

SIX APPROACHES TO POST-16 CITIZENSHIP

### **3. Citizenship through group tutorial and enrichment programmes**



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# Introduction

## Different approaches to delivering post-16 citizenship

Six distinct, but related, approaches to post-16 citizenship have been identified.<sup>1</sup>

Examples of each can be found in all the post-16 education and training settings, including the informal sector, although the approaches may be implemented in somewhat different ways in various contexts. Young people led, active learning is a crucial underlying principle of effective practice across the approaches and in all settings.

The approaches are: *Citizenship through*

- 1. learner voice and representation**
- 2. qualifications and personalised programmes**
- 3. group tutorial and enrichment programmes**
- 4. voluntary and community-based activities**
- 5. single events**
- 6. research projects**

Each title in this series of six booklets will examine and illustrate one of the above approaches. However, 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 different arenas.

## What is post-16 citizenship?

Citizenship enables young people 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, to have a voice and make a difference to the communities in which they operate, and to reflect on what they have learnt.<sup>2</sup>

Whichever approach is used, it is essential that learners experience the key opportunities for post-16 citizenship learning in order to:

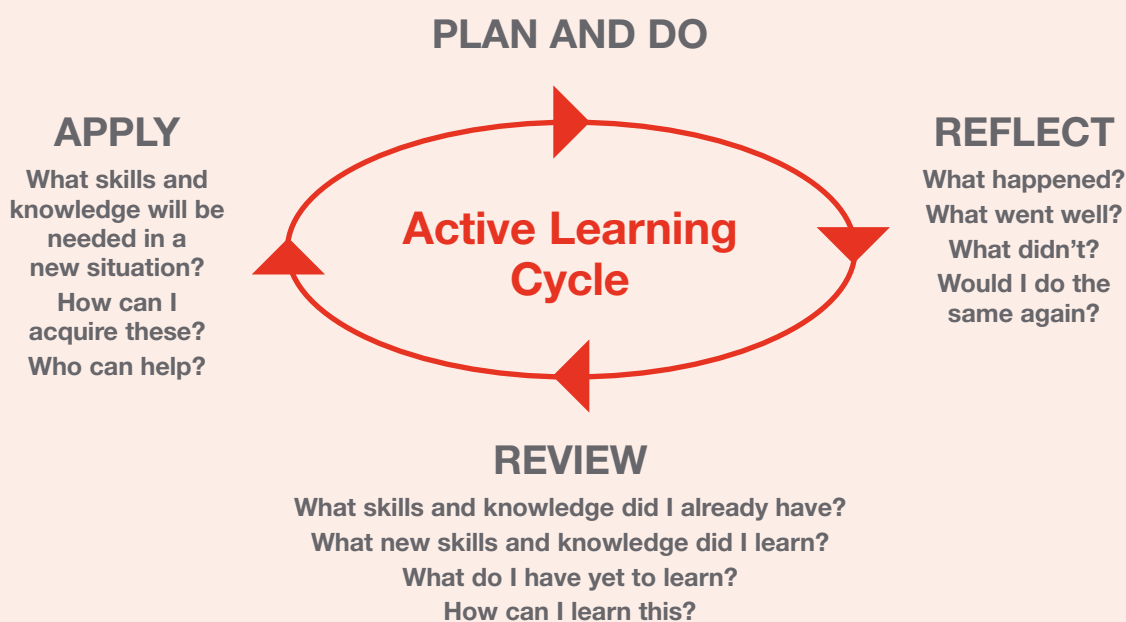
1. identify, investigate and think critically about citizenship issues, problems or events of concern to them
2. decide on and take part in follow-up action, where appropriate
3. reflect on, recognise and review their citizenship learning.<sup>3</sup>

## Why do citizenship post-16?

There are clear benefits for the young people themselves and the organisations in which they learn. The young people show increased confidence and self-esteem, a greater interest in the world around them, an ability to get things changed, knowledge about 'the system', experience of taking part in challenging and worthwhile activities, and a more positive attitude. The organisation gains constructive involvement of staff and learners in decision-making, and more motivated learners, leading to increased retention and achievement and better relations with the local community. Moreover, citizenship can provide some coherence in an organisation's response to many of the educational initiatives outlined on pages 23–24.

## Teaching and learning strategies

Citizenship education can be delivered effectively post-16 in a variety of ways, either as discrete, specially-designed activities, or as part of existing courses and programmes. However it is delivered, the most effective teaching and learning strategies involve active participation by young people, engaging collaboratively with real issues, selected by them. The activities should be led and owned by the young people and should be stimulating and fun. The Post-16 Citizenship Development Programme (see page 22) provided examples of citizenship through, for example art, photography, video making, role play/simulations, websites, music, newsletters, radio stations, discussions and debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, investigations, surveys, and campaigns. Experience of the Development Programme, and indeed the findings of the external evaluation<sup>4</sup> and Ofsted reports<sup>5</sup> all point to the importance of active learning in citizenship education. Active learning involves learning by doing and then learners reflecting on their activities, so that they can develop knowledge and understanding from their own experiences. They identify, review and summarise their learning and then apply it to new situations.



Active learning also involves a dialogue and interaction with others. It is clearly an important learning strategy for active citizenship because it develops many of the skills required, including:

- ability to empathise with others' points of view
- critical thinking to weigh evidence
- ability to form considered opinions and communicate them
- confidence and interpersonal skills to engage with others to effect change.

