

SIX APPROACHES TO POST-16 CITIZENSHIP

2. Citizenship through qualifications and personalised 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.¹

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.²

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

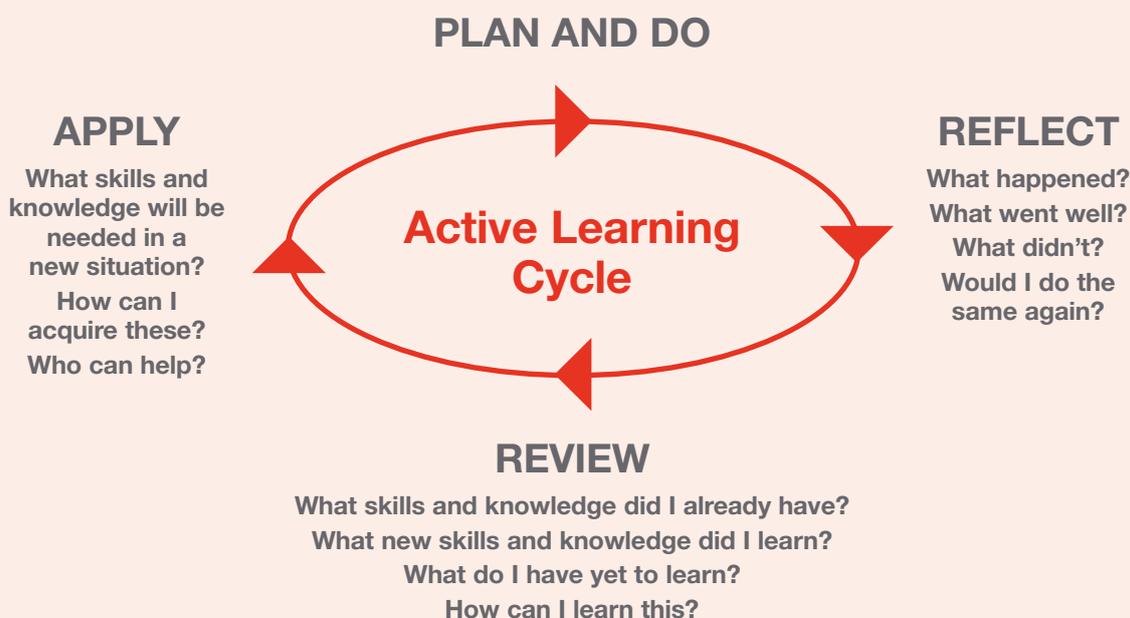
1. identify, investigate and think critically about citizenship issues, problems or events of concern to them
2. decide on and take part in follow-up action, where appropriate
3. reflect on, recognise and review their citizenship learning.³

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 20–21.

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 18) 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 evaluation⁴ and Ofsted reports⁵ 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 qualifications and personalised programmes

Why offer a qualification in citizenship?

In post-16 education and training, a variety of ways of delivering citizenship have been developed according to the needs of the learners and the settings to which they belong – school, college, work based learning or youth and community groups. Qualifications or certification often feature in these approaches because organisations want to find ways of recognising and accrediting achievement.

Young people benefit from the citizenship activities they have been involved in and gain added value from a certificate or a qualification. The case studies contained in this booklet demonstrate some of the creative and innovative ways organisations have found to link citizenship activity to existing programme requirements or qualifications.

Some organisations see a discrete qualification in citizenship as offering an uncluttered route to teaching the subject and there is a clear pay off. Others build elements of citizenship learning into other, perhaps broader, qualification aims including general studies and critical thinking.

In other cases again, staff and learners prefer not to be constrained by the demands of qualification specifications. They have a vision of the sort of citizenship they wish to take part in and put on programmes specially developed – or personalised – to meet the needs of particular individuals and groups of learners. Even within such schemes there may be opportunities to accredit learners' achievements through, for instance, key skills or self-certification.

Many providers make citizenship a significant part of their core educational experience by offering a blend of these approaches.



