Skills Committee,  
Citizenship Education, Second Report of Session 2006–07,  
February 2007**



### Summary

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During our inquiry, we took evidence from many who were clearly convinced of the potential value of citizenship education to young people and to the communities they are part of. Yet, while inspiring programmes exist, and progress is being made, the quality and extent of citizenship education is still inconsistent across the country. This patchiness needs to be tackled head-on, and progress accelerated. This will require action from those on the ground, but also demands strong support from the DfES and Ministers.

When done well, citizenship education motivates and inspires young people, because it is relevant to their everyday lives and concerns. Sir Keith Ajebo has recently recommended that the citizenship curriculum be amended to have a closer focus on issues of identity, diversity and belonging – and the Government has accepted his recommendations. We support this move. There is a good case for increasing the level of attention paid to such issues. As the Government takes forward the recommendations of the Ajebo report, it will be crucial that it develops concrete plans as to how it will equip those teachers and lecturers to deal with the teaching of often challenging issues on the ground.

The approach to citizenship education to date has been a “light touch” one, allowing schools and other settings a very high degree of freedom in terms of delivery. More needs to be done to communicate with leaders, teachers and lecturers – especially in settings which have not made much progress to date – about the approaches that are working in other institutions. This is particularly true in respect of information on ‘whole-school’ (or college) approaches, and building in opportunities for active citizenship. In so doing, the Government has a difficult balance to strike between promoting and sharing successful models, while at the same time avoiding the suggestion that “one size fits all” – it is essential that programmes are locally-owned and relevant to the particular context.

Development of the workforce is crucially important to the success of citizenship education. The subject is still new, and as such a specialist citizenship education cadre is still developing. The expansion of the Continuing Professional Development (CPD) citizenship certificate programme to which Ministers have committed, is welcome, but CPD should not be considered as a substitute for the more extensive training gained during a one-year PGCE course. The number of initial teacher training places for citizenship education needs to be protected from any further reductions, and in the medium term, numbers on these programmes should be increased in tandem with efforts to ensure that trainees are employed in teaching roles that fully use their skills.

### School Councils

School – or student – councils often play a central part in citizenship education. The Government has been supportive of them to date, and we welcome this. Currently, they are not statutory, but the Government should consider making them so, while at the same time avoiding tight prescription of the

form they should take, or the ways in which they should operate. There should also be advice on the importance of situating councils within the wider citizenship education programme, and on ensuring participation and ownership among the whole school population – not just an elite group.

### **Departmental focus on citizenship education**

Improving the quality and spread of citizenship education is also dependent on it being given sufficient priority at the departmental and Ministerial level. At the time of its introduction, citizenship education enjoyed strong personal support from within Government. This was crucial to its establishment and acceptance as a discipline. Four years have passed since then, however, and we are concerned about the possibility of a waning of interest at a stage when much of the hard work in terms of implementation still remains to be done. To some, citizenship education's aims, objectives and methods remain opaque, and difficult to grasp. There is a need for a clear public narrative from Ministers on what citizenship education is setting out to achieve, and why it is considered important. Additionally, the DfES needs to send a clear signal that citizenship education is valued as much as other national curriculum subjects – one way of doing this would be to allow schools to apply for a first specialism in citizenship education.

### **Citizenship education strategy**

Currently, there is an absence at the national level of a truly lifelong citizenship education strategy – which joins up primary, secondary, tertiary, adult education and training. Worthwhile citizenship education is taking place in all phases of education, yet it is hard to see these activities – particularly those in further, higher and adult education – as belonging to a coherent programme, with common aims and purposes. Such a strategy needs to be developed by the DfES in co-operation with other Government departments active in the citizenship arena – for example, the Home Office, the Department for Constitutional Affairs, and the Department for Culture, Media and Sport.

## **Conclusions and recommendations**

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### **Introduction**

#### **What is citizenship education?**

1. As has been argued by many during the course of our inquiry, citizenship education is about more than knowledge – it is a skill which can be developed and applied only through active participation. At their best, good citizenship education programmes clearly involve whole school action – including engagement with the local, national and global communities, and the exploration of new, more participative forms of school or college management. (Paragraph 15)

#### **The value of citizenship education**

2. It is too early to say with any degree of confidence whether citizenship education is producing the wide range of impacts originally hoped for. Initial evidence from small-scale studies and the experience of individual institutions is promising but on its own not enough. A large-scale study is being undertaken by the National Foundation for Educational Research to look specifically at this issue. This project needs continued strong support from the Government and a sustained involvement and progress reports from Ofsted. (Paragraph 21)
3. As far as we are aware, there is currently no research underway to examine the links between citizenship education and general attainment; we recommend that the DfES should remedy this. (Paragraph 22)

## **Curriculum review – British history and diversity**

4. The Government has indicated that it accepts Sir Keith Ajegbo's recommendation for the development of a fourth strand of the citizenship curriculum. We support his proposals that many different aspects of British social, cultural and indeed political history should be used as points of entry in the citizenship curriculum to engage students in discussing the nature of citizenship and its responsibility in 21st century Britain. (Paragraph 33)
5. Such coverage should rightly touch on what is distinctive in the inheritance and experience of contemporary Britain and the values of our society today. But it should not be taken to imply an endorsement of any single explanation of British values or history. Indeed, it should emphasise the way in which those values connect to universal human rights, and recognise that critical and divergent perspectives, as well as the potential to have alternative and different layers of identity, are a central part of what contemporary Britishness is. (Paragraph 34)
6. We recommend that the National College of School Leadership be more closely involved in engaging with these changes and in incorporating the challenges of citizenship education in its training programmes and other initiatives. (Paragraph 35)
7. The issue of identities and belonging can be challenging and sensitive for students and teachers alike; meaningful and productive discussions are more likely to take place if teachers have appropriate training in this area. As the Government takes forward the recommendations of the Ajegbo report, it will be crucial that it develops concrete plans as to how it will equip those teachers and lecturers to deal with the teaching of these often challenging issues on the ground. (Paragraph 38)
8. We recommend that far more use is made of the opportunities provided by activities outside the classroom – as well as discrete events such as Holocaust Memorial Day or this year's commemorations of the 200th anniversary of the abolition of the slave trade – to stimulate this. (Paragraph 39)