However, not all active learning is necessarily citizenship learning. Citizenship learning involves knowledge and understanding of social and political issues, so the context of the activity is important.

# Citizenship through group tutorial and enrichment programmes

## Citizenship through tutorials

Timetabled opportunities for young people to meet regularly in personal or pastoral tutor groups are now a common feature in many colleges and school sixth forms. In tutorial time a diverse range of curriculum activities and experiences are delivered. Many organisations use this flexible time and space to work on traditional personal, social and health education topics – often referred to as PSHE or ‘life skills’ – along with the development of generic learning skills such as study and revision techniques. Often tutorial is also used as a starting point for promoting or organising a range of additional opportunities for learners including theme weeks, clubs or other enrichment activities. Increasingly the tutorial is also seen as a chance to develop citizenship learning and to fulfil the wider ambitions set down in the 14–19 White Paper:

*‘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.’*

**14–19 White Paper, DfES, February 2005**

## Why take this approach to developing citizenship learning?

In recent years, as citizenship education has become more high profile, both pre and post-16, tutorial time is seen as one obvious place to ‘slot in’ this new dimension to the curriculum. Although there are some concerns associated with this approach (see section ‘Can potential confusion between citizenship and education for personal education be avoided?’ on page 8), many see a natural relationship between personal effectiveness issues and wider citizenship themes<sup>6</sup>.

Additionally, learner representation can be organised through tutorial time and there is great scope to link the experience of college and school elections and representative structures with political literacy sessions on the same themes (see *Citizenship through learner voice and representation*, Number 1 in this series of booklets).

Many organisations use tutorial time to deliver key skills with the activities undertaken generating portfolio evidence. Citizenship activity in this context is seen as a particularly useful way of supporting the delivery of the wider key skill of ‘working with others’. Similarly, some see group tutorial time as an opportunity to develop self-esteem, confidence and the wider social skills of young people. With this end in mind, citizenship activity on a theme chosen by the young people themselves can be seen as a highly suitable vehicle for these objectives.

In a recent publication the DfES sets out ways that tutorial programmes could be used to help deliver citizenship in schools (see overleaf). It did however caution against using tutorials and PSHE as the main vehicle for delivering citizenship and instead encouraged staff to use a blend of approaches.

## **Tutorial programmes can help to deliver the citizenship curriculum in three main ways:**

### **1. Laying the foundation of citizenship identity**

Seeing oneself as a citizen is more than just understanding what a citizen is – citizenship has to be experienced. With their emphasis on personal development and concern for the individual, tutorial programmes are well placed to develop this sense of identity.

### **2. Helping students learn about the democratic process**

Through participation in class or school councils and consultations, students in form groups are able to gain first-hand experience of democratic procedures and the challenges of making them work efficiently and fairly and to the benefit of everyone concerned. They are also able to develop the skills needed for participation in these kinds of procedures.

### **3. Providing opportunities for community-based activities**

Tutorial programmes allow students to discuss topical issues of common concern to their peers – whether relating to the school as a whole or to the wider community. They allow students to use these discussions as a basis for school or community-focused action, such as improving the school environment, school linking or charity support.

***Making sense of citizenship: A CPD handbook, DFES, 2004***

## **Citizenship through enrichment**

As with group tutorials, curriculum ‘enrichment’ is seen as a way of providing young people with opportunities beyond their main learning programmes. Some enrichment activities are simply for fun and leisure, but others are designed to enhance and contribute to learners’ wider social and personal development. It is in this context that many citizenship activities are offered, for example debating clubs, environmental projects, community action opportunities, political societies and campaigns.

Such activities are mainly optional, but some organisations increasingly emphasise the need for all young people to undertake something from a menu of choices and be seen to be making a positive contribution back to the organisation in which they learn. At Lewisham College this is part of a general process towards encouraging learners to take more control over their learning and encouraging staff to step back and allow learners to become more independent ‘managers’ of their own development.

### **Lewisham College**

The College has also established a ‘duty of contribution’ whereby learners who come to the College must make a voluntary contribution to help in the day-to-day running of the organisation. This includes duties such as peer mentor or green officer.

Through measures such as these, the college fosters a culture of ‘learner agency’ – encouraging learners to take control of and responsibility for their own lives and promoting an awareness of the consequences of their life choices.

***Extract from Developing a Learner Involvement Strategy, a handbook for the further education sector, LSC (2007)***

### **A link with ‘Every Child Matters’**

This multi-agency initiative is also having an impact on some tutorial and enrichment provision. With its aim for every child and young person, whatever their background or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being, some organisations are using tutorial and enrichment time to build in activity which contributes to these outcomes. Once again, citizenship activity is seen as a way of encouraging young people to ‘make a positive contribution’ as well as helping to develop the skills they need to have a greater voice in all aspects of their learning and other services which they access.

### **Key messages on effective citizenship learning through tutorials and enrichment**

The benefits of these forms of provision are that they:

- build on a natural link between citizenship and personal development
- make the most of the flexibility of tutorial programmes
- provide opportunities for reviewing and reflecting on citizenship learning through one-to-one tutorials
- allow the delivery and development of evidence for key skills

When planning to use this form of provision:

- consider whether the tutor room might restrict teaching approaches
- ensure all tutors and staff involved in enrichment have training and support in citizenship
- consider how to ensure consistent and high-quality delivery across all groups
- produce materials and delivery strategies
- ensure there is a clear understanding of the differences between citizenship learning and personal, social and health effectiveness issues
- put the emphasis on active learning and a learner-led approach, with young people shaping the programme
- link tutorial with learner voice – make space in tutor group sessions for discussion and debate about citizenship issues which concern the students and support participation in representative structures with political literacy sessions.