Developments in qualifications

Qualifications are prone to change. Some have a specific shelf life and then disappear; others evolve and take on a slightly shape. However, there are also major developments taking place currently, some of which impinge directly on citizenship qualifications while others may lead to citizenship being delivered in a wider range of contexts:

- **A level** – an AQA GCE Citizenship (A/S and A2) will be available for teaching from 2008⁶. As a two plus two unit qualification, it will cover areas such as rights and responsibilities, identity, crime and punishment, power and politics and global citizenship. It will also encourage participation and the development of active citizenship skills.
- **GCSE** – a full course GCSE in Citizenship Studies will be made available in 2009/10 to reflect the revised key stage 4 citizenship programme of study.
- **14–19 Diplomas** – the first five lines of learning in the 14–19 Diplomas will be available in 2008. These are engineering; construction and the built environment; creative and media; society, health and development; and IT. There will be opportunities for citizenship within the diplomas which will become more apparent as they develop. The diploma will contain a project which is likely to be similar to the extended project (see below) and will also seek to develop personal learning and thinking skills which include the citizenship-related category of 'effective participator'.
- **The Extended Project** – this is a project chosen on an individual basis which requires learners to show ability to plan, deliver and present a piece of work at Level 3. It is being piloted by AQA and Edexcel during 2006–2008. There is ample scope within this framework for learners to develop active citizenship projects as indicated in the current AQA pilot specification.
- **Foundation Learning Tier** – 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 level and level 1. Provision within the FLT will consist of three strands all of which offer some potential for citizenship: subject-based and vocational learning; personal and social development; and skills for life and work. A set of design principles will be published which all qualifications aimed at supporting programmes within FLT will have to meet.

Citizenship qualifications

There are a range of qualifications which are specifically designed for citizenship and can be used in different post-16 settings. There are a number of reasons why organisations choose to use these:

- They give status and identity to the subject. Learners take it more seriously when there is an award at the end of a course.
- The qualification can go on the young person's CV and be used for their career or application to a higher education body.
- It is a clear cut way of delivering citizenship. The content and structure of the course is specified and the assessment procedures are established.
- Qualifications bring funding to the institution providing the courses.

Level 3 – AQA GCE AS Social Science: Citizenship

The course is composed of three modules:

1. The Citizen and the State
2. The Citizen and the Political Process
3. The Citizen, Society and the Community.

Each of the three themes is structured under a number of key ideas which indicate areas for study, for example citizens' rights and duties, the criminal justice system, influencing political decision making and poverty and inequality. The specification is designed to encourage students to study its content in relation to their own social identities and concerns as citizens; their own community; and contemporary issues and debates, including their moral dimension.

Each of the first two modules is assessed by a one-hour examination which includes one compulsory stimulus/data response question and one structured essay question. The last module has a compulsory problem-solving exercise in which a citizenship issue is presented for resolution as well as a structured essay question. There is no coursework. Each module equals one third of the total assessment.

AQA GCE AS Social Science: Citizenship at Aylesbury High School

Aylesbury High School currently runs the AQA GCE AS Social Science: Citizenship course with students in year 13. The course is split into three sections which correspond to the three exam papers they will take. These are papers related to law, politics and sociology respectively. The class is largely drawn from students who are also studying A level government and politics. The students find the course interesting and relevant. Some of them intend to study law, politics or sociology at university and have opted to do the course for that reason. Others have been involved in citizenship activities at school and see the course as a way of gaining accreditation for various projects they are involved in.

The teacher at Aylesbury believes that the best and most enjoyable way to run the course is through current news stories. Textbooks are used, but relevant news stories add context and weight to the course. For example, the debate around the detention of terror suspects was used as a way of learning about individual rights and community rights. The majority of the lessons are discursive and structured around a particular story in the news, often brought in by the students. The teacher sees it as a different way of teaching – much less teacher-led and one which requires the students to get actively involved.

While this AQA specification does not require active learning and involvement outside the classroom, it can easily be adapted to this approach.

Level 2 – GCSE (Short Course) Citizenship Studies

The GCSE (short course) is offered by three awarding bodies: AQA, Edexcel and OCR. The specifications of the short course reflect the key stage 4 national curriculum programme of study for citizenship. They cover topics such as rights and responsibilities, communities and identities, human rights, democracy and government, national politics, the media, criminal and civil law, global citizenship and international relations. In the case of all three bodies, assessment is by written exam (60%) and coursework (40%).

