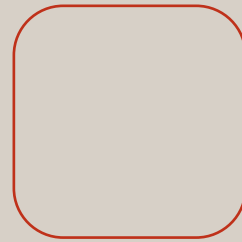
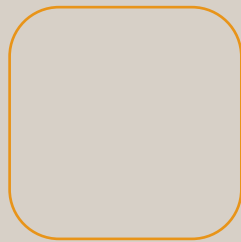
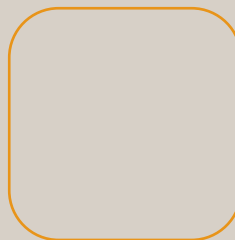


Play your part

Post-16 citizenship



Guidance



Acknowledgements

QCA would like to express thanks to all those individuals and organisations who have been involved in the development of this guidance.

In particular, thanks to members of the steering group, consultant writers and all those staff and young people who shared their experiences for the case studies. Thanks also to Louis Buckley for the title 'Play your part'.

First published in 2004

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Printed in Great Britain.

The Qualifications and Curriculum Authority is an exempt charity under Schedule 2 of the Charities Act 1993.

Qualifications and Curriculum Authority
83 Piccadilly
London W1J 8QA

www.qca.org.uk

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Foreword

Stephen Twigg MP
Parliamentary Under Secretary of State for Schools,
Minister with responsibility for citizenship



I am delighted to welcome the publication of this pack of post-16 citizenship materials developed by QCA.

It is two years since the introduction of citizenship as a national curriculum subject in schools and now is the time to extend and expand citizenship for young people post-16.

These materials offer practical ideas for all those who want to offer programmes of citizenship to their post-16 learners, whether in schools, colleges, the workplace, training or youth and community organisations. The guidance booklet contains practical information about what to include in a programme and a framework of citizenship learning objectives. The case studies give excellent examples of post-16 citizenship in practice and draw heavily on the work of young people and staff who are part of the Learning and Skills Development Agency post-16 citizenship regional development programme.

Sharing experience and practice about what works will, I hope, encourage more people to get involved in post-16 citizenship. I hope that all those who use these materials will be inspired to play their part in this exciting development. I am particularly grateful to everyone who has contributed to this valuable document through sharing their experiences and expertise.

A handwritten signature in black ink that reads "Stephen Twigg".

Stephen Twigg MP

About this guidance

This guidance is part of a pack of materials entitled *Play your part: post-16 citizenship*. It offers a framework for citizenship teaching and learning that reflects effective practice developing in both pre- and post-16 learning settings. It has been written for all organisations that are interested in offering post-16 citizenship, including voluntary organisations, the youth service, training providers, employers, colleges and schools. In particular, it is aimed at trainers, supervisors, leaders, teachers and tutors who are directly involved in citizenship provision (who are collectively referred to in this pack as 'staff').

The main aims of this guidance booklet are to:

- establish what post-16 citizenship involves
- promote and support the development of high-quality post-16 provision
- ensure progression from national curriculum citizenship
- provide information on implementing, managing and developing post-16 citizenship programmes.

The pack also includes a range of case studies that show post-16 citizenship programmes in action. These give inspirational insight into the effect that citizenship can have on young people.

The materials in this pack are also available on QCA's website at www.qca.org.uk/citizenship/post16

How is the guidance structured?

This booklet contains the following sections:

- **What is citizenship education?** – explores the meaning of citizenship and citizenship education
- **Citizenship education beyond 16** – explains the benefits to be gained from introducing post-16 citizenship
- **Getting started** – gives advice on preparing for post-16 citizenship, from carrying out an audit to planning staff development
- **Planning provision** – includes a framework for citizenship learning, with guidance about how to build on national curriculum citizenship and plan programme content and activities
- **Setting up a programme** – gives information to help organisations choose which forms of provision to include in their post-16 citizenship programme
- **Assessment** – provides guidance on assessing citizenship, from planning and keeping track to recognising achievement
- **Support and resources** – gives advice on selecting materials for post-16 citizenship.

The Post-16 Citizenship Development Programme

This pack draws on the experiences of projects across England involved in the Post-16 Citizenship Development Programme, which is funded by the Department for Education and Skills (DfES) and managed by the Learning and Skills Development Agency (LSDA).

The programme began in September 2001, at the request of the then Secretary of State for Education and Employment and in response to a report by the 16–19 citizenship advisory group chaired by Professor (now Sir) Bernard Crick which recommended that:

- an entitlement to the development of citizenship – of which participation should be a significant component – should be established which would apply to all students and trainees in the first phase of post-16 compulsory education and training, and
- 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 aim of the programme is to try out different approaches to the provision of citizenship with a range of providers from post-16 education and training. As a result, more than 100 organisations – including school sixth forms, further education colleges, training providers and youth and community groups – have developed post-16 citizenship projects involving 11,000 young people across England. The National Foundation for Educational Research has externally evaluated the programme from 2001–4.

As Stephen Twigg MP stated in June 2004:

'Citizenship education is inspiring young people to take an active role in their communities and in national policies. The post-16 development programme has been hugely successful in building young people's confidence and motivation, with visible results that have benefited their communities.'

What is citizenship education?

This section explores the meaning of 'citizenship' and 'citizenship education'

Before thinking about what citizenship education is, it is important to consider the meaning of **citizenship**. This is an area of ongoing public debate, with people holding a range of views about what it means to be a citizen.