Based on *Play your Part: post-16 citizenship*, QCA, 2004

# Tutorial and enrichment: some issues to consider with these approaches

There are many sound reasons why organisations are choosing the group tutorial and enrichment programmes as one way of delivering citizenship learning. However, a number of key questions arise which staff and their organisations need to consider carefully.

## Can potential confusion between citizenship and personal education be avoided?

As with national curriculum citizenship in schools, Ofsted reports make clear that when post-16 citizenship delivery is through the tutorial and closely associated with PSHE, there can be confusion about the differences between the two subjects.

Often there is clearly lack of understanding about the different skills, knowledge and understanding that each area of learning is concerned with to the detriment of the citizenship work. As Ofsted points out (see below), citizenship can work along side PSHE or pastoral programmes, but it is essential if this is to work effectively that there is clear understanding of the differences between the two areas of work. Effective staff development and training are key here although it is also important for learners themselves to be clear about what citizenship is and why they are engaging with it.

There are a number of exercises and resources available which explore further the nature and value of citizenship post-16 (see page 27). These can be used with staff or directly with young people as an introduction to citizenship work. For an activity which explores the specific differences between personal tutorial issues and those with which citizenship is concerned (see Appendix 1 on page 18).

Taking a broad view, PSHE is about the private, individual dimension of pupils... Citizenship, on the other hand is concerned with the wider public dimension, educating pupils about public institutions, power, politics and community – local, national and international – and equipping them to engage effectively as informed citizens. (Paragraph 57)

The two subjects therefore do not necessarily sit well together. Yet the differences are often misunderstood and teachers will claim that lessons on friendship and relationships are citizenship because they deal with conflict resolution, without recognising that in the context of citizenship, as shown above, this should include the role of public institutions such as Parliament and the United Nations (UN), non-governmental organisations (NGOs) and pressure groups. (Paragraph 58)

However, this does not mean that PSHE and citizenship programmes cannot complement each other. A well considered PSHE/citizenship programme will take into account the different emphases and foci of each subject and broaden pupils' understanding and skills development. For example, a PSHE/citizenship module on drug education might look at the PSHE dimension of how drugs affect the mind and body and why individuals take drugs, and help develop personal and social skills such as coping with peer pressure. Through the citizenship dimension pupils could explore the law relating to drugs and the criminal justice system, drugs and the media, and the global dimension of drug production in developing nations. (Paragraph 59)

Most importantly, successful PSHE and citizenship programmes have sufficient time for both aspects to flourish. In some cases, this has been achieved by cutting back some elements of the PSHE programme that evaluation showed to be less effective to create some space for citizenship within the existing time available; but ultimately the requirements of both areas are such that the overall time available needs to be increased. (Paragraph 60)

***Towards Consensus? Citizenship in secondary schools, Ofsted, 2006.***



What distinguishes citizenship education from PSHE, however, is its focus and content.

### **1. Focus**

PSHE focuses on personal and interpersonal decision-making, while citizenship education deals with public policy. One concerns students' choices as private individuals; the other with their choices as citizens – that is, as members of society with legal rights and responsibilities. For example, a typical PSHE lesson on smoking deals with the cost to individuals, whereas in citizenship education one focuses on the cost to society – exploring issues such as legislation on smoking in public places or tobacco advertising.

### **2. Content**

There is a central core of learning – factual and conceptual – unique to citizenship education that is not dealt with at all in PSHE, for example knowledge about central and local government, criminal and civil law, elections and taxation, and concepts such as democracy, justice and the rule of law.

***Making sense of citizenship: A CPD handbook, DFES, 2004***

## **Is the citizenship active – and is there enough time?**

The most effective citizenship learning comes when young people have the opportunity to take part in practical action which builds on and extends the knowledge and ideas they have developed in the class or workshop environment. If tutorial time alone is used, there may simply not be the opportunity or time to allow for the active learning and range of participation that is desirable.

If the tutorial time is used to deliver citizenship, it is important to consider if it allows sufficient time for extending the knowledge, skills and understanding which learners have already developed through the national curriculum and in other ways – as well as covering other essential aspects of pastoral provision. If the enrichment curriculum is the main way for delivering citizenship, it is possible that some learners will avoid citizenship activity altogether through the choices they make.

The advantages of a blend of approaches to the delivery of citizenship are obvious in mitigating the constraints of time with tutorial provision and the choice element in enrichment programmes. To achieve this, it will be helpful for an organisation to draw up a citizenship policy such as the one devised by Whalley Range High School, Manchester (see Appendix 2 on page 19).

Such policies may accept that it will be a case of 'some for all (learners) and more for some', given the additional activities and roles that certain learners will undertake. However, they will want to ensure that the 'some for all' is substantial enough.

## **Are personal tutors the right staff to deliver citizenship activity?**

Another matter for consideration is whether personal tutors are the right staff to deliver and support citizenship activity. Effective citizenship learning takes place when staff are enthusiastic, understand that citizenship is a distinct curriculum area in its own right and have good confidence levels with the range of skills and knowledge demanded particularly when dealing with political literacy and controversial issues.

The National Foundation for Educational Research (NFER) evaluation of the Post-16 Citizenship Development Programme, like Ofsted, warns of the problems that can occur when delivering whole-cohort programmes through group tutorial time. Again, effective staff training will be key to averting such difficulties.