The written exams use short questions, questions using source material and ones requiring longer answers. OCR issues a source booklet before the exams. The coursework takes a variety of forms: assessment portfolio of community-based activity (Edexcel), written report of activity (AQA), and evaluation of activity and commentary of two contrasting sources of information (OCR). A full course GCSE will be available in 2009/10.

Bradford College

The GCSE (Short Course) in Citizenship Studies at Bradford College is seen as a valuable part of the curriculum which is suitable for students who may not be able to take on a level 3 course. It has an important social dimension. Many of the students come from an Asian background and have a strong sense of identity linked to their heritage. In the GCSE course they look at the issue of identity and what it is like to be a young Asian (or part of any other ethnic group) in 21st century Britain. Issues are addressed through art, music and, in particular, meetings involving different ethnic groups in the college to which key figures from the community are invited. Young people realise that they are not the only ones in the community to have had certain experiences. This contributes to community cohesion and encourages learners to act as responsible and active citizens.

The academic dimension is important too since the course requires a good understanding of British politics and social history. Also students have to complete a piece of course work in which they take part in an activity that makes a difference in their local, national or global community. This helps the students realise that the subject has a real base in their own lives. Some examples of projects are raising money for a local primary school playground, the Make Poverty History campaign, and the Campaign Against Climate Change.

Entry Level – OCR Entry Level Certificate in Citizenship Studies (Entry 3)

This qualification is designed to recognise basic knowledge and understanding of citizenship issues and to encourage a practical involvement in citizenship and community activities. It promotes an active learning approach to citizenship and is comprised of four units:

- Identifying rights and responsibilities
- Identifying communities and participating in community activities
- Participating in decision-making and recognising the role of government
- Recognising the individual as a world citizen.

Students can obtain certificates for individual units or for the whole qualification. The units can be used as stepping stones to the full qualification. It is suitable for candidates of all ages and flexible enough to be adapted to a range of differing levels of experience. Assessment takes the form of OCR-set and marked tasks and centre-assessed units using a portfolio of evidence. It also provides opportunities to achieve basic skills requirements at Entry 3 level.

Aylesbury College

Students at Aylesbury College, working on the OCR Entry Level Certificate in Citizenship Studies (Entry 3), examined global citizenship issues which fitted with Unit 4 (Recognising the individual as a world citizen). They looked at inequality, the threat to the world's environment from pollution and over-use of natural resources. They found out about the Make Poverty History campaign which led on to work in art as part of a global-awareness course. Students made papier mâché artefacts, such as bowls and plates, representing food inequality between the rich and the poor world, and models of endangered species. They used recycled paper having investigated the problems associated with waste paper and set up a collection of college paper for re-cycling. The artefacts were sold in aid of an orphanage in Cameroon.

AQA Unit Award Scheme for Citizenship

The Unit Award Scheme provides the opportunity to give students formal recognition of their success in short units of work. It can be used with students of any ability in non-qualification contexts. It also ties in with AQA entry Level qualifications and provides a useful way of accrediting achievement in citizenship. Unit Award Scheme Centres may write and use their own units or they can use any of the 12 citizenship units produced by AQA. The 12 units cover the elements of the national curriculum for citizenship at key stage 4, including human rights, young people and crime, racism, discrimination and equal opportunities, and democracy in the United Kingdom. Success in each unit is recognised by the issue of a Unit Award Statement which details the outcomes demonstrated by the student in completing the unit.

Other qualifications which can be used as a vehicle for citizenship learning

There are a variety of qualifications which can be used to deliver or contribute to aspects of citizenship. Citizenship has much to offer these qualifications, particularly those which are skills based and require an interesting and relevant context through which the skills can be learnt and developed.

Citizenship can:

- enrich other qualifications, particularly those involving thinking and analytical skills. It can provide a context for exercises while developing the learner's knowledge and understanding of citizenship issues and topics.
- provide relevance. Issues and topics in citizenship are ones that are central to the concerns young people have about the world today, either in their own communities or more widely.
- promote engagement. Young people find citizenship stimulating because the issues and topics are current or 'hot' and have meaning for them. Active citizenship outside of the organisation in particular can motivate learners because they see real purpose in what they are doing.
- provide a vehicle for the development of evidence for core and wider key skills.