## **Implementation**

### **Quality and reach of citizenship education**

9. The imperative now is to ensure that patchiness is not allowed to remain, that high quality provision becomes the norm, and that progress is accelerated. This will require action from those on the ground, but also needs strong support from the DfES and Ministers. (Paragraph 42)
10. There is an enduring risk that in a minority of cases, schools could be adopting a passive approach to citizenship education, believing no action needs to be taken as they are doing it anyway. The DfES has a role to play here in driving home the message that what is important is a systematic and explicit – as well as comprehensive – approach to citizenship education. (Paragraph 45)
11. We believe it is very important that faith schools recognise their specific responsibility to make space in their studies for the discussion of what citizenship means in a diverse and pluralist 21st century Britain and to examine openly the differences and differing views that come with this, in the context of mutual respect and human rights, and that it requires a more explicit approach than simply asserting that an overall ethos of citizenship permeates the school and its curriculum. (Paragraph 46)

## **Modes of delivery**

### **Embedded and discrete provision**

12. Most witnesses agreed that solely cross-curricular approaches to citizenship education are likely to be insufficient – as one of our witnesses pointed out, “everywhere often can be nowhere”. Ofsted makes this clear in their subject reports, but stops short of prescribing one particular delivery model. We understand schools’ concerns about where time is to be found in the curriculum. The case for more overt prescription in terms of models of provision has not yet been made, but this does not preclude sending a clear message to schools about what is working best on the ground, and why. Ofsted should continue to monitor closely the development of citizenship studies in schools and particularly in the light of the implementation of the Ajegbo recommendations and their resource and teaching implications. (Paragraph 49)

### **Participation and “whole school” citizenship**

13. In respect of the active, participative dimensions of citizenship education, and adopting a “whole school” approach, we think there is a greater role for the DfES to play in disseminating best practice examples and case-studies. This should capitalise on the experience of those schools which have found space in the curriculum for creating “active” citizenship opportunities, and those which have allowed young people a real say in institutional management. The links with Every Child Matters’ focus on designing services around the needs of young people, with their input, should be stressed. (Paragraph 53)

### **School councils and active citizenship**

14. We warmly welcome the Government’s practical support for school councils to date, including through the funding it provides to School Councils UK for the provision of materials and other development work. There is scope for information about schools with effective, innovative councils to be made more widely known. As in other respects concerning the sharing of best practice on citizenship education, supporting organisations (including the DfES) have a fine balance to maintain between the potential merits of offering “replicable models” to assist schools who have perhaps made little progress to date, and the potential risk of implying “one size fits all” approaches that may be entirely inappropriate in certain contexts. It would be undesirable to give the impression that a certain “model” could just be adopted and implemented in a school, giving end-users (students) little say in the design of the council. This needs to be stressed alongside any support materials or exemplars that are offered. It is important to situate councils within the wider citizenship education programme, and to ensure participation and ownership among the whole school population – not just an elite group. (Paragraph 61)

### **School councils as a statutory requirement?**

15. Subject to the findings of the Institute of Education review, we recommend that the Government makes school councils compulsory. The Government should, however, resist the temptation to define tightly what form they should take – as this is likely to add little and may even be counter-productive. (Paragraph 63)

### **Student training for school councils**

16. The Government should look at how training for students can best be supported to give them the skills to participate fully. (Paragraph 65)

### **The role of local authorities**

17. The DfES needs to issue further guidance to local authorities about citizenship education. (Paragraph 70)



## **Continuity across phases – a life-long citizenship education strategy?**

### **Primary**

18. One area of considerable agreement in the evidence we have received has been the need to disaggregate PSHE and citizenship education at the conceptual level, even if it often makes sense for citizenship education and PSHE to be delivered in tandem, particularly at the primary stage. Schools do best when they see citizenship as a separate subject. (Paragraph 76)

### **Post-16**

19. Since we took evidence, the DfES has confirmed that it will continue to provide funding for the post-16 citizenship support programme. We welcome this commitment and hope that DfES will look at how further developments, including the Ajebo recommendations, can be integrated into this programme. (Paragraph 80)
20. What is currently absent at the national level is a truly lifelong citizenship education strategy – which joins up primary, secondary, tertiary, adult education and training. Worthwhile activity is happening in all these phases of education yet it is hard to see these activities – particularly those in further, higher and adult education – as belonging to a coherent programme, with common aims and purposes. It will be vital that the lifelong strategy is developed in co-operation with other Government departments active in the citizenship arena – and in particular, the Home Office and the Department for Constitutional Affairs. (Paragraph 82)

## **Training – teachers and leaders**

### **Secondary Initial Teacher Training and CPD**

21. In the medium term there is a very strong case for increasing substantially the number of Initial Teacher Training (ITT) places for those who want to specialise in citizenship education. In the short term, no further cuts in the annual number of places available should be made. These actions would send a strong signal about the seriousness with which citizenship education is viewed. In tandem, there needs to be a campaign to encourage schools and colleges to employ ITT graduates in citizenship posts. This campaign needs to convey the expectation that all secondary schools should have a fully trained citizenship teacher in post. Consideration should be given to what incentives and support need to be offered so that schools are willing and able to fulfil this expectation. (Paragraph 86)
22. We welcome the expansion of the Continuing Professional Development (CPD) citizenship certificate programme, which responds to a clear need from within the existing school workforce, and seems to indicate the start of a more co-ordinated, national strategy. Our main concern is that the level of skill and knowledge that can be gained through the equivalent of five days' training is in no way comparable to that likely to be gained in the course of a full-year ITT course. A primarily CPD based approach would not be considered as appropriate for teachers of other statutory secondary subjects (such as maths) and we cannot see why it should be so in the case of citizenship. While CPD is crucial, it should not be allowed to serve as the main developmental route for citizenship education. (Paragraph 89)
23. We have received evidence of some effective practice in primary schools – for example, in Hampshire. We are nevertheless concerned that trainee primary teachers following the PGCE route may not have the opportunity to cover citizenship education in adequate depth, given the intensiveness of the course and the number of other areas which have to be covered. If this is indeed the case, there is a risk that new teachers entering the profession are starting out with only limited awareness of what it means and what it can offer. More generally, there is a risk that an

opportunity to make citizenship education an integral part of the curriculum in all primary schools is being missed. The DfES, working with the Training and Development Agency and Ofsted (which inspects teacher training), needs to assess the priority currently being given to citizenship education on primary PGCE courses, and to consider whether any remedial action is needed in this regard. (Paragraph 92)