In the narrow sense, citizenship means being a legal member of a political community or state, usually because of where you live, where you were born or family ties. It involves having certain rights, responsibilities and duties – legal, social and moral.

In a broader sense, citizenship means being a responsible and active citizen – showing an interest in issues that concern the community or state and acting with others to achieve agreed aims. In this context, people can act like a citizen and make their voice heard even if they don't have legal status as a citizen.

Citizenship education is concerned with this broader definition – it is relevant to everyone, regardless of their legal or residential status, and is a continual and lifelong process. Citizenship education equips young people with the knowledge, skills and understanding to play an active, effective part in society as informed, critical citizens who are socially and morally responsible. It aims to give them the confidence and conviction that they can act with others, have influence and make a difference in their communities (locally, nationally and globally).

In 1998, the report *Education for Citizenship and the Teaching of Democracy in Schools* stated that the following three principles should be present in all citizenship education:

- **social and moral responsibility** – learning from an early age to behave with self-confidence and in a socially and morally responsible way within and beyond the classroom, both to those in authority and towards each other
- **community involvement** – learning about becoming involved in the life and concerns of communities, including learning through community involvement and service to the community
- **political literacy** – learning about, and how to take part in and influence, public life through knowledge, skills and values.

All citizenship education should also involve young people in active citizenship – making decisions and taking action both in organisations where they learn and in wider communities. Research and experience have shown that citizenship education is most effective when it involves active learning and is led by young people themselves.

'Citizenship is more than a subject ...



... it's a way of life'
(Sir Bernard Crick)

Citizenship education beyond 16

Why is post-16 citizenship important?
What are the benefits of introducing it?

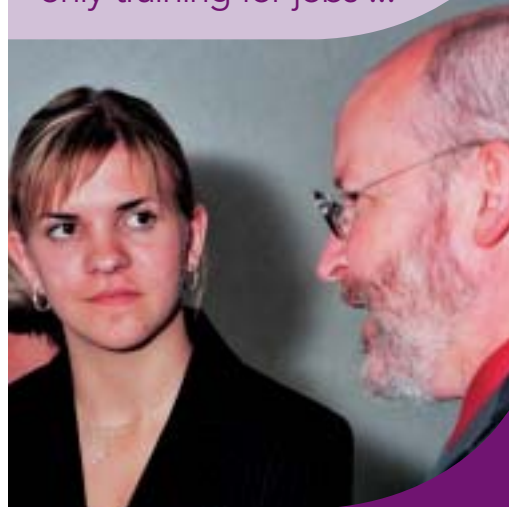
Citizenship became a statutory national curriculum subject in August 2002. Since then, schools have been required to teach the programmes of study for citizenship to all pupils in key stages 3 and 4 (11–16-year-olds).

However, a growing number of people are now recognising that citizenship education is equally important beyond 16. In 2000, the report *Citizenship for 16–19 year olds in Education and Training* (FEFC) stated that:

'Young adults will only be able to realise their full potential as active and effective members of society at large, and of all kinds of public and voluntary bodies, if those responsible for their education, training, employment and other forms of development provide the necessary models and learning environments for active and participative citizenship.'

This emphasis on the importance of post-16 citizenship was reinforced by the report of the working group on 14–19 reform (chaired by Mike Tomlinson). This identified citizenship as being central for all learners and proposed that active citizenship and international awareness should be a component of the 'common skills'. It also suggested that young people should carry out an extended personal research project and wider activities that reflect their personal interests and enrich their lives by engaging them as active citizens in their communities. The report recommended that these activities should be recognised in the diploma framework for 14–19 learning.

Young people need not
only training for jobs ...



... but training and
education for life and the
challenges which it brings'

(16–19 Citizenship Advisory Group, 2000)

The benefits of post-16 citizenship

Post-16 citizenship that includes active citizenship:

- prepares young people for the challenges and opportunities of adult and working life
- teaches them about rights and responsibilities
- helps them to understand how society works
- equips them to play a full part in the democratic process
- increases their motivation for learning
- develops their confidence and self-esteem
- involves them in active learning about real issues and problems
- gives young people the citizenship skills they need to work with others on issues that concern them.

In line with many current government initiatives, post-16 citizenship also encourages the inclusion and increased participation of young people. Providers have reported that when young people are consulted regularly on issues that affect them (and in particular on citizenship activities), their attitude tends to become more positive. In turn, this can lead to improved attendance and retention. In the words of the Chief Executive of Camden Jobtrain:

'The benefits of citizenship to our training agency have been immeasurable. Due to the opportunities for personal development, our retention rates have improved significantly.'

In the longer run, introducing post-16 citizenship will also have important benefits for society as a whole. Young people who have taken part in active citizenship are more likely to demonstrate skills, knowledge and attitudes as responsible, active and engaged citizens. As the advisory group chaired by Bernard Crick stated in its report *Education for citizenship and the teaching of democracy in schools* (QCA, 1998):

'Citizenship has exposed me to the feeling ...



... of wanting to get up and make a change in society and the wider world – it's invigorating'
(young person)

'We aim at no less than a change in the political culture of this country: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life and with the crucial capacities to weigh evidence before speaking and acting; to build on and radically extend to young people the best in existing traditions of volunteering and public service, and to make them individually confident in finding new forms among themselves.'

In the same year, the Lord Chancellor gave strong support to this view:

'We should not, must not, dare not, be complacent about the health and future of British democracy. Unless we become a nation of engaged citizens, our democracy is not secure.'