If organisations adopt this approach to delivering citizenship, there are a number of points to bear in mind.

- It should be real rather than token citizenship. This means that the learning should involve developing citizenship knowledge, understanding and skills as set out in QCA guidance *Play Your Part: Post-16 Citizenship*, in particular the 'Framework for citizenship learning'. It should not be overly personal in orientation. Courses and activities that help a young person into adult and working life, however valuable, may not necessarily be citizenship.
- If organisations deliver citizenship through a range of different qualifications, they need to work with teachers, lecturers, trainers and youth workers to develop their citizenship knowledge and understanding as well as their methodology. There are number of LSN publications cited at the end of this book that can help organisations achieve this.

Level 3 – Extended Project Qualification

The Extended Project is a project chosen by an individual learner, requiring the learner to show his or her ability to plan, deliver and present a piece of work at Level 3. It is being piloted by AQA and Edexcel during 2006–2008. The project will be funded as a Level 3 qualification with 120 guided learning hours and will attract UCAS points.

Each extended project may focus on one aspect of the student's main programme of study or may range more widely. The outcome may be an extended piece of written work, an investigation or a piece of practical or creative work, an artefact or performance. The submission may incorporate video, film, a database or other appropriate medium. The learner's teacher acts as his or her supervisor. The progress of the project is recorded in a log/journal and students will be asked to deliver a presentation. The project will be assessed in terms of the students' ability to:

- manage the project – identify, design and complete it
- use appropriate resources and carry out research
- develop and realise the planned outcomes
- review and evaluate the outcomes including their own learning and performance.

As indicated above, the topic chosen could be one that involves active citizenship. QCA with AQA has previously in 2005/06 trialled a level 3 active citizenship studies qualification based on project work, the experience of which has informed the Extended Project pilots.

Whalley Range High School

A group of 10 students are currently engaged in the Active Citizenship Extended Project Pilot. Initially they started to plan their own individual active citizenship projects but then realised there was a common thread running through all their plans – racism and diverse cultures. So, they decided to join together in a group project to organise a show ‘Celebrating Cultural Diversity’. It was stressed that they must avoid a surface-level approach looking only at dress, food and music. They focused on the overall aim of raising awareness of the issues of racism and the need for mutual understanding of different cultural groups. This fitted in with the current political focus on ‘Britishness’ and the need for greater community cohesion.

The process of devising the show entailed team work (a group of year 13 ICT students became the administrators and the literature production team), listening and negotiation skills, compromise, empathy and enquiry – all citizenship skills. Each of the participants has been asked for a brief outline of what they are presenting in the show and how it relates to their cultural background. The show will include music, poetry, a short play, song, dance and fashion. The booklet which will accompany the show will explain why this is citizenship and why it is important. After the show there will be a debrief and evaluation of the show and of the process of producing it, followed by individual assessment required by the extended project framework.

OCR AS/A Level GCE in Critical Thinking

This qualification is offered by OCR at AS and A2. The AS specification gives an introduction to the concepts, principles and techniques which underlie critical thinking; the A2 incorporates greater depth of understanding, analysis and evaluation across a wider range of contexts. The course is assessed through four-unit written examinations: Units 1 and 2 comprise the AS; Units 3 and 4 are added for the full advanced GCE award. In critical thinking, students learn to analyse and evaluate ideas and arguments, and how to construct clear, logical and coherent lines of reasoning. Citizenship can provide a relevant, stimulating context through which students can develop these skills. These are, of course, the same skills that citizenship would like to promote, so there is a double pay-off.

Gosforth High School

At Gosforth High School in Newcastle upon Tyne, approximately 35 high-achieving students study AS Critical Thinking, often as preparation for Oxbridge entry. While investigating the quality of evidence and arguments, they have the opportunity to analyse arguments drawn from contemporary issues and develop their own opinions and the skills to justify these. Topical issues are chosen in order for the students to follow them through the print and broadcast media, and students are encouraged to bring in examples from the news on a weekly basis. Some of the Critical Thinking students have helped set up a debating group that meets after school to raise awareness of, and debate, contentious issues. All students are welcome to attend and take part. Recent debates have centred around whether Muslim women in this country should be allowed to wear the veil at work and whether it is right for Saddam Hussein to be executed for crimes against humanity.