## **Leaders**

24. We would welcome a clear statement from the National College for School Leadership on what it is currently doing to ensure heads are sufficiently aware of citizenship's whole school implications, and specifically through its 'leading from the middle' and 'National Professional Qualification for Headship' training courses. (Paragraph 94)

## **The teaching of "controversial" issues**

25. Currently, there is little concrete evidence about the consistency or scale of teaching on issues – such as homosexuality or abortion – which are considered problematic or controversial by some. Schools should be positively encouraged and supported in looking at ways to incorporate such discussion both into their lessons and other out-of-lesson citizenship activities as part of the acknowledgement and acceptance of diversity and difference. The DfES needs to make this expectation clear – and look at the support and guidance it provides to enable teachers to meet it. (Paragraph 97)

## **The Role of the DfES and Ministers**

### **A "light touch" curriculum?**

26. Balancing the need to ensure faster progress with the need to avoid overt prescription, thus risking stifling innovation and local appropriateness, is very difficult. Too prescriptive an approach on citizenship education could result in schools and other settings being formulaic and box-ticking, but Government should look seriously at how QCA and others speed development. As we have noted throughout this report, we see a much greater role for the DfES – along with partner agencies – in terms of sharing best practice on what other schools have found to work; of particular use would be access to whole-school "case studies" explaining the approach that other institutions have taken, and the reasons they have pursued that approach. (Paragraph 99)

### **Policy coherence and intradepartmental working**

27. Several Government departments have legitimate interests in citizenship education, broadly defined. However, it is not always clear that they are working to the same ends, nor that they are working in a truly collaborative way. Rather than just issuing a commitment to work together, we ask the Government to tell us what practical steps it intends to take to ensure greater co-ordination between the departments with responsibilities in this area – and in particular, between the DfES, Home Office, the Department for Constitutional Affairs and the Department for Culture, Media and Sport. We would also like the Government to undertake a review to explicitly identify areas of overlap and complementarity in existing policies across departments. (Paragraph 102)

### **Priority, leadership and clarity from Ministers**

28. At the time of its introduction, citizenship education enjoyed strong personal support from Ministers. This was crucial to its establishment and acceptance as a discipline. Four years, however, have passed since then and we are concerned about the potential for a waning of

interest at a stage when much of the hard work in terms of implementation still remains to be done. To some, citizenship education's aims, objectives and methods remain opaque, and difficult to grasp. There is a need for a clear public narrative on what citizenship education is setting out to achieve, and why it is considered important. (Paragraph 104)

29. We consider that the level and consistency of Ministerial attention to citizenship education needs to be increased – and that Ministers need to be publicly seen to be engaged in this agenda. One way of doing this would be to revisit the decision to remove Ministerial representation from the citizenship education working party. Such a move would send out an unambiguous message regarding the seriousness with which citizenship is taken, at the highest levels. (Paragraph 108)

### **Specialist subject status**

30. As well as providing development opportunities, a change in the rules to allow schools to obtain a primary specialism in citizenship would send a powerful signal that citizenship education is considered important and a “serious option” rather than an add-on to an already crowded curriculum. The primary objection given to date has been a lack of adequate assessment tools to measure progress in citizenship. The QCA has recently produced guidelines for assessment at Key Stage 3 – so it is clear that methods for measuring citizenship attainment, even for those schools that choose not to offer the half-GCSE, are developing. It is now up to the Government to work with the QCA to ensure that similar assessment guidelines are developed for Key Stage 4, with the presumption that as soon as suitable arrangements are in place schools will be allowed to apply for primary specialisms in citizenship education. (Paragraph 112)

**Extract from:**

***Curriculum review: diversity and citizenship,***

**Sir Keith Ajegbo, Dr. Dina Kiwan and Seema Sharma,  
DfES, January 2007**



## Foreword by Sir Keith Ajegbo

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As a headteacher who recently retired after 20 years of headship, I know that sinking feeling when another weighty report lands on the desk. My first thought was, 'When will I have time to read it, let alone act on it?'

I do hope, however, that you will read this report, as I believe issues around 'race', identity, citizenship and living together in the UK today are serious matters. My parentage is white British and black Nigerian and as someone of mixed race I have been in a good position to see the great changes for the better in attitudes to 'race' and religion in this country over the past 60 years. However, the world constantly moves on and we are faced with new challenges to how we see each other.

I believe that schools, through their ethos, through their curriculum and through their work with their communities, can make a difference to those perceptions. Indeed, while writing this report and visiting schools we have seen the difference they can make.

This report is not asking you to immediately change your practice but it is asking you to consider the recommendations and to plan change systematically over the next five years. What we are hoping to do is to win hearts and minds to the importance of these issues. Schools are at different points, in different circumstances, and we respect their autonomy. However, we believe that engaging pupils in sometimes controversial but deeply relevant issues will excite them, involve them, develop their thinking skills and both raise standards and make our country an even better place to live in. For example, while I fully understand that the curriculum changes imminent at Key Stages 3, 4 and 5 will put schools under pressure, they will also provide all schools with a great opportunity to consider our recommendations.

We hope this report talks to schools across the country, regardless of the ethnic make up of their school population. Issues have to be dealt with in the context of the school and its locality. There is no template for education for diversity and Citizenship education that fits every school. We accept that while we present some examples of good practice there is still much to be done in providing teachers with appropriate resources and training. However, we passionately believe that it is the duty of all schools to address issues of 'how we live together' and 'dealing with difference', however controversial and difficult they might sometimes seem.