Getting started

Advice on preparing for post-16 citizenship – from carrying out an audit to planning staff development

Carrying out an audit is a good starting point for developing post-16 citizenship. An audit gives everybody involved in preparing for post-16 citizenship an opportunity to discuss and agree priorities. It should involve all staff and young people, as well as external contributors and members of the wider community who are involved in citizenship (where appropriate). Depending on the size of the organisation, it is likely to cover the following areas.

Leadership and coordination	<ul style="list-style-type: none">■ What is our organisation's vision for citizenship?■ How is senior management promoting this vision to the organisation and the wider community?■ Who is responsible for leading citizenship development?■ Are targets for citizenship education included in the organisational development plan?■ What does our public documentation say about citizenship?■ Who coordinates citizenship activities?■ Who is in the citizenship team? (staff, external contributors, others)■ Who is involved in making decisions about citizenship?■ What structure and mechanisms do we have in place to enable staff and young people to take part in decision making?
Resources and management	<ul style="list-style-type: none">■ What resources are there for citizenship?■ How are resources allocated?■ How are resources identified?■ Are there new resources that would be helpful for citizenship and how are these selected?
Provision and assessment	<ul style="list-style-type: none">■ What kind of activities do we already do that contribute to citizenship?■ What kind of provision do we want to make in the future for citizenship learning in this organisation and in the wider community?■ What size and scale of programme do we want to develop? How many young people will we work with on citizenship programmes?■ What kind of citizenship activities and programmes do our young people need?■ How are citizenship opportunities, objectives and actions in the learning framework being addressed?■ Are there any barriers to young people taking part in citizenship activities that we need to address?■ How will we and young people know they are learning and achieving?■ How will citizenship achievement be recognised?

Staff development	<ul style="list-style-type: none">■ What skills and expertise do staff have that can contribute to citizenship?■ How are we going to support and develop our staff's citizenship expertise?■ How will we ensure that there is time and space for citizenship development?■ What can we learn from other organisations involved in providing citizenship?
Monitoring and evaluation	<ul style="list-style-type: none">■ How are we going to monitor our citizenship provision?■ How will we evaluate citizenship?■ How will we involve young people in monitoring and evaluation?
Wider community involvement	<ul style="list-style-type: none">■ Who else can be involved in citizenship from the wider community?■ What links can we build on with external contributors and organisations to support our programme of citizenship?■ How are we communicating with others about our citizenship programme and achievements?

Visit QCA's post-16 citizenship website at www.qca.org.uk/citizenship/post16 for a chart listing these questions that you can use as the basis for an audit.

Creating a citizenship ethos

The support of senior management is essential for successful citizenship. Senior managers need to:

- understand what post-16 citizenship involves and have a vision for taking it forward
- establish a development plan setting out priorities, timings, milestones, staffing, staff development and resources.

They also need to foster an organisational culture that supports change, creativity and new ideas. The most effective citizenship learning takes place in organisations that reflect fundamental citizenship values by, for example:

- listening to the 'voice' of young people through representational structures, such as forums, councils and committees
- involving staff and young people in making decisions about the organisation
- valuing positive relationships and encouraging everyone (staff, young people and members of the wider community) to play a part in creating a citizenship ethos.

It is particularly important that different groups, at all levels, feel that they are genuinely part of decision making. In the case of young people, communicating, negotiating and representing the views of others are valuable citizenship experiences. Regular feedback from senior management is vital so that young people understand why things are not always possible.

Drawing up a citizenship policy, charter or manifesto – setting out the ethos, aims, programmes and activities – can be a good way to engage staff, young people and other stakeholders. As a starting point, organisations need to agree a basic set of values and rules by which they work, for example:

- showing commitment to respect for all
- showing concern for justice for everyone
- recognising the importance of establishing and maintaining trust.

A commitment to active citizenship should be at the heart of any citizenship policy, along with an emphasis on providing challenging and enjoyable experiences. The policy should identify everyone involved (staff, young people, external contributors, community and other organisations) and indicate the kind of roles they can most helpfully play.

Young people can lead the process of developing the policy, which needs to be regularly reviewed and updated.

Leadership and coordination

Staff with sufficient seniority and experience to lead a major development should be appointed to coordinate and lead citizenship work. Wherever possible, they should be interested in developing a specialism in citizenship.

Before looking at citizenship across the whole organisation, it can be helpful to build experience and practice with a small number of enthusiastic staff. In the longer term, it will be important to establish a 'citizenship team', made up of staff and others who support and develop activities (including external contributors). Experience suggests that starting small and building up is also an effective way of developing citizenship programmes.

'Identifying a team to
develop citizenship will ...



... ensure a coherent,
collaborative approach'

Identifying staff development needs

Staff development for post-16 citizenship is about gaining interest in, and acceptance and adoption of, effective practice.

All staff will already have some of the skills and experience needed for post-16 citizenship. When considering staff development for citizenship, it can be helpful to start by identifying what individuals already know and understand, then to build on this by focusing on developing specific new areas of citizenship knowledge and skills. This can be done quickly and simply by covering the following topics in a team discussion, at individual review meetings or through questionnaires.