General Studies AS/A Level GCE

Courses in general studies are offered by three awarding bodies – AQA, Edexcel and OCR. They are interdisciplinary and have common elements that come clearly into the citizenship arena. The subject covers three domains:

- Cultural: culture, morality, arts and humanities
- Social: society, politics and the economy
- Scientific: mathematics and technology.

Aspects of citizenship occur in all three domains, particularly in the ‘social’ domain which covers areas like government, political parties, electoral processes and the legal system in the UK. The ‘scientific’ domain looks at the social and environmental implications of scientific discoveries, for example genetic engineering – prime ground for citizenship. The specifications also include thinking and analytical skills such as evaluating arguments and interpreting evidence, and there is an emphasis on critical awareness of contemporary issues. Thus the potential for citizenship is enormous. Assessment in all three awarding bodies is by written exam (short answer and source-based questions and essays) and a coursework element in some units.

ASDAN Certificate of Personal Effectiveness (CoPE) (Level 3)

This qualification in personal effectiveness at level 3 is primarily intended for post-16 education and can be used to accredit a range of curriculum enrichment and extra-curricular activities. It combines what have traditionally been defined as PSHE and citizenship elements. Students undertake a series of challenges for which they need to provide evidence of planning, action and review, and demonstrate competence against six key skills. There are opportunities to undertake active citizenship projects in the local community or to engage in global citizenship. If the challenges are completed successfully (portfolio of evidence plus moderation by ASDAN), then a certificate is awarded which attracts UCAS points equivalent to an AS award.

Levels 1 and 2 can also be used (level 2 award is equivalent to a GCSE Grade B). Students create a portfolio which can provide evidence of key skills. The challenges are often more about personal development rather than citizenship; they need to be tweaked to give them a stronger citizenship orientation. ASDAN recently introduced a CoPE Citizenship at levels 1 and 2.

Eggbuckland Community College

At Eggbuckland, students complete four core challenges for the ASDAN Certificate of Personal Effectiveness (CoPE) at level 3 where aspects of citizenship can be brought out. For example, in the Application to Higher Education challenge, students are taught about the nature of universities as public bodies. In the Community Action core challenge, one group is currently developing a campaign on the issue of human trafficking. Students are required to research the needs of the people in the setting where the action takes place. There are also optional challenges which have substantial citizenship elements. For instance, in the Global Community challenge, students visit the Eden Project and research into a range of global issues leading on to campaign activity. Others will engage in a community placement where they will work alongside experts in various community contexts.

Apprenticeships (Levels 2 and 3)

Apprenticeships are designed to create competent employees for industry in the context of a nationally approved framework of qualifications. They provide an integrated programme of learning which includes:

- a competence-based element (e.g. NVQ)
- a knowledge-based element (e.g. Technical Certificate)
- qualifications in key skills – communication, number and ICT
- employment rights and responsibilities.

There are opportunities for citizenship within this programme in relation to key skills and employment rights and responsibilities. Citizenship projects and activities can provide a context in which these skills can be developed as well as evidence for the wider key skills such as working together and improving own performance. Some training providers have given citizenship a more important role in their programmes because it enriches the young apprentice's experience and helps develop their ability to engage in democratic processes and contribute positively to their local community.

Dorset County Council

Dorset County council's apprenticeship programme has been a focus for citizenship since 2002. The apprentices are all young employees working towards a full apprenticeship in administration. Citizenship enhances their training and provides evidence for key skills in communication, number and IT in addition to elements of NVQ units. The apprentices have undertaken a range of citizenship projects. For instance, they researched the consultation processes the council used and looked at how effective these were at reaching a diverse group of young people. This helped the council to improve these and become more responsive to young people. They have also pursued an active citizenship theme through representation at conferences, at staff meetings and taken part in a 'car free day' promoting travel to work in different ways. One of the apprentices, Matt Ayles, said: 'I feel I have learnt the difference between being a citizen and an active citizen... being an active citizen makes me feel I can have a say in what is done, and I feel I am a valuable member of my community.'