While a tutorial programme provides an excellent opportunity for developing knowledge and understanding through a taught format, particularly for covering elements of political literacy and social and moral responsibility, some organisations found it difficult to include **active citizenship** elements.

There are also issues related to staffing when citizenship is offered through a tutorial programme... since a large number of tutors will be involved in delivery. Some of the case-study organisations were aware of variable levels of enthusiasm, commitment and citizenship facilitation skills among their tutorial staff. These are some of the challenges faced in introducing citizenship in a tutorial programme, particularly in an organisation with no strong ethos or tradition supporting citizenship values.

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

### **How can citizenship learning be reviewed and assessed?**

Without reflection and the opportunity for 'sense-making' the learning potential of citizenship activities is diminished. Reflective activity 'enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge'<sup>7</sup>.

When citizenship is delivered through a tutorial or enrichment approach, these opportunities may not always be provided, particularly when learners and staff see activity undertaken in these contexts as outside main learning programmes and not ones which are associated with any form of assessment. In these contexts it will be even more important to build in forms of assessment that are appropriate and workable<sup>8</sup>.

One-to-one tutorials or reviews with personal tutors offer a good opportunity for learners to get feedback, identify progress against learning objectives and make judgements about their overall achievements in citizenship. They may be planned for mid-point and/or at the end of a series of activities, unit or course. The review process is made easier where records and other evidence have been kept by learners, for example in a Progress File or individual learning plan. Such material offers a basis for dialogue with learners about the skills, knowledge and understanding they have developed, and for negotiation of further learning objectives.

Evidence – proof of what has been achieved – can range from simple logging of achievements, dated and perhaps endorsed by others, to the development of portfolios of citizenship work (hard-copy or electronic) that may be submitted for certification. It can take a variety of forms, including journals, reports, photographs, artwork, video, audio recordings, interviews and performances.

A video example of a review interview with two learners and their personal tutor can be seen on *Post-16 citizenship: what, why and how?* (see Resources, page 27). The prompt used to stimulate discussion in this interview is reproduced in Appendix 3 on pages 20–21.

# Good Practice Case studies

## CASE STUDY ONE

### Richmond Upon Thames College

At Richmond Upon Thames College a pilot programme delivered citizenship learning across 15 tutor groups working at different levels.

Coordinated by a dedicated citizenship project manager, a programme of citizenship activities was planned to complement the pastoral activities being undertaken at a given time.

For example, when learners joined the college, as part of induction a module of work was offered in the group tutorial time which encouraged learners to think critically about being part of the college community and investigate concepts of identity, diversity and community through practical activities chosen by the learners themselves. One tutor group chose to investigate the self-separation of different ethnic groups across the college's social and catering areas. The group interviewed fellow students about the perceived problem. They made a video of their findings, which they then presented to the senior management with suggestions for improving the overall sense of community within the college.

In their second term, students were involved in a variety of activities focusing on political literacy and the broad theme of 'making a difference'. Part of this work was based on the student union elections. As in the first term, active teaching and learning methods were used and students had opportunities to discuss democracy, voting, representation, the importance of having a voice and, more specifically, the functions of the students' union and the roles that make up the executive group.

For learners preparing to think about university applications, a third module of work encouraged them to consider their personal situation in relation to higher education in the context of wider social and political issues surrounding it. In one case four tutor groups came together to take part in a specially written 'network simulation' exercise to explore the issues of student loans and funding of higher education<sup>9</sup>.

Each tutor working on the pilot programme was allocated an additional hour of time for planning meetings and staff training. The broad outline of the programme was devised by the staff involved at the start of the year, but there were also opportunities for tutors to negotiate the particular focus for the work with the learners in each group. A citizenship handbook was prepared by the project manager including the arrangement of citizenship elements within the tutorial calendar for the year.

## CASE STUDY TWO

# Merton College

At Merton College citizenship is delivered mainly through weekly group tutorials and is enhanced by wider citizenship activities open to all students outside of class time.

Students therefore receive some taught citizenship usually via the tutorial system, although some vocational areas also teach modules of citizenship as part of the course. The content varies depending on the level of group and the area of the college in which they are based. Taught modules of work are devised in conjunction with the aims and objectives laid down in the QCA guidance, *Play your part: post-16 citizenship*.

Some examples of taught modules include:

- Political awareness
- Alcohol awareness including social and political issues
- Sex education including social and political issues
- My College photo project
- Celebration of difference
- Whose right? Whose responsibility?

Additionally all students have the opportunity to become involved and actively participate in wider citizenship within the college, examples of which are:

- Elections for the Student Parliament – discussion and preparation of issues to be presented at the parliament
- Student representation on the parliament and on the executive of the parliament
- Student representation and consultation on a variety of other college bodies, committees, staff teams, focus groups, working parties
- Peer-mentoring
- Student support/helpers at parents' evenings, open days and in-class assistants during induction
- Celebrating diversity competitions, presentations and charity events
- Action against gun crime
- Consultation and feedback on the Borough's town planning proposals
- Citizenship enrichment activities e.g. Environmental Club, Millennium Volunteers.

Student achievement and participation in both the wider and taught citizenship is recognised by internal citizenship certificates and celebrated at the end of year during the ROA (Record of Achievement) ceremonies held within each school of the college.