Finally, on behalf of the Review Group, I would like to thank everyone who talked to us or allowed us to visit their school. We sensed a real engagement with these issues and a desire by everyone to work together to find the best way forward. We would also very much like to thank Uvanney Maylor, Barbara Read, Heather Mendick, Alistair Ross and Nicola Rollock from the Institute for Policy Studies in Education, London Metropolitan University, for the considerable efforts in producing the 'Diversity and Citizenship in the Curriculum: Research Review' (DCCR Research Review, 2007) which has provided us with excellent background for our review.

## Summary of recommendations

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### Education for diversity

#### Pupil voice

1. All schools should have mechanisms in place to ensure that the pupil voice is heard and acted upon. Schools should consider the use of forums, school councils, pupil questionnaires or other mechanisms for discussions around identity, values and belonging.

#### Leadership

2. Headteachers and governing bodies in all schools should ensure they meet the statutory requirements of the Race Relations (Amendment) Act 2000 and use the Community Cohesion Guidelines as a check for their accountability.
3. Within all leadership training, the National College for School Leadership (NCSL) should ensure that training in diversity and citizenship is an essential component. In particular, the revision of the National Professional Qualification for Headship (NPQH) should include understanding education for diversity in relation to the curriculum, school ethos, pupil voice and the community.

### Education for diversity in the curriculum

4. All schools should be encouraged to audit their curriculum to establish what they currently teach that is meaningful for all pupils in relation to diversity and multiple identities. The Qualifications and Curriculum Authority (QCA) 'Respect for All' is a useful audit tool. In the light of this audit, all schools should map provision across years and subjects and ensure that coverage is coherent.
5. Subject associations, in conjunction with QCA (who will be developing case studies and guidelines alongside the revised curriculum), should compile databases of the best resources and develop new resources.
6. More research should be commissioned on how good practice in delivering exciting and innovative education for diversity can be captured and transferred from classroom to classroom and school to school.

### Harnessing local context

7. DfES should actively encourage schools to take up the Non-Statutory National Framework for Religious Education so that the good practice for education for diversity it promotes continues to be spread.
8. Schools should build active links between and across communities, with education for diversity as a focus.
  - a. This might range from electronic links (local, national and global), to relationships through other schools (for example as part of a federation), links with businesses, community groups and parents.
  - b. These links should be encouraged particularly between predominantly monocultural and multicultural schools.
  - c. Such links need to be developed in such a way as to ensure they are sustainable.
  - d. Such work between schools must have significant curriculum objectives and be incorporated into courses that pupils are studying. This will help avoid stereotyping and tokenism.

9. In planning for extended school provision, schools should seek to make contact with as wide a range of diverse community groups as possible, including supplementary schools.

### **Teacher training**

10. The Training and Development Agency for Schools (TDA) should evaluate the effectiveness of education for diversity across initial teacher training (ITT) providers.
11. Local authorities should be encouraged to develop lead Advanced Skills Teachers (ASTs) with a specific brief for education for diversity. This should be disseminated across the authority as part of outreach.
12. Schools should be encouraged to use the flexibilities in the teaching and learning responsibility points of the teachers' pay structure to promote excellence in education for diversity within the school.

### **Systems infrastructure**

13. The DfES and Ofsted should ensure that schools and inspectors have a clear understanding of the new duty on schools to promote community cohesion, of its implications for schools' provision, and of schools' accountability through inspection.
14. Through performance management assessments, the training needs of School Improvement Partners (SIPs) should be identified to ensure that all SIPs fully understand the importance of education for diversity. Local authorities should support creative pairings of SIPs and headteachers.
15. The QCA should work closely with awarding bodies to ensure, wherever possible, that education for diversity appears in syllabuses and exam questions. QCA should also seek to embed education for diversity in curriculum subjects and make links to show how education for diversity can be promoted across the curriculum.
16. Consideration should be given to which organisation or organisations should develop the help and support schools need in advancing the education for diversity agenda. In this process, full account needs to be taken of the current position of the National Strategies; and of the importance of support for education for diversity being fully complementary to the wider context of support provided to schools and local authorities.

### **Citizenship**

17. Given that the evidence suggests Citizenship education works best when delivered discretely, we recommend this as the preferred model for schools. We recommend greater definition and support in place of the flexible, 'light touch' approach.
18. If demand for Citizenship teachers rises as a result of recommendation 17, we would ask the DfES to review the number of initial teacher training (ITT) places available for Citizenship teachers. In line with other statutory National Curriculum subjects, it is important that continuing professional development (CPD) is not seen as a substitute for ITT.
19. Headteachers and senior management should prioritise whole-curriculum planning across the school and develop ways of linking Citizenship education effectively with other subjects, with the ethos of the school, and with the community.
20. ITT and CPD should explicitly address and develop clear conceptual understanding, in part by focusing on and strengthening treatment of issues relating to the 'political literacy' strand.
21. A full GCSE in Citizenship should be developed, alongside the currently available half GCSE. The full GCSE should comprise a range of topics that link Citizenship to other relevant subjects.

We suggest these be developed to include issues of identity and diversity as outlined above, in addition to a number of other options. This would allow for the development of a number of joint GCSEs, for example, a joint Citizenship with History GCSE, a joint Citizenship with Religion GCSE, a joint Citizenship with Geography GCSE.