- **Understanding post-16 citizenship and why active learning is central to its success.** Do staff share a common understanding?
- **Working with young people in a facilitative way.** Do staff have the knowledge and skills they need to engage young people in issues and empower them to take appropriate action? Do they allow young people to lead activities?
- **Assessing, recording and recognising achievement.** Are staff aware of approaches to formative and summative assessment in citizenship? Have ways to recognise achievement in citizenship been considered?

When identifying staff development needs, it is important to consider senior and middle managers, as well as those working directly with young people. They need to understand:

- approaches to post-16 citizenship provision – what are the different types of activities and programmes?
- citizenship policy formation and organisational development – who should be involved?
- the resources and support needed for post-16 citizenship, including staff.

Staff development programmes

The aim of staff development is to motivate staff and enable them to work effectively and confidently.

Staff development for post-16 citizenship can involve a combination of training sessions and development processes, depending on the time available and the expertise and preferences of staff. Short, focused training sessions – even as part of meetings – can help to raise awareness or develop a specific skill. However, longer-term developmental processes that support individuals as they gain knowledge, skills and confidence (for example through coaching, mentoring, modelling or shadowing) will also be needed. Staff should be involved in planning their own programme of training and/or development for citizenship, based on their identified needs.

The following practices have worked particularly well for post-16 citizenship staff development:

- **using a team-based development process** – asking more experienced staff to coach or mentor staff who are new to citizenship
- **active learning** – encouraging staff to contribute ideas, do something practical and get involved in citizenship activities
- **modelling the active citizenship approach** – identifying what an individual member of staff is interested in (for example communication skills, politics, global issues), enabling them to gain the knowledge and skills they need to work with young people on a citizenship activity, encouraging them to ‘have a go’ in a small way, and recognising success and what works well
- **informal staff development** – using existing meetings in a planned way to supplement formal training sessions
- **catching the enthusiasm** – not only from staff already involved in citizenship, but also from young people themselves.

Staff development events, case studies and materials to help organisations identify needs and run in-house training activities and developmental processes are available from the LSDA at www.citizenshippost-16.lsda.org.uk

‘If staff development is to make a difference to ...



... capability and confidence, it must be taken seriously and properly planned and resourced’

Popular questions: possible actions

The chart below shows the questions that organisations most often ask when they are getting started with post-16 citizenship and suggests possible actions.

<p>How can we raise awareness of citizenship in our organisation?</p>	<ul style="list-style-type: none"> ■ Discuss citizenship with senior management and make it a regular item in management meetings. ■ Hold a citizenship event or meeting. ■ Invite a guest speaker or young people to present ideas. ■ Organise an exchange visit to another citizenship provider. ■ Discuss with staff and young people how citizenship supports the organisation's values, aims and purposes.
<p>What are we already doing that relates to citizenship?</p>	<ul style="list-style-type: none"> ■ Carry out an audit of provision (involve young people). ■ Talk with staff and young people across the organisation.
<p>How can we get young people involved in planning and developing citizenship?</p>	<ul style="list-style-type: none"> ■ Identify those who are interested in, and committed to, citizenship. ■ Invite young people to join a citizenship advisory group. ■ Work with existing young people's representative bodies. ■ Consult young people directly (ensure decisions are fed back regularly).
<p>What needs to change for citizenship to happen?</p>	<ul style="list-style-type: none"> ■ Identify any potential barriers to citizenship (for example lack of time, organisational ethos). ■ Plan for change. ■ Consider how to improve the 'voice' of young people.
<p>How will we decide and plan what citizenship to do?</p>	<ul style="list-style-type: none"> ■ Carry out a needs analysis. ■ Discuss possibilities with staff and young people. ■ Use the citizenship learning framework to plan (see page 21).
<p>What kind of programme will suit our organisation best?</p>	<ul style="list-style-type: none"> ■ Review different forms of provision (see page 26). ■ Find out about programmes in local organisations. Use the case studies for ideas. ■ Contact key citizenship organisations for help.

<p>How much time will there be for citizenship?</p>	<ul style="list-style-type: none"> ■ Decide the purpose of the citizenship programme (for example an entitlement for all, enrichment activities or an option for some). ■ Evaluate what else young people are doing. ■ Decide whether accreditation of citizenship is going to be used and consider the time needed. ■ A minimum programme of 20 hours has been suggested for those developing post-16 citizenship programmes with the LSDA.
<p>How will we ensure all of our young people can access citizenship?</p>	<ul style="list-style-type: none"> ■ Seek a range of activities that all young people can take part in. ■ Identify any barriers to individuals or groups of young people taking part. ■ Plan how to overcome these barriers by making appropriate modifications.
<p>How will staff and young people assess learning and track progress?</p>	<ul style="list-style-type: none"> ■ Consider appropriate forms of assessment for the kind of citizenship provision on offer. ■ Consider whether different groups of young people need different approaches to assessment. ■ Decide on an appropriate way of recording progress.
<p>How will we recognise and celebrate citizenship achievement?</p>	<ul style="list-style-type: none"> ■ Consult with young people about what kind of recognition they would value. ■ Consider a range of citizenship qualifications and/or awards as options for accreditation. ■ Decide how to celebrate and communicate citizenship achievements (for example open events, a website or newsletter led by young people).
<p>How will we make sure citizenship is relevant and engaging?</p>	<ul style="list-style-type: none"> ■ Consider ways to ensure citizenship reflects the needs and interests of young people. ■ Be prepared to adjust activities to take into account issues and events of topical interest.
<p>How will we review and monitor our programme to ensure a quality experience for all?</p>	<ul style="list-style-type: none"> ■ Consider how the programme can be monitored and evaluated. ■ Involve young people in evaluation. ■ Establish mechanisms for doing this regularly. ■ Communicate decisions and reasons for change.