At the start of the level 3 political literacy module of work, which was devised by a team of staff across the college, a fun activity – 'Are you a political animal?' – is used to gauge student interest in politics. A review of the findings from this are used at the end of the six-week module to assess how far the students have travelled in terms of their understanding and interest in this area. The activity can be downloaded from the Post-16 Citizenship Support Programme website ([www.post16citizenship.org](http://www.post16citizenship.org)).

### CASE STUDY THREE

## City and Islington College

In a pilot project at City and Islington Sixth Form College, all citizenship activities took place outside the classroom with students' involvement in enrichment activity undertaken on a voluntary basis, additional to their academic timetable.

All citizenship activity is supported by a full-time youth worker who can support and facilitate projects flexibly without being tied to a rigid teaching timetable. This approach has helped towards the flexibility and variety of projects that have emerged and the students' strong sense of ownership. There is a major emphasis on student initiative and involvement in all citizenship work undertaken.

Activities carried out last year included:

- International Women's Day: students worked with the youth worker to devise a programme for a college event and contributed some items (talk on homeless women, music performances)
- Question Time: students worked with teachers in enrichment time to plan and stage a question time with the finalists going through to a national BBC competition
- Islamic Awareness Week: students joined a working group to plan a programme of talks and performances
- Black History Month: students devised and staged an evening fashion show exploring African–Caribbean identity and cross-cultural influences.

A particularly successful activity at the college was the citizenship through music project. Here a group of students at the sixth-form centre, who had learned about elections and voting and ways in which voters can communicate with politicians, wanted to express their views to local politicians during the general election campaign of May 2005. The group already had a keen interest in music – writing beats and backing tracks, writing lyrics, producing, recording and performing songs. They decided, with the support of a youth worker, their facilitator, to use the creative medium of music to express their views on a range of local and national issues to invited politicians and fellow students.

Their project plan included budgeting and developing a timeline for the various tasks to be performed, covering the creation of the music and the lyrics, production and recording of the music onto a CD, and the organisation of a launch and performance at this event. The group identified the different strengths of its members and allocated tasks accordingly.

During the project activity, the facilitator divided the students into small groups and, using current and relevant materials such as press cuttings and photographs, they selected the topics which would feature in their songs. During this stage, students learned about local and national citizenship issues. Small groups then researched the topics and worked together to write lyrics that would express their views on the issues. Backing tracks and beats were developed with support from technicians at a music studio, and the music was recorded on CD. This stage of the work took three months to complete and involved the group in working closely together and with staff at the college and the studio.

The launch event was also planned and run by the students. They negotiated the use of college facilities and arranged for refreshments to be available. Visitors and students were invited and the event was publicised. The students performed five songs and gave out free CDs to everyone attending. The songs were entitled: 'It Ain't No game', 'Our World', 'People of Today', 'Join Together' and 'Wanna Make a Difference'. Since the event, the students have performed on a number of occasions and some have been involved in training other interested students. They have reflected on their learning and have been interviewed about the work for a young people's DVD on post-16 citizenship.

## CASE STUDY FOUR

# Wooton Bassett School

At Wooton Bassett School sixth formers are offered a blend of activities and opportunities as part of the core enrichment programme, some of which are a requirement for all students and some of which are optional.

Many of the activities have a social and political focus helping to develop citizenship understanding.

For example, all sixth-form tutor groups take turns to lead their year assembly by organising a presentation on a topical or ethical debate of their choice in order to raise the awareness of fellow students. Each member of the tutor group takes part. In the past the chosen themes have included global warming, Fairtrade, organ donation, anorexia and AIDS awareness.

During Local Democracy Week, this year students took part in a county-wide conference called 'Take Part – Take Power' at the North Wiltshire District Council offices. During workshops they discussed how the general population perceive young people and what they themselves can do to change these perceptions. There was then an opportunity to put their questions to local politicians.

Following on from this, the students have invited the local Youth Development Officer into school to discuss the council's Youth Strategy Plan.

Every year students vote for their own committee of representatives for the 'Charity Challenge', a series of events to raise money for students chosen charities. Students from the Charity Challenge Committee provide Fairtrade produce and refreshments for events such as open evenings and school concerts. During these activities the citizenship issues behind the charities chosen are investigated.

An externally run interactive course highlights the pressures of governing an impoverished country in the third world. Based upon the bestselling educational computer game, this interactive school conference encourages students to think about the responsibilities of being 'President for a Day'. Participation in the course supports students studying RE and the citizenship short course GCSE by exploring issues such as social justice and equality, wealth and poverty, and reconciliation and peace, the interdependence of the world's population, and the importance of global citizenship. It also allows students to explore opportunities for influencing global issues through participation in a diverse range of campaigns.

This year, following on from the President for a Day course, students will take part in a global citizens' forum. Held annually in Westminster, it enables students across the country to think through the spiritual and moral issues underlying global citizenship.

A number of other community activities are also available such as opportunities to take part in conservation work, an intergenerational IT project, peer-mentoring projects and helping in a local school.

In relation to all these enrichment activities students can, if they wish, gain formal accreditation through an ASDAN award which is recognised by many universities.

Other strands of citizenship work in the school are carried on through a student council and a newspaper.

## CASE STUDY FIVE

# Shipleigh College

At Shipleigh College, a range of citizenship opportunities are offered including through group tutorials. Citizenship work is also used as an opportunity to gain portfolio evidence for all six key skills. The work is coordinated by the tutor manager who is a senior member of staff and has additional responsibility for supporting the Every Child Matters five outcomes.

All students on main programmes have an entitlement to one hour of Personal and Social Development (PSD) per week. There is a generic scheme of work across all levels of the college which is shared by all personal tutors.