Levels 1 and 2 – ASDAN Certificate in Community Volunteering Levels 1 and 2

This certificate recognises good practice in volunteering and the general skills that volunteers need to perform their role. There are six units at level 1 and five units at level 2. Volunteers need to successfully complete four units to gain a full qualification. Unit certification is also available. To gain the qualification volunteers produce a portfolio of evidence which is internally assessed and externally moderated. Each unit is broadly equivalent to 30 guided learning hours, but many volunteers need less time than this. Students can gain this qualification when undertaking a voluntary work as part of an active citizenship project, although this would normally involve a significant degree of commitment.

Entry level – Qualifications in Life Skills

There are a range of qualifications in life skills offered by various awarding bodies including:

BTEC Entry Level in Life Skills (Citizenship and Community Studies)

ABC – Certificate in Life Skills

ASDAN – Certificate in Life Skills (Entry level 1, 2 and 3)

WJEC – Certificate in Life Skills

WJEC – Certificate in Personal and Social Skills

NOCN – various qualifications, e.g. Skills for Life, Organisation and Planning.

These qualifications are by their very nature oriented towards personal development. Generally they consist of a number of core and optional units from which the young person can choose. Some have more specific citizenship units. The Edexcel BTEC Certificate in Life Skills has units called Citizenship and Community Studies, and Rights and Responsibilities. The ASDAN qualification has a unit on citizenship. These qualifications offer scope for using a citizenship issue or concern to develop some of the skills and attributes specified as well as key skills. Assessment is usually by portfolio of evidence.

Bracknell and Wokingham College

At Bracknell and Wokingham College citizenship is delivered through the E2E course using NOCN (National Open College Network) qualifications. The students on this course are usually between 16 and 21 years old, and many of them require extensive levels of support and flexible programmes. Citizenship is part of the core curriculum and is timetabled into the weekly learning. NOCN offers units at different levels and allows learners to achieve a certificate for each individual unit as well as being able to work towards a recognised level 1 qualification. The students participate in active citizenship which can be incorporated into English as well as citizenship sessions. These activities include holding fund-raising activities and voluntary work with the local council. The students build portfolios with work marked according to the specified learning outcomes. The portfolio gives the learner a real sense of achievement. Once completed it is externally verified by a representative from the NOCN. This qualification, together with other vocational qualifications and key-skills work, provides the learners with a more rounded education as well as helping their personal development. They also really enjoy the citizenship work.

Qualifications in key skills and wider key skills

Citizenship can provide fertile ground for the development of evidence for key skills and wider key skills qualifications which are accredited by a wide range of awarding bodies. This is largely because citizenship issues and topics are ones in which young people can become genuinely interested and so the context in which they practise key skills becomes relevant and meaningful. Citizenship activities are often stimulating and fun, particularly ones that involve engagement with the wider community.

In work-based learning settings, the links with key skills can be seen most clearly in apprenticeships and E2E programmes. At Warwickshire College, citizenship projects are embedded in both of these programmes, particularly in relation to communication skills and working with others. The college fosters a learner-led approach in which students develop their debating, negotiating and communication skills, and their ability to think analytically. Four case studies in this booklet (Fareport Training, Bracknell and Wokingham College, and the Total Respect Programme) feature young people capturing key skills qualifications.

Fareport Training Organisation

Fareport Training Organisation delivers citizenship through its E2E programme to encourage young people to develop skills that help them to enter work, apprenticeships and FE. The majority of them have a history of underachievement and are working at Level 1 and 2. Citizenship is delivered through regular learner-led sessions addressing local and national issues. These involve the young people in carrying out research and delivering this information to their peers. This work is used to develop literacy, numeracy and ICT skills which enable learners to gain key skills qualifications in these areas. The subjects covered include consequences of crime, the death penalty, fair trade, and terrorism. Fareport also encourages individuals to be active citizens engaging learners in local and national conferences, debates with the local college, and 'question time' with the local MP and councillors, as a way of improving their communication skills.



Special personalised programmes

Some organisations prefer not to use qualifications as the main vehicle for delivering citizenship. They do not want to be constrained by specifications when planning their citizenship provision. This may be because they are developing a more personalised programme of citizenship that is designed to meet the needs of their students. This is summed up by Sue Carter of Bishop's Hatfield School when she says: 'We feel citizenship as experienced by our students is motivational in itself and many girls would be far less enthusiastic if they felt that they were studying for an exam.'