Planning provision

A framework for citizenship learning, with guidance on building on the national curriculum and planning programme content and activities

Post-16 citizenship programmes and activities need to take into account young people's prior learning experience to build on, reinforce and extend the knowledge, skills and understanding that they have already developed through national curriculum citizenship. This may involve:

- deepening and extending young people's knowledge and understanding through focused study of citizenship issues, problems and events
- exploring new areas of citizenship that may relate to other areas of learning or interest
- providing new experiences in new settings and contexts, for example learning through work-based training, experiencing voluntary or community involvement
- giving young people opportunities to lead activities themselves or train others in citizenship issues and skills.

It can be helpful to use a baseline activity to establish where there are gaps in young people's existing citizenship knowledge, skills and understanding. Examples are available at www.citizenshippost-16.lsda.org.uk

'Citizenship is: not doing everything for yourself ...



... taking responsibility for people around you, thinking about the consequences of your actions'
(young person)

Citizenship in the national curriculum

The national curriculum for 11–16-year-olds contains three strands: developing skills of enquiry and communication, developing skills of participation and responsible action, and knowledge and understanding about becoming informed citizens. The following is a summary of the requirements for citizenship in the national curriculum.

Developing **skills of enquiry and communication**, to:

- research, investigate and analyse topical issues
- think about and argue a point of view
- contribute to group discussions and debates.

Developing **skills of participation and responsible action**, to:

- empathise with the views and experiences of others
- critically evaluate and explain views not necessarily their own
- negotiate and participate in community-based activities
- reflect on their participation.

While developing these skills, acquiring and applying **knowledge and understanding about becoming informed citizens** in the areas of:

Rights and responsibilities	<ul style="list-style-type: none"> ■ Legal and human rights and responsibilities ■ Criminal and civil justice systems, and how these relate to young people ■ Rights and responsibilities of consumers, employers and employees
Government and democracy	<ul style="list-style-type: none"> ■ The work of parliament, government and the courts in making and shaping the law ■ Central and local government, and the public services they offer ■ Characteristics of parliamentary and other forms of government, the electoral system and the importance of taking an active part in democratic processes ■ The role of individuals and voluntary groups in bringing about social change (locally, nationally and internationally) ■ Ways of resolving conflict ■ The significance of the media and the importance of the free press ■ How the economy functions, including the role of business and financial services
Identities and communities	<ul style="list-style-type: none"> ■ Identities, communities and diversity – local, regional, national, religious and ethnic – in the UK and the need for mutual respect and understanding ■ The UK's international relations with Europe, the EU, the UN and the Commonwealth ■ The world as a global community, including global interdependence and responsibility, sustainable development and Local Agenda 21

A framework for post-16 citizenship learning

The framework for post-16 citizenship learning provides a flexible structure for planning activities and programmes. It identifies that post-16 citizenship **should** give young people opportunities to:

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

Through these **essential opportunities**, young people **should** work towards a set of broad **learning objectives**. They can then develop and practise their skills through a range of **citizenship actions** and **activities**.

A framework for citizenship learning

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

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

*The Crick report (1998) identified a list of key concepts for citizenship education: democracy and autocracy; cooperation and conflict; equality and diversity; fairness, justice, the rule of law, law and human rights; freedom and order; individual and community; power and authority; rights and responsibilities (see appendix 2 page 44).

Planning programme content

The framework for citizenship learning is flexible – it does not prescribe content and allows providers and young people to design their own programmes.

In broad terms, the content of post-16 citizenship programmes should:

- develop the three principles of citizenship (social and moral responsibility, community involvement and political literacy)
- reflect young people's interests and needs
- focus on topical issues and current affairs
- involve young people in active learning
- relate to other activities, work or programmes of study that young people might be undertaking
- involve young people in wider community-based activities.

Issues in citizenship

Many different topics, problems and events in everyday life – political, legal, social, moral, cultural, environmental and economic – affect young people as citizens. Some of these are local issues, others have national, European and/or global dimensions. Where possible, young people themselves should be given the opportunity to decide which issues to focus on in their citizenship programme.

The case studies in this pack reflect the broad range of issues that young people are learning about through post-16 citizenship programmes and activities, including:

- crime and public safety
- promoting anti-discriminatory practice at work
- the law and disability
- the role of trade unions



'Citizenship has made me see a lot clearer what ...

... I believe in ... that I shouldn't keep in the background but stand up for what I feel should happen'

(young person)

- diversity and racism
- corporate social responsibility
- consulting with and representing young people's views through multimedia
- the role of the student union
- pollution and local transport policy
- globalisation and fair trade.

Developing the ability to ask questions and think critically about issues like these is an integral part of post-16 citizenship. The following questions, organised into three themes, can act as a helpful starting point.