The scheme is not prescriptive other than by themed half terms and shared theme weeks. Each half term is attached to a theme, each of which involves a blend of personal effectiveness activities and citizenship issues as follows:

- Equality and diversity – learning to understand each other
- Be healthy
- Stay safe
- Achieve economic well being
- Make a positive contribution including active citizenship and sustainability
- Enjoy and achieve.

This academic year, students through the PSD programme worked on a wider key skill assignment with a citizenship focus.

Students were asked to develop a video about a safety aspect which affects their local community. Their community could be the course group, the college group, Saltaire, the community in which they live, the UK or the international community. Topics could include:

- Safe use of the internet and its complications
- Spitting and its impact on the community
- Lack of local amenities within their locality
- Environmental issues.

Personal tutors also look for further opportunities to develop active citizenship through the courses they deliver. For example, health studies students hold a 'Health Fair' for students across the college about those aspects related to health which they are specifically interested in.

They research their particular topic area and then have a questionnaire taking place as part of their stall. The results they capture are then analysed as part of their key skills and the results shared. The problem which they have worked on within a group also covers wider key skills at level 3.

## CASE STUDY SIX

# Welbeck Defence Sixth Form College

This is a small residential sixth-form college in North Nottinghamshire offering education and training to 320 young men and women who wish to pursue a technical career in the armed services or the Ministry of Defence Civil Service.

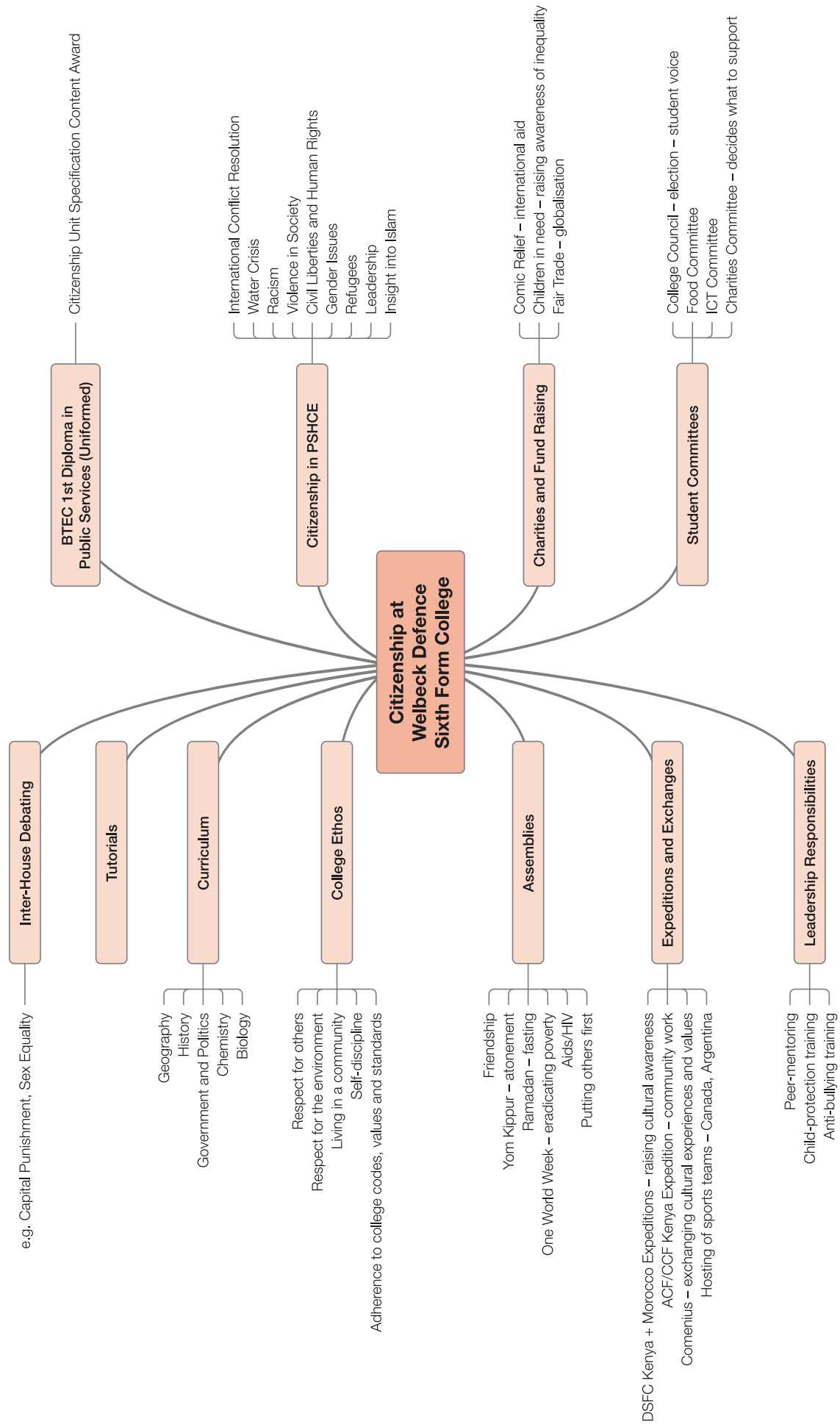
Relaunched in 2005, the college lays strong emphasis outside the classroom on the development of leadership skills, physical fitness and personal and social development. Citizenship activity for all the students is an important part of this provision.