This does not mean that there is no form of accreditation. There are likely to be opportunities to accredit different types of achievement through schemes such as the Duke of Edinburgh's Award or other certificates. However, the qualifications do not determine the nature of the programme offered; this is driven by other imperatives. This approach allows greater flexibility insofar as programmes can focus on active citizenship and greater involvement by the young people who can negotiate and lead the programmes themselves, thus giving them an enhanced citizenship dimension.

By their very nature, the programmes or projects in this approach to citizenship are likely to be more tailored to the organisation and the learners. We can identify some broad types, although these are not exclusive or exhaustive.

In some organisations the programme of citizenship is embedded in the curriculum. There is a 'taught' element which takes place at specified times of the week. There are other flexible elements that are largely carried out through the voluntary activities of the young people. In the organisations that adopt this approach there is likely to be a strong element of learner voice and democratic participation.

Bishop's Hatfield Girls School

At Bishop's Hatfield Girls School (11–18 comprehensive) citizenship is embedded in the curriculum. Students have a timetabled slot of one hour and a half in Year 12 and just under an hour in Year 13. This builds on a well-established citizenship programme at key stages 3 and 4. It is taught by a dedicated team of volunteers and is negotiated with students. Sixth-formers are involved in planning the citizenship programme which is designed to accommodate their own interests and concerns. For instance, recently they wanted to engage in the 'What does it mean to be British?' debate and presented their views on diversity and multi-culturalism. Students are also asked to evaluate their citizenship topics to inform future planning.

There are a number of elements to the programme:

- The taught course includes playing a simulation called 'Crisis' in which students run a small country for a year (political literacy); meeting Traidcraft to discuss issues of fair trade (global citizenship); undertaking sentencing exercises at a magistrates' court (legal awareness); discussing issues with the local MP (politics at national level); and current affairs in which students present newspaper stories of interest or concern (media).
- All Year 12 students have an afternoon of community service which is linked to the Millennium Volunteers Award Scheme. This starts with a volunteers' fair where a range of organisations present themselves when students can decide in which area they want to work.
- There is a strong emphasis on student voice. The school council is led by sixth formers with no teacher involvement in the meetings.
- Year 12 and 13 students run a peer-listening service, called REACT, every lunch time when younger pupils can come and talk to someone about their problems and try to agree strategies to help themselves.

- The sixth form run charity committees coordinating fund-raising throughout the school and run a homework club for younger pupils.

The school has a tradition of students taking responsibility, getting involved and making a difference. The sixth form takes a lead on this and has representatives on decision-making bodies and the opportunity to influence school policy and practice. Citizenship permeates the culture as well as the curriculum of the sixth form and the school.

Some organisations run special programmes or short courses at particular times of the year to deliver aspects of citizenship. These might be organised around a certain theme or be used to promote community involvement. These develop knowledge and understanding of citizenship issues as well as helping students develop a range of skills and attributes. They may or not be accredited, although they will usually include some form of assessment.

Gladys Aylward School

Gladys Aylward School in Enfield, north London, worked in partnership with Age Concern to run an inter-generational project with the sixth form. Over a six-week period, sixth formers met with older volunteers from the community for one morning a week. The whole of Year 12 and 30 volunteers discussed a range of topics that were of local interest including crime prevention, drug and alcohol abuse, the environment, teenage pregnancy, voting, fair trade and Amnesty International. Each topic was introduced by a local expert such as a councillor, an MP or a charity worker and followed by structured discussions in small groups with a mixed composition of older volunteers and students. The expert visited each group to answer questions and listen to the comments of the students and volunteers. The groups then made recommendations on the issues under discussion. This course not only benefited students but also served to break down barriers between the generations, diffusing the fear older people have of the young.

Some programmes are tailor-made programmes to meet the needs of the participants and the wider community and are run for specific purposes. The young people involved may be drawn from a diverse constituency and the programme may be primarily designed to develop their confidence and skills, particularly those associated with active citizenship. These may provide opportunities to accredit achievement which can be used to meet the requirements of a variety of qualifications, especially in key and wider key skills.