- **Rights and responsibilities.** What are the rights and responsibilities in this situation? What are my rights and responsibilities? Who else has rights and who has responsibilities? How might these conflict? How can conflicting rights and views be balanced? What rules and/or laws apply? What would be fair and just to everyone? What action can we take to influence or change this? How can we make our views known?
- **Government and democracy.** Who is involved and what is their role and influence (for example individuals, communities, political parties, pressure groups, voluntary organisations, public services, business, the media)? What is my role in this? Who should decide (for example an individual, group, the nation)? How can we make our views known? What is the role of public services, community and voluntary groups and organisations in this? What democratic processes and institutions are involved? Who has the power and authority to make changes and at what level (for example local, national, international)? Who is accountable? How can we lobby for change?
- **Identities and communities.** What is my identity? How do I describe myself and my identities? What groups and communities do I belong to? Is there an issue for a particular group or community? What actions can we take as individuals or as members of groups and communities to effect change in this situation and/or in society? Who should pay? What should happen? What would be the best outcome for all concerned? How far should all parties be treated equally or differently, and on what grounds? Are our present institutions helping or hindering the process of making change?

Planning activities

Post-16 citizenship can be learnt in a variety of contexts, including:

- community-based, participatory activities (community involvement)
- individual, group and class learning activities
- other courses or programmes
- activities that contribute to the organisation as a community, such as representing the views of young people.

For more information on different forms of post-16 citizenship provision, see pages 26 to 33.

Whatever forms of provision are used, there are certain characteristics that will be common to all post-16 citizenship activities. Citizenship education is about the way that young people learn, as well as what they learn.

Active citizenship – taking part in the process of social change, working with others, making decisions and taking action – should be at the centre of all post-16 citizenship activities. In line with this, activities should involve an active learning process (plan, do, review), with the young people taking as much responsibility for their own learning as possible. This will be most effective where there is a supportive organisational ethos and management that values young people's involvement in decision making and encourages open relationships between staff and learners.

Throughout activities, young people should have time to reflect on and review what they have done and to identify the citizenship knowledge, skills and understanding they have developed.

'Citizenship works best with all young people when ...



... they are involved in the process of "doing it"
... with real outcomes resulting from their efforts'
(Learning and Skills Development Agency)

Overall, activities should be planned so that they are:

- **issue-based** – focusing on real political, social, economic or environmental problems and events that are of immediate concern to the young people and, where possible, that they have chosen
- **led and owned by young people** – with appropriate support from staff
- **participatory** – resulting in action in the community or organisation
- **collaborative** – involving working with others, or in groups of different sizes, as well as individually
- **engaging, stimulating and fun** – with out-of-the-ordinary activities that young people will enjoy and remember
- **suited to a range of learning styles** – for example learning by doing (role-play, simulations, problem solving) as well as reading, writing, discussion, debates and investigations.

It may be helpful to begin activities with a small project that can develop over time and involve increasing numbers of young people.

Organisations working with learners who are working below level 1 of the national qualifications framework should take into account QCA's guidance on *Designing a learner-centred curriculum for 16–24-year-olds*, which is available at www.qca.org.uk/ages-14-19/inclusion

Setting up a programme

Advice on which forms of provision to include in a post-16 citizenship programme

It is likely – and desirable – that organisations will combine several forms of provision to suit the needs of their young people and to reflect the particular setting (school, college, the workplace, training, youth or community organisations).

Provision for post-16 citizenship can either be organised as specially designed, discrete activities, events or courses, or it can take place through and alongside existing learning programmes, courses or activities. For information about planning content and activities see pages 18–25. The main forms of provision used for post-16 citizenship programmes and activities are:

- voluntary and community-based activities, for example citizenship projects and campaigns
- specially developed citizenship programmes, sometimes leading to citizenship qualifications and awards
- components of citizenship within other courses and qualifications
- events (for example citizenship conferences)
- individual and group research projects (for example those that link to key skills or a personal challenge)
- group tutorial programmes, citizenship as part of a pastoral or tutorial group activity
- representative structures (for example youth or student councils, unions, advisory groups and forums).

Although most post-16 citizenship programmes will end up including a variety of these different forms of provision, many projects are likely to start off small, with just one or two. The aim of the following sections is to help organisations choose the best forms of provision to meet their needs. A summary of the benefits and considerations is given for each.

'Organisations will ...



... combine several different forms of provision to suit the needs of their young people'

Voluntary and community-based activities

These might include citizenship projects and campaigns.

The benefits of this form of provision are that it:

- creates links with the wider community
- gets young people involved in real situations, new things and wider activities
- is enjoyable and motivating for young people (involvement is often voluntary and informal)
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- allow time to set up and maintain links with the wider community
- allow time for young people to investigate issues and reflect on their participation
- consider how to encourage all young people to participate.

Specially developed citizenship programmes

The benefits of this form of provision are that it:

- creates a separate subject identity for post-16 citizenship
- provides an opportunity for expert input
- enables planning for progression and assessment
- can be monitored and evaluated effectively
- supports citizenship accreditation by leading to qualifications and awards
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- try to ensure that citizenship isn't seen as the responsibility of just one person (this can discourage a whole-organisation/team approach)
- consider how to train citizen specialists
- enlist the support of senior management
- allow a time slot for the programme.

A list of citizenship qualifications and awards is available in appendix 1 (page 43).

Within other courses and qualifications

Components of post-16 citizenship can be provided within other courses and qualifications, for example A levels or Modern Apprenticeships.

The benefits of this form of provision are that it:

- can give citizenship work greater relevance
- enriches other subjects
- enables young people to make connections between citizenship and other courses
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- try to avoid the risk of token citizenship
- make sure that young people get enough experience of active citizenship
- try to maintain consistency in citizenship across programmes
- train subject teachers in citizenship knowledge and participatory approaches
- allow extra time to meet both citizenship and subject/course objectives.

Citizenship events

These might include a citizenship conference, human rights day, fair trade week or mock elections.

The benefits of this form of provision are that it:

- allows in-depth work in a specific area (often delivered off-schedule)
- can be high profile
- encourages young people to feel ownership of their work, especially if they have a say in choosing or planning the topic and organising the event
- can attract high-quality external contributors, speakers and visitors
- enables young people to participate in wider activities
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- consider collapsing the schedule, timetable or programme
- ensure that all young people involved participate fully
- think about how you can build in opportunities for young people to develop analytical and critical abilities
- allow time to prepare for and follow up the event, including reflection on learning
- encourage a wide range of staff and young people to work together and participate fully
- consider the resources needed.

Research projects

These might include individual and group research projects, for example projects linked to key skills or a personal challenge.

The benefits of this form of provision are that it:

- involves young people in choosing the citizenship issues to investigate, which gives their work relevance and increases their motivation
- enables young people to work at their own pace and level
- can be fitted into any length of programme or activity
- offers potential for young people to act as researchers or consultants for others
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- try to ensure that young people get enough experience of interactive learning and working with others
- allow time for one-to-one reviews, to check the citizenship focus and learning
- consider how to assess citizenship and key skills
- explore the possibility of small-group work
- think about how to get young people involved in follow-up work.

Group tutorial programmes

These might be part of a pastoral or tutorial group activity.

The benefits of this form of provision are that it:

- builds on a natural link between citizenship and personal development
- makes the most of the flexibility of tutorial programmes
- provides opportunities for reviewing and reflecting on citizenship learning through one-to-one tutorials
- allows 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 have training and support in citizenship
- consider how to ensure consistent and high-quality delivery across all groups
- produce materials and delivery strategies.

Representative structures

These might include youth or student councils, unions, advisory groups, forums and committees.

The benefits of this form of provision are that it:

- encourages a whole-organisation approach that involves and listens to young people's views
- gives young people the opportunity to learn from real-life activities
- involves young people in decision making, which gives relevance to policies and activities
- allows the delivery and development of evidence for key skills.

When planning to use this form of provision:

- allow time to set up and maintain mechanisms (where they don't already exist)
- consider whether there will be enough time to develop young people's underpinning knowledge, so that participation is informed
- allow young people time to reflect on their participation
- consider how to ensure all young people participate and get regular feedback about decisions.

Assessment

Guidance on assessing post-16 citizenship – from planning and keeping track to recognising achievement

Assessment of citizenship helps young people to recognise and value what they have learnt. It helps to identify the purpose and intended outcomes of citizenship learning and shows that such learning is important and rigorous.

Assessment of citizenship should:

- be planned as part of citizenship activities
- be fit for purpose – valid, reliable and appropriate for the type of citizenship programme taking place
- support learning
- involve young people as partners in the process
- be formative so that young people can set targets and plan how to achieve them, reflect on and feel confident about their progress, and recognise and value their achievements.

'Assessment of post-16 citizenship involves ...



... young people as partners'

Not everything needs to be assessed. Staff and young people will need to agree what to assess, how to assess and who will be involved.

When deciding how much and how often to assess, the length of time young people are involved in post-16 citizenship activities needs to be considered (for example whether they are full or part time, taking a fixed-length programme, or taking part in voluntary activities on an ad hoc basis). This also affects what form of assessment to use. In some situations, a question-and-answer session at the start and end of an activity will be sufficient. In other situations, an activity such as a presentation to peers will be more appropriate.

Assessment for learning

Assessment for learning – or formative assessment – involves staff and young people using evidence of learning to decide where they are, where they need to go next, and how they will get there.

Assessment for learning should happen all the time and should involve:

- staff agreeing and sharing learning objectives with young people (examples of objectives are given in the framework for citizenship learning on page 21)
- integrating assessment into citizenship activities and programmes
- giving young people time to reflect on and review their progress towards learning objectives
- giving young people feedback on their progress and achievement, to help them understand and value the progress they are making and feel confident about what they have achieved and where they need to go next.

Feedback can come from other young people (through peer assessment), staff and other adults involved in citizenship activities. High-quality feedback will empower young people to take appropriate action and continue to make progress.

Assessment of learning

Assessment of learning – or summative assessment – takes place when it is helpful to look back to review progress in learning and make a judgement about overall performance. This might be at the end of an activity, course, unit or year. Judgements need to be made in relation to agreed standards or criteria that are understood by young people and staff. Assessment of learning can involve using an assessment task, award or qualification. It may result in a mark or grade being awarded.

Planning assessment

The following five stages – based on the Learning and Skills Council (LSC) work on Recognising and Recording Progress and Achievement (RARPA) in non-accredited learning – are designed to help with planning post-16 citizenship assessment. How each stage is used is flexible – the process should reflect the nature of the citizenship activity or programme (for example whether it is part of a formal citizenship course or an informal learning experience or activity).