The Welbeck citizenship programme has been planned in a coherent way across the college. It sits alongside the pastoral and leadership programme but has a clear identity. As shown in the diagram (opposite), a blended approach is adopted with young people developing citizenship knowledge and skills through participation in the college council and other committees, and through an exchange programme as well as other voluntary activity. In addition to this, each student in year 12 and year 13 has one hour of PSHCE (Personal, Social, Health and Citizenship Education) per week and has an opportunity to investigate issues such as violence in society, racism, civil liberties and gender issues. The students also have one afternoon of Combined Cadet Force (CCF) and one afternoon of Personal Development/Leadership Skills per week, into which the new BTEC Public Services Diploma will be incorporated. This programme has strong citizenship elements within it which the college is conscious of and keen to promote.

Citizenship provision at Welbeck College is developing fast, and staff responsible for it are keen to make it as active as possible. It is seen as an important part of the ethos of the college which fits well with its overall mission to offer a variety of intellectual and physical challenges that test young people's abilities, prepare them to be active citizens, build their self-confidence and future leadership potential.

Commenting on the place of citizenship in the college, the vice-principal (pastoral) says: 'It is vital that our students who are the future leaders of our armed services can understand and apply the core principles of good citizenship for the benefit of the servicemen and women they will command, and for the benefit of the countries and communities they will be operating in.'





## What is the difference between PSHE/Lifeskills and citizenship?

<b>THE ISSUE</b>	<b>PERSONAL</b> (PSHE/Lifeskills approach)	<b>PUBLIC</b> (Citizenship approach)
<b>Smoking</b>	e.g. Why do you think people choose to start smoking?	e.g. Do you think it is right to ban smoking in pubs and bars?
<b>Work</b>		
<b>Relationships</b>		
<b>Drugs and alcohol</b>	e.g. What effects can addiction have on your life?	
<b>Safety</b>		
<b>Gambling</b>		
<b>Bullying</b>		
<b>Parenting</b>		e.g. Should the parents of disruptive children have to undertake parenting classes?
<b>Time management</b>		
<b>Personal finance</b>	e.g. How can I keep out of debt?	e.g. What are the implications of students paying fees for higher education?
<b>Careers</b>		
<b>Sexual health/ health issues</b>		

*With grateful thanks to the Citizenship Foundation for this activity.*

# A Citizenship Policy

## Whalley Range High 11–18 School Sixth Form

### Introductory statement

The purpose of this policy is to provide guidance on the aims and objectives of post-16 citizenship education and an outline of the major ways in which it will be delivered across the curriculum.

### Aims of the citizenship programme

The citizenship programme aims to:

1. Raise awareness of local, national and global issues
2. Encourage students to think critically about and discuss issues that affect them
3. Encourage students to take appropriate action
4. Encourage students to reflect on and review the effect of action taken.

### Citizenship policy statement

This section and the sections outlined below are subject to a consultation process whereby young people will be invited to contribute their expectations regarding the aims and outcomes of their citizenship programme during the first taught citizenship sessions across all levels in Year 12. The Sixth Form Forum will then compose a policy based on these contributions. Following this initial phase, the policy will be reviewed towards the end of the academic year. The policy will also take into account the whole-school mission statement and the school policies on EOP, racism and discrimination, and inclusion.

### The citizenship programme

There are four aspects to the programme:

- Taught citizenship – modules of citizenship education are delivered to students at all levels from entry to level 3 in Year 12 of the sixth form covering topics such as democracy, cultural diversity, crime and justice
- Community volunteer programme – this covers activities such as mentoring of younger students, peer mediation, shared reading and voluntary work in local organisations
- Sixth Form Forum/action group – elected to be representative across the sixth form
- BCR days – whole-school days off timetable for the delivery of citizenship education.

### Assessment of citizenship

Students will set targets as part of their independent learning plan and will be asked to assess and review their achievement and progress in each of the citizenship activities they are involved in. This will include verbal feedback and written assessment. They will record their achievement in a progress file.

### Staff development

The school has a firm commitment to the professional development of staff. Each year since the onset of the citizenship programme all sixth-form tutors have participated in at least one whole day of training plus twilight sessions to support the delivery of each of the taught citizenship modules. The intention is to maintain this commitment.

### Management of the programme and policy

The delivery of post-16 citizenship education is managed by two citizenship coordinators who each have the benefit of a management point and time allocated to enable effective delivery. They are part of a whole-school working party which seeks to offer an integrated citizenship curriculum from years 7 to 13 and to facilitate the joint working of sixth-form students with younger students.

# Reviewing my citizenship activities

What have I done? What have I learnt? What more can I do?

The following activity:

- gives you prompt questions to help you reflect on the citizenship activities you have been involved with and what you have learnt from this involvement
- allows you to record your ideas after you have discussed them. This will help clarify your thinking about citizenship and will help provide you with some evidence you may need for your key skills portfolio.

We suggest you carry out this activity in pairs. Your tutor will give you further details.

## 1. What citizenship activities have I been involved with?

Which activities (choose 2) have I learnt most from and why?

1)

2)

## 2. Choose one or two key citizenship activities. For each think through what you have learnt. Mention specific knowledge, skills, changes of opinions or attitudes.