22. A fourth 'strand' should be explicitly developed, entitled *Identity and Diversity: Living Together in the UK*.

This strand will bring together three conceptual components:

- Critical thinking about ethnicity, religion and 'race'
- An explicit link to political issues and values
- The use of contemporary history in teachers' pedagogy to illuminate thinking about contemporary issues relating to citizenship

The following areas should be included:

- Contextualised understanding that the UK is a 'multinational' state, made up of England, Northern Ireland, Scotland and Wales
  - Immigration
  - Commonwealth and the legacy of Empire
  - European Union
  - Extending the franchise (e.g. the legacy of slavery, universal suffrage, equal opportunities legislation)
- (i) Any new changes or additions to Citizenship must be presented clearly and explicitly, with a clear rationale, alongside appropriate support for schools and teachers.
- (ii) There should be explicit links between the Programmes of Study for History and Citizenship education.
- (iii) QCA's revisions of Programmes of Study at Key Stage 3 should include 'Identity and Diversity: Living Together in the UK'. In addition, Programmes of Study at Key Stage 4 will need to be revised to account for this fourth strand.
- (iv) The QCA's Citizenship stakeholder discussions should continue to be supported. Their role should include establishing the structure, content and delivery of this new strand. QCA must ensure that any such discussions include teachers and other experts in the educational fields of History and education for diversity as well as Citizenship.

23. To support this work, we recommend that DfES commission a review of existing resources covering issues that explicitly relate to the new strand (i.e. linking identity/diversity, political and historical contexts). This should tie in with the case studies developed by QCA as part of the curriculum review. A subsequent commission of further additional resources may be required.

### **Who Do We Think We Are?**

24. Our conclusion is that in order to develop the recommended approaches in our report, and to encourage all schools to be involved, there needs to be a focus on whole-school exploration of identities, diversity and citizenship. We suggest that time dedicated to **Who Do We Think We Are?** has the potential to excite schools to get involved.

This could include:

- Whole-staff (including support staff) involvement in training, preparation and delivery
- Local authority support
- Local projects e.g. History, Geography fieldwork

- Investigations of **Who Do We Think We Are?**, with a local/national focus
- The cross-curricular concept of diversity explored through subject 'join up', e.g. collapsed timetables, extensive enrichment activities
- Links established between schools
- Cultural celebrations
- Debates around values, identities and diversity
- Accessing a range of resources including museums, archives and libraries
- A national media focus on **Who Do We Think We Are?** as a nation.



## Extract from:

***Developing a Learner Involvement Strategy: a handbook for the further education sector, LSC, February 2007 (for review)***



## Creating a Culture of Learner Involvement

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- 84 Learner involvement is as much about the culture and values of an organisation as it is about procedures and responsibilities. Providers who have achieved in this area have stressed how critical senior leadership has been to the success of their learner involvement activities.
- 85 This section considers the following approaches to creating a culture of learner involvement, including:
- communicating and demonstrating your commitment to learner involvement
  - structuring the organisation around learner involvement (including the role of student liaison officers or similar)
  - involving everyone across the whole organisation.
- 86 You will need to consider how to embed learner involvement throughout your business planning. This will also involve looking at the structure of your organisation and seeing where lead responsibility for your learner involvement strategy will sit within it.

### ***How can you create a culture of learner involvement?***

#### **Communicating and demonstrating your commitment to learner involvement**

- 87 A clear statement of the vision and priorities for the organisation might be an important starting point for leading a culture of learner involvement across the organisation. This vision statement for learner involvement could be included in the learner involvement strategy. The values of learner involvement will need to be reflected in the day-to-day contact that learners have with teachers and support staff. It will be important to use CPD and other training opportunities to raise awareness among staff of the value of learner involvement for helping to improve provision and services. Effective communication of the impact of learners' views back to learners is critical (see Section 4).

At **Chichester College**, a co-ordinated approach to learner involvement across the organisation has developed from the idea of an inverted pyramid. Rather than being at the 'top' of the organisation, the senior management team sees itself as providing support to teaching and support staff, from whom learners in turn draw the support and resources they need to engage in their learning. To turn this vision into a reality, the college has implemented a raft of measures to ensure that learners are able, skilled, supported and motivated to get involved, and to ensure that staff, too, are able to respond.

- 88 Simple measures such as putting standing items on the agenda of key committees to discuss learner involvement and views, or ensuring that senior managers themselves spend time meeting learners — for instance through a principal's or chief executive's question time — can be very effective ways of demonstrating your organisation's commitment to learner involvement.

All the actions you take as part of your learner involvement strategy, and the energy and resources you invest in them, can help to communicate your commitment, as will the publication of the strategy itself, and your subsequent reporting on it (see Section 6).

At **Bridgwater College**, as part of the college's 'A day in the life' scheme, senior managers spend a day shadowing a learner as a way of sampling the learner experience. This approach has provided wide-ranging information to managers on issues such as the type of learning activities, amount of homework, transport and catering.

- 89 It is particularly important to find ways to demonstrate to learners that their views and participation are having an impact. You can do this with something as simple as a poster or newsletter, using the 'What you said — what we did' format. In some instances it may not be possible to act on learners' views, for example if the ideas are not affordable, but in these cases, it is still important to report back to learners, and explain why action has not been taken.

Governing bodies and boards have an opportunity to show leadership in the area of learner involvement. Clause 21 of the Further Education and Training Bill proposes a requirement for governing bodies of organisations in the FE system to have regard to guidance about consultation with learners or future learners.

### **Structuring the organisation around learner involvement and the role of student liaison officers**

- 90 A member of staff with specific responsibilities for liaising with learners can play a pivotal role in learner involvement. The student liaison officer (SLO) role needs to have the capabilities and enthusiasm to engage learners and staff as well as the wisdom to step back at the right moment to let learners themselves take the lead.

A capable, enthusiastic SLO, working at middle-management level with full senior management support, is considered to have been critical to the delivery of **Chichester College's** learner involvement strategy. Success has helped the college tap into the creativity of learners themselves, who are now fully involved in refreshing and delivering the strategy. For instance, learner representatives play a key role in getting first year students involved and building a 'pipeline' of talent and enthusiasm.

In the last year, learner representatives have taken particular steps to engage adult and part-time learners by attending tutor groups and introducing themselves. Student councils have also been changed to take place on different days of the week, so that learners with other commitments can attend at least some. Notes of meetings are emailed to part-time representatives who cannot attend.