Stage	Action
1 Aim and purpose	Establish the aim(s) and purpose of the citizenship activity: <ul style="list-style-type: none"> ■ What would we like to achieve? ■ What are the desired outcomes? ■ Which aspects will we assess? (for example knowledge, skills, understanding)
2 Initial assessment	Identify prior citizenship knowledge, skills, and understanding: <ul style="list-style-type: none"> ■ What do we already know and understand? ■ What skills do we already have?
3 Identification of learning objectives	Decide: <ul style="list-style-type: none"> ■ What do we want to learn through our activities? (knowledge, skills, understanding) ■ How will we review learning to inform future development?
4 Recognition of learning, recording of progress and achievement	Decide: <ul style="list-style-type: none"> ■ How will we identify and review learning during the activity? ■ What form of assessment should we use? (one-to-one discussion; self, peer; group activity; presentation) ■ Should we record (keep track of) progress? If so, how? ■ What evidence can we use?
5 Reflection and review of overall progress and achievement	Take time to reflect on progress and identify ways to recognise achievement: <ul style="list-style-type: none"> ■ Overall, how well did we meet the learning objectives? ■ Have we evidence to support this? ■ Did we learn anything in addition to the planned learning objectives? ■ How might I apply what I have learnt in the future? ■ How will we recognise and/or celebrate our progress and achievements?

Tracking progress and achievement

Organisations need to decide whether – and how – to collect information and evidence of young people’s progress and achievement in post-16 citizenship.

However records are kept, it is helpful to involve young people in setting criteria for selecting evidence and in the recording process itself. This helps them to understand and identify what they are aiming for.

Possible mechanisms for recording evidence of post-16 citizenship include:

- citizenship diaries
- online or written records (for example Progress File)
- student planners
- citizenship portfolios.

The process of developing portfolios of evidence is likely to involve discussions between staff and young people, and between young people themselves. It helps if young people are involved in:

- setting the criteria for what they want to achieve and what they might choose to include in their portfolio
- regularly reviewing evidence against the criteria
- reflecting on the nature of the evidence selected and how it demonstrates their progress in citizenship knowledge, skills and understanding
- selecting pieces of evidence to demonstrate achievement and explaining their choices, perhaps at the end of a citizenship programme or activity.

Evidence of progress and achievement in post-16 citizenship might include:

- self-assessment sheets
- presentations
- photographs
- role-play
- written work (for example research findings, reflective writing)
- work on display
- web pages
- newsletters.

Using Progress File

Progress File, developed by the DfES, aims to develop active, reflective and independent learners. It enables learners to record their development of skills and 'know-how', so that they are clear about where they are now and where they want to get to in their learning.

The materials in Progress File help support and manage learning and assessment. They provide a prompt for learners to identify their prior knowledge and skills, clarify their learning objectives, reflect on and review their activities and, where appropriate, record learning and present evidence of their achievements. The Progress File 'kit' consists of:

- a worker file – a ring-binder (or IT folder) for organising records and evidence of learning and development
- a presenter to support learners in sharing and celebrating their achievements
- a series of guides to support progression in the use of Progress File from key stage 2 to adulthood. One of these – *Widening Horizons* – is specifically for use with 16–19-year-olds.

Progress File works best when materials are used selectively to meet learners' individual needs and circumstances. More information is available at www.dfes.gov.uk/progressfile

In the context of citizenship education, Progress File can help learners to:

- **Do** – exercise choice, plan their approach and participate in citizenship activities designed by or with them
- **Reflect** – stop to think about what is happening, their feelings and what they might do next
- **Review** – identify what they have learnt from citizenship activities (evidence of knowledge, skills and understanding)
- **Apply** – plan and take action in the light of their new understanding.

Eggbuckland Community College uses Progress File throughout the school. By the time students reach post-16 learning, they have well-developed skills in using Progress File to plan and support their citizenship learning, as well as to record and present their achievements.

Pre-16, the school works with primary feeder schools to enable pupils to develop Progress File to support their transition to secondary school. Evidence of curriculum subjects (including citizenship) and extra-curricular activities is included. In year 9, pupils use Progress File materials to engage in activities that support and record option choices.

Post-16, students use Progress File to reflect on their prior experiences and provide evidence of achievement. All sixth-form students take part in the student leadership scheme, which involves meeting a range of challenges (including active citizenship such as community action and community placements). These give them a voice, as well as developing their citizenship knowledge, skills and understanding. Accreditation of the work is optional through the ASDAN universities award. Using Progress File enables students to move forward in their citizenship learning through target setting and action planning.

Recognising achievement

Recognising young people's achievements in post-16 citizenship plays a vital role in motivating them and helping them to value what they have learnt. Recognition also helps employers, further and higher education, and society as a whole to feel confident about and value citizenship.

Achievement in post-16 citizenship can be recognised through:

- **events** – such as open days, parents' evenings and community events and celebrations
- **reports** – for example those for young people themselves, parents, prospective employers, further and higher education
- **evidence** – for example displays, exhibitions and portfolios
- **citizenship qualifications, awards and certificates** – available locally and nationally. A list of citizenship qualifications and awards is given in appendix 1 (page 43).

'If young people are to value their citizenship learning ...



... it is essential to recognise their achievements'

Support and resources

Advice on selecting materials for post-16 citizenship

Post-16 citizenship programmes need to draw on a wide range of up-to-date, 'real' materials suited to young people's particular needs and circumstances. The media offers a rich source of information to stimulate discussion and debate on current issues. This can be supplemented by a wide range of leaflets, booklets and resource packs from local and national organisations.

When deciding whether a resource is appropriate for post-16 citizenship, it is important to consider the following factors:

- **Credibility** – How reliable is the source? How relevant is the information to the age and interests of young people and the setting in which they are learning?
- **Currency** – Is