The citizenship learning objectives from the QCA guidance (2004) below might prompt your thinking:

- *Demonstrate knowledge and understanding about key citizenship concepts*
- *Show understanding of key citizenship concepts (e.g. rights and responsibilities, government and democracy, identities and communities)*
- *Consider the moral and ethical issues applying to a particular situation*
- *Analyse sources of information, identify bias and draw conclusions*
- *Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination*
- *Discuss and debate citizenship issues*
- *Express and justify personal opinion to others*
- *Represent a point of view on behalf of others*
- *Demonstrate skills of negotiation and participation in community-based activities*

**Activity 1** – Mention the following: Knowledge; Skills; Opinion or Attitude Change

**Activity 2** – Mention the following: Knowledge; Skills; Opinion or Attitude Change

### **3. Where next?**

Reflect on your citizenship involvement so far and consider:

1) What citizenship areas do I need to develop?

(use the QCA learning objectives on previous page to give you ideas)

2) How can I use the knowledge and skills I have developed? What will I do next?

(e.g. join a political group, campaign on an issue, keep more informed about issues or get more involved in decision making in my organisation)

# 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<sup>10</sup>, chaired by Sir Bernard Crick. The report identified three inter-related components of citizenship:

- social and moral responsibility
- community involvement
- political literacy.

It also stressed that young people should be provided with the knowledge, skills and opportunities to take responsible action and to influence decisions. The Crick report explicitly recommended that young people participate in active citizenship, in which they engage in their communities and also gain knowledge and understanding. Active citizenship is defined by the National Foundation for Educational Research<sup>11</sup> as being when young people are 'given the opportunity to put their citizenship understanding and skills into practice and participate in a community or public context'.

Post-16 citizenship was the focus of a further advisory group chaired by Sir Bernard Crick<sup>12</sup>, 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, on behalf of 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. Following the success of the Development Programme, QIA commissioned LSN from September 2006 to run the 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.

## Citizenship and wider policy development

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 a wide range of current educational initiatives which impact on citizenship:

- The 14–19 White Paper 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.'* (14–19 White Paper, DfES, February 2005).
- The 14–19 Diplomas, of which the first five lines of learning 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*, 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*, a Government Green Paper launched in July 2005, set out proposals designed to improve outcomes 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 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.

- Personalised learning and learner voice, are central tenets of the FE White Paper, 'Raising Skills, Increasing Life Chances'.<sup>13</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 recommendation arising from the *Foster Review*<sup>14</sup> is that all providers of further education and training should, by September 2007, have a learner involvement strategy, which is published and monitored. 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>15</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.
- New national guidance is being published by the LSC, and will be available from April 2007 in order for all providers to put learner involvement strategies in place by September 2007.
- A curriculum review that is taking place for key stages 3 and 4, to be followed by additional qualifications in Citizenship Studies being available from 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>16</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.*'



# Notes

- <sup>1</sup> Based closely on the '7 approaches' identified in the Post-16 Citizenship Development Programme, 2001–2006, and cited in *Play your part: post-16 citizenship*, QCA, 2004
- <sup>2</sup> *Getting started with post-16 citizenship*, LSN, 2006
- <sup>3</sup> *Play your part: post-16 citizenship*, QCA, 2004
- <sup>4</sup> *Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development projects*, NFER, HMSO, 2004
- <sup>5</sup> An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005
- <sup>6</sup> Ed by T. Breslin (2006), *Developing Citizens*, Chapter 6 – 'Citizenship and Personal, Social, Health Education', J. Campbell and L. Craft, London, Hodder Murray
- <sup>7</sup> J. Abbott (1994) *Learning makes sense: recreating education for a changing future in Research Matters No. 17* (2002), Institute of Education, University of London
- <sup>8</sup> *Assessing and recognising achievement: Post-16 citizenship*, QCA, 2005
- <sup>9</sup> See video resource, *Post-16 Citizenship: what, why and how?*, LSDA (now LSN) 2003
- <sup>10</sup> *Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998
- <sup>11</sup> *Taking Post-16 citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, NFER, Report RR604, 2004 (p.iv)
- <sup>12</sup> Citizenship for 16–19 year olds in education and training: report of the Advisory Group to the Secretary of State for Education and Employment, DfEE/FEFC, 2000
- <sup>13</sup> 'Raising Skills, Increasing Life Chances', DfES, March 2006, arising out of the Foster review of FE
- <sup>14</sup> *Realising the potential: a review of the future role of further education colleges*, Sir Andrew Foster, DfES, November 2005
- <sup>15</sup> 2020 Vision – Report of the Teaching and Learning in 2020 Review Group chaired by Christine Gilbert, DfES, December 2006, PPOAK/D16/1206/53
- <sup>16</sup> *Diversity and Citizenship*, Sir Keith Ajegbo, Dr. Dina Kiwan and Seema Sharma, DfES, January 2007, PPSLS/D35/0107/14

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

*Pupil voice and citizenship education*, report for QCA by Jean Rudduck, University of Cambridge, 2003 ([www.qca.org.uk/citizenship](http://www.qca.org.uk/citizenship))

*Student representation in further education and sixth form colleges*, Alan Wilkins, report for QCA, 2004 ([www.qca.org.uk/citizenship](http://www.qca.org.uk/citizenship))

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*Learner retention and achievement: summary of research findings*, Peter Davies, LSDA, 2006

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*Play your part: post-16 citizenship. Guidelines for providers of post-16 citizenship programmes*, QCA, 2004 ([www.qca.org.uk/post16index.html](http://www.qca.org.uk/post16index.html))

*Research on democratic schools*, Derry Hannam, ([www.educationrevolution.org/derhanrep.html](http://www.educationrevolution.org/derhanrep.html))

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

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