Learners also created a learner-friendly version of a learning model developed by staff, which is now used across the college, and which emphasises the aspiration that, on leaving the room, both learners and teachers or trainers should be able to say that the objectives of the lesson were achieved. The college is now considering the possibility of building on this success by involving learners in classroom observation.

Participants in a workshop in November 2006 identified that having a single named person with dedicated learner involvement responsibilities is a critical success factor in a learner involvement strategy. They also stressed the need for this role to be defined in a way that helped to make learner involvement everyone's responsibility.

- 91 Making the SLO role work is not just a matter of recruiting or selecting the right person. It is also important to think about where the SLO fits in your organisation. The following questions may prove helpful.
- Do you have a dedicated lead person or are these functions part of a larger remit?
  - Where does the SLO sit in the structure?
  - Is the post integrated within your main quality team or alongside your quality manager?

- How senior is the SLO in the organisation?
- Who does the SLO report to?
- What committees or groups is the SLO part of?
- Does the SLO attend senior management team meetings?

92 A strong SLO role is important, but learner involvement should not become an organisational silo. Responsibility for involving learners may be distributed across the organisation's structure, and especially in areas such as quality and curriculum development. Overall, your approach should seek to embed learner involvement in all aspects of the organisation, but with a key focus on improving the overall learning experience and outcomes for learners.

93 We recognise that smaller organisations may be unable to maintain a single dedicated SLO, but is still important to establish who has what responsibility for learner involvement in the organisation. In these cases, the SLO role may be made part of a larger role, for example, by designating a manager to act as a contact point for learners or take charge of the key learner involvement processes, or by clearly distributing SLO type responsibilities.

### **Involving everyone in the organisation**

94 Some learners will face barriers to involvement, and will need appropriate help or support to overcome them. The needs of the different learners in your organisation such as distance learners, learners with disabilities or mental health issues, young people in care or care-leavers, learners with care responsibilities, and learners of different ethnicities, genders, sexualities or faiths all need to be taken into account over time as your approaches to learner involvement mature and develop.

95 It is important to be clear about how you will assess the impact of your learner involvement strategy on equality and diversity issues as the basis for continuous improvement.

96 Enhancing learner involvement in your organisation is about helping learners to become partners and co-creators of their learning experiences, and for many learners this will involve acquiring confidence and expertise, taking on new roles and trying out new behaviour. The same will be true, however, for others too: staff, managers, governors and board members.

97 The journey towards greater learner involvement will for many organisations involve subtle changes in culture as the shift in the balance of responsibility identified in *Personalising Further Education* (DfES, 2006b) takes place. Organisational development activities that involve staff and others in shaping that new culture and that give them the skills and confidence to succeed in it will be a critical element of a learner involvement strategy.

### **Questions to consider when developing a learner involvement strategy**

98 Providers may find the following questions useful as prompts when developing a learner involvement strategy that will create a culture of learner involvement.

- How will you communicate your commitment to learner involvement?
- How will you embed learner involvement in your organisation's structure and processes?
- What will you do to support your staff?
- How will you ensure that everyone has a stake in your learner involvement strategy?

**Extract from:**

***Listening to the work-based learner: unlocking the potential of apprentice feedback*, John Berkeley, DfES, 2005**



## Part A Setting the Scene

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The need to take account of the views of young people in Government-supported apprenticeships has been recognised since their inception and a succession of national surveys of those undertaking prototype Modern Apprenticeships (MAs) in the first 14 sectors from 1994 were conducted by the Centre for the Study of Post-16 Developments at the University of Sheffield on behalf of consultants Ernst & Young for the then Department of Employment.

The surveys covered many of the same issues that remain relevant today and the findings will be all too familiar to those currently involved in the development and delivery of apprenticeships. Parents proved to be the most positive influence on young people's decision to become an apprentice and, for those who were discouraged from following the work-based route, the most common negative influences were schools and teachers. The surveys revealed that some apprentices did not think they had received comprehensive and impartial advice and guidance. Trainees were asked about recruitment and selection methods and the gender imbalance and poor take-up amongst those from ethnic minority communities was as strong then as it is now.

When Modern Apprenticeships were first introduced, they were designed exclusively for Level 3 and above and clearly differentiated from other Government-supported work-based training at Level 2. Not surprisingly therefore, the majority of the first MAs were well qualified, with more than half having achieved five or more GCSE passes at Grade C or above, compared to the then national average of 43%. A significant number had completed A-level courses and, in several sectors, some were already expressing concerns over the acceptability of their apprenticeship for subsequent entry to university.

The Ernst & Young surveys only covered the first year of the prototype programmes but it was apparent that the status of the MA, compared to work-based training at Level 2, was of considerable importance to the new trainees and that the most common concern was dissatisfaction with the off-the-job element of their apprenticeship, particularly where this took place in a college. In its conclusions, the final report observed that it was just as important to survey those who were not taking part in Modern Apprenticeships, exploring the reasons behind such a decision. It also, wisely, cautioned against trainees being over-surveyed and recommended careful planning of national, sector and local evaluations as the scheme gathered momentum.

Although principally a source of statistical data for research purposes, there have also been a number of regular national surveys of young people, some of which have covered all four home countries. The most relevant of these are the Labour Force Survey and the England and Wales Youth Cohort Survey (YCS) which, together with the Scottish School Leavers Survey, are key sources of data, albeit much stronger on educational provision than the detail of work-based training. These national data sources provide useful information on participation rates, qualifications and destinations but are generally weak on progression and tell us little about the quality of the learning experience itself, especially post-16 and in vocational programmes. Typically, sample sizes of work-based trainees tend to be fairly small and, especially if broken down by sector, provide little opportunity for detailed analysis.

Amongst work-based training providers, while some employers with a well-established and professional approach to training extended their existing course evaluation methods to the new trainees, comprehensive and systematic approaches to apprentice feedback were few and far

between. The emergence, during the 1990s, of commercial data collection and analysis tools was driven partly by the initiatives taken by some Training and Enterprise Councils to encourage providers to conduct learner surveys as an adjunct to local auditing of programme quality. At the same time, the FE sector began to take a greater interest in surveying students as part of the Further Education Funding Council (FEFC) inspection process.

Compared with the high public profile now being given to learner feedback and satisfaction surveys, there was relatively little official encouragement and a 1998–99 FEFC report on Effective Self-assessment scarcely referred to it at all, making no mention of learner feedback in its list of good practice or as one of the aspects of self-assessment that were identified as requiring further attention. Despite this, it has been the FE sector that has adopted most extensively the various commercial survey tools and services, examples of which are still used overwhelmingly by colleges as opposed to employers and other training providers.

### **New horizons for trainee feedback**

Since 1994, there have been three distinct phases in the overall development and use of learner feedback in work-based training. The first of these was concerned largely with young people's response to the introduction of Government-supported apprenticeships and compliance with the requirements of TEC/LEC contracts. The second phase, prompted by the advent of external inspection, shifted the emphasis towards quality improvement and the need for providers to gather evidence to support their own self-assessments. The most recent phase followed the emergence of customer satisfaction as one of the key targets for the public services and a much publicised emphasis on 'putting the learner first'. In England, this saw the introduction of a new national survey of some 25,000 learners, including around 2,000 work-based trainees conducted, not by academic researchers but using one of the major commercial opinion poll organisations. This has been followed by a similar national survey in Wales, comprising many of the same core questions, but specifically designed for work-based learners. Interestingly, neither the LSC or ELWa surveys ask learners whether they have sufficient opportunity to comment on the quality of their programme or offer suggestions for its improvement through existing trainee feedback undertaken by those providing their training.

Learner feedback now finds itself centre stage in the latest efforts to reposition public perceptions of work-based training and to promote a new 'family of apprenticeships', albeit with different approaches being adopted across the four home countries. One of the purposes of this publication is to help raise awareness of the different strategies being pursued and to stimulate interest in how learner feedback might be developed for the future.

Its importance in contributing to the evaluation of training cannot be underestimated and its potential to focus the attention of policy-makers and managers alike on the need for change is now widely recognised. It is probably the single most powerful tool at our disposal for both raising standards and influencing public attitudes. However, it is capable of making a much greater contribution than has so far been acknowledged.

### **Consulting the customer**

Gathering and processing feedback from work-based trainees is a costly and timeconsuming process, irrespective of the particular range of methods used, some of which are infinitely more expensive and demanding than others. It is not something to be considered lightly by any employer or training provider and, for some, such as a large Group Training Association managing apprentice training on behalf of several hundred small and medium-sized employers, it can represent a major logistical challenge.

It therefore makes sound economic sense, as well as being good management practice, to seek to obtain the greatest possible benefit for both the trainees and the organisation.

The distinction between feedback and consultation is frequently blurred. However, as many providers concentrate on gathering evidence against the relevant inspection or other quality framework, they can all too easily miss the opportunity for consulting trainees on other matters that are beyond the scope of self-assessment. Not wishing to ask any more questions than are absolutely necessary for fear of putting trainees off, providers often disregard those areas that can be of greatest potential interest to trainees. Being consulted on future sports, social or travel events, on special offers negotiated through the greater purchasing power of the employer or provider, or the possible introduction of incentives to encourage existing trainees to 'introduce' potential new recruits can help bring added interest to an otherwise fairly boring activity and provide valuable intelligence for the organisation.

There are many other issues on which providers need to consult from time to time, such as travel to work arrangements or the introduction of new vending and catering facilities, that are of more immediate concern to trainees than the annual self-assessment. Integrating these within the overall trainee feedback system can help introduce variety and encourage more active participation.

### **Learning for life**

As some providers have discovered already, with a little imagination and ingenuity, the trainee feedback process can be incorporated to very good effect as part of the learning programme itself. Reduced to its essentials, and depending upon the choice of methods used, it can become an all-purpose practical exercise, combining communication skills, working with others, critical thinking, problem solving and, if allowed, access to the raw data, functional mathematics and presentation skills.

Instead of learner feedback being viewed as the exclusive province of training management, to which trainees are subjected from time to time and, if they are fortunate, given a few scraps of headline information once it is all over, it can be transformed into a means of engaging every learner in a communication process in which they are both the source of the information, active participants in its gathering and the principal beneficiaries of its analysis and use.

This type of approach to trainee feedback can help to demonstrate the importance of trust and openness in any learning organisation and illustrate the potential contribution that every individual employee can make to service quality and process improvement when given the opportunity to do so. If employers too can be persuaded to take part in some well-managed group activities, they may well be rewarded with insights into the capabilities of some of their trainees of which they were previously unaware and, in all probability, might also learn a good deal about apprentice training!

Employer feedback has typically been thought of as an entirely separate aspect of self-assessment and, all too often, one that is badly neglected. Creating an integrated approach to learner feedback in which employers can play an active role can be infinitely more rewarding for everyone concerned.

### **Citizens of the future**

Asking trainees for their personal assessment of the education and training being provided and inviting them to come forward with their own suggestions for how it might be improved can be an important part of helping to manage their transition from young person to adult employee. In other words, learner feedback can provide a central focus for post-16 citizenship development, building on what may have been experienced as part of the school curriculum or through other community and out-of school activities. Once again, some methods of gathering feedback lend themselves particularly well to debate and discussion of issues of direct and personal relevance to apprentices. Here is an ideal vehicle for involving the wider community in work-based training. Careers advisers, Trades Union officials, school and college governors, local authority elected members; all could be encouraged to take a more active interest by being invited to contribute to learner feedback events.

Apprentices could, for example, be trained to interview each other and taught how to resolve conflicts and reach consensus from a range of different opinions about some important aspect of their education and training programme. A Trainee Council, with representatives 'elected' for relatively short periods to ensure that everyone is involved at some stage during their training, could also form part of the feedback system, serving as a means by which to consult learners themselves on the most effective approaches to be adopted.

With appropriate support and encouragement, many providers would welcome the chance to transform their present approach to trainee feedback, experimenting with ways in which everyone involved can gain much more from the experience and some of these new opportunities are explored further in the perspectives that appear in Part D.

### **Empowering the Skills for Business Network**

However, there is one other important group of stakeholders in the apprenticeship system for whom trainee feedback is a vital necessity but which, with one or two exceptions, currently has little or no means of accessing the information it needs to fulfil its multiple roles. Sector skills bodies are responsible for some of the most important aspects of the Government-supported apprenticeship system in the UK. It is they that must produce the education and skills strategies for the future development of the workforce of which apprenticeships form an integral part. It is they that specify the content of apprenticeship frameworks and ensure that these remain relevant to meet the needs of employers. It is they that develop and maintain the occupational standards upon which qualifications for apprentices are based. And, it is they that award the certificates on successful completion of an apprenticeship, ensuring that all the relevant requirements have been met. Many also play a key role in providing and disseminating careers information, supporting employers and providers with training aids and taking the lead in addressing other sector-wide issues affecting apprenticeships, from gender stereotyping and the development of work-related programmes for 14–16 year-olds to adult apprenticeships and Foundation Degrees. In every one of these areas, learner feedback could make a significant contribution.

One of the distinguishing characteristics of Government-supported apprenticeships in the UK is their diversity, both in terms of content and the demands they place upon the trainee and in the type of young person they each attract and their aspirations and potential for future development. Sectors also differ greatly in their composition, in the commitment of their employers to the principle of apprentice training and in the mix of trainees at Level 2 and at Level 3 and above that is considered to be most appropriate to their needs. Given this diversity, sector bodies would benefit greatly from having their own information; from prospective trainees, from those currently in training as apprentices and those who are completing their programme and making decisions on their future. There is no single model for gathering and analysing sectorwide feedback that would be appropriate or practical for every sector. However, the examples of the approaches adopted by SEMTA and by CITB-ConstructionSkills may help to illustrate the potential value of trainee feedback to sector bodies and to suggest possible ways forward.

### **Extending the scope of apprentice feedback**

As already indicated, developments in some parts of the UK are opening up further scope for the use of feedback in work-related and work-based learning. Sector bodies have a vested interest in the success of new vocational programmes for 14–16 year-olds that provide an introduction to the skills and knowledge required in a particular occupational area and from which young people might progress to apprenticeships and other post-16 options for further study of the subject.

Seeking the views of 14–16 year-olds is nothing new. In engineering, the sector body surveyed both the first two cohorts of pupils undertaking Part One Engineering GNVQ courses in 1997 and 1998 and, as part of its programme of support for the GCSE in Engineering (Double Award), conducted a

survey of pupils towards the end of the first two-year course in 2004. Obtaining such feedback is essential if, having built projections of the likely output of these programmes into their long-term workforce development plans, sector bodies are to have a means of checking that progress towards the targets is on track. The introduction of the Young Apprenticeships programme as part of the Key Stage 4 curriculum in England will also need to be monitored closely by the relevant sector bodies involved in its development and delivery and learner feedback will play a key role in ensuring its 'fitness for purpose'.

However, just as teaching and training 14 year-olds is presenting new challenges to colleges and training providers, gathering detailed feedback from this age group will need careful planning. Although national surveys conducted by NFER and others will undoubtedly assist the overall evaluation of the Young Apprenticeship programme, as the level of participation increases, local partnerships and providers will need direct access to the responses from their learners and the opportunity to benchmark these against the results from other partnerships.

At the other end of the scale, there has been some relaxation of the upper age limit for Government-supported apprenticeships and this too has important implications for trainee feedback. From the outset, apprentices have been recruited in larger numbers from the 19+ age group than was originally envisaged and the differences between surveying a 16 year-old and a 24 year-old have always been a factor in the design of trainee feedback systems. Extending apprenticeship provision to those for whom the programme will be more likely to be re-training rather than initial formation will call for different approaches to learner feedback and considerable care will need to be taken when analysing and reporting results, particularly if combining satisfaction ratings with those of much younger participants.



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*Listening to the work-based learner: unlocking the potential of apprentice feedback*, John Berkeley, DfES, 2005

*Developing a Learner Involvement Strategy: a handbook for the further education sector*, LSC, February 2007 (for review)

# Resources

## **Available from the Post-16 Citizenship Support Programme ([www.post16citizenship.org](http://www.post16citizenship.org))**

- 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
- More than profit: work, social enterprise and citizenship*, LSN 2007
- A case for action? Skills for active citizenship research*, LSN 2007
- Post-16 citizenship in school sixth-forms: an introduction to effective practice*, LSN 2007
- Post-16 citizenship in colleges: an introduction to effective practice*, LSN 2007
- Post-16 citizenship in work-based learning: an introduction to effective practice*, LSN 2007
- Post-16 citizenship in youth and community groups: an introduction to effective practice*, LSN 2007

## 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*, DfES/QCA, 1998)

Post-16 citizenship was the focus of a further advisory group chaired by Sir Bernard Crick, whose report 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 Post-16 Citizenship Development Programme was set up in 2001 at the request of the then Secretary of State for Education and Employment and in response to this report. The Learning and Skills Development Agency (LSDA, now LSN) was given the responsibility for managing the programme on behalf of the DfES and, from April 2006, the Quality Improvement Agency (QIA). The programme set up pilot projects across England to investigate the best ways to establish citizenship activities and to encourage young people to become effective citizens.

The external evaluators for the programme, the National Foundation for Educational Research (NFER), concluded that ***'the programme has 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'***. (2005)

The 2006 Ofsted report said ***'the post-16 citizenship pilot has been successful in showing what can be done in schools, colleges, youth centres and work based training and these examples now need to be shared more widely'***.

Following the success of the Development Programme, QIA commissioned LSN from September 2006 to run a Support Programme for post-16 citizenship, accessible to all providers in England. The Support Programme is working with school sixth forms, sixth-form colleges, further education and tertiary colleges, training providers, employers, youth services, voluntary groups and offender educators. Its aim is to encourage providers of education and training, whatever their setting, to enable young learners to develop their citizenship knowledge, skills and understanding, and give them the opportunities to put this learning into practice.