Total Respect Programme

Warwickshire College works in partnership with Warwickshire County Council to deliver the Total Respect Programme to enable young people to become actively involved in evaluating aspects of organisations that deliver services to young people. Some of the young people are drawn from the college E2E programme and some referred by Connexions and the Princes Trust. The learners meet for one afternoon a week for four weeks with a trained facilitator. They have explored themes such as advice and guidance, one-stop justice, and equality and diversity.

One project involved the evaluation of the proposed plans for the new Leamington Justice Centre building in Leamington Spa. A group of young people designed a questionnaire to inform and gain feedback from young people about the new building. The feedback, which was well received by Warwickshire police, had an impact on the building process and the way

justice services are delivered. The young people developed an understanding of justice services and research techniques. This project also provided an opportunity for the participants to work towards qualifications such as the OCN qualification in Organisation and Planning, and Key Skills 'Working with Others' at level 1 as well as other key skills. Learners who did not opt to study for these qualifications received a Warwickshire College certificate that provided recognition of their active involvement.

The Total Respect Project helps young people gain in confidence, and add meaningful qualifications to their CV. Donna Pender, the Total Respect lecturer at Warwickshire College said: 'We use innovative and engaging participatory techniques to support young people to develop knowledge and skills needed to play an active responsible role in society.'

Broadland Council Training Services (BCTS)

In 2006 the Culture t' Culture programme was created to bring awareness of diversity and difference in cultures to the learners at BCTS. Norfolk is a rural county with little ethnic diversity and thus understanding of different cultures. The Culture t' Culture project helps them to actively learn more about other countries and cultures. The learners have researched the countries of Kenya and Senegal using the internet and books, finding out about topics such as population, religious beliefs and festivities. They also correspond with young people from these countries.

Group meetings take place regularly where learners discuss what they have found out and brainstorm ideas for further research. They also discuss ways they can promote active citizenship, such as fund raising and helping the local community. Recently, they started a recycling project called Cash 4 Cans; and the money raised from this will be given to contacts in Kenya so that they can meet on a regular basis. The learners have the opportunity to use their evidence to work towards an NOCN level 1 qualification in Understanding Aspects of Citizenship and Understanding Active Citizenship in the Local Community.

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 Citizenship⁷, 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 Research⁸ 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 Crick⁹, 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 in 2008, 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). 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'.¹⁰ 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*¹¹ 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 report¹² 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*¹³. 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

- ¹ 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
- ² *Getting started with post-16 citizenship*, LSN, 2006
- ³ *Play your part: post-16 citizenship*, QCA, 2004
- ⁴ *Taking Post-16 Citizenship Forward: Learning from the Post-16 Citizenship Development projects*, NFER, HMSO, 2004
- ⁵ An evaluation of the post-16 citizenship pilot, 2004/5: a report from Ofsted and the Adult Learning Inspectorate, Ofsted, October 2005
- ⁶ Subject to final QCA approval.
- ⁷ *Education for citizenship and the teaching of democracy in schools*, DfEE/QCA, 1998
- ⁸ *Taking Post-16 citizenship Forward: Learning from the Post-16 Citizenship Development Projects*, NFER, Report RR604, 2004 (p.iv)
- ⁹ 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
- ¹⁰ 'Raising Skills, Increasing Life Chances', DfES, March 2006, arising out of the Foster review of FE
- ¹¹ Realising the potential: a review of the future role of further education colleges, Sir Andrew Foster, DfES, November 2005
- ¹² 2020 Vision – Report of the Teaching and Learning in 2020 Review Group chaired by Christine Gilbert, DfES, December 2006, PPOAK/D16/1206/53
- ¹³ *Diversity and Citizenship*, Sir Keith Ajegbo, Dr. Dina Kiwan and Seema Sharma, DfES, January 2007, PPSLS/D35/0107/14

References and resources

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

Useful websites

AQA www.aqa.org.uk

OCR www.ocr.org.uk

Edexcel www.edexcel.org.uk

ASDAN www.asdan.co.uk

National Open College Network (NOCN) www.nocn.org.uk

Qualifications and Curriculum Authority (QCA) www.qca.org.uk

Available from the Post-16 Citizenship Support Programme (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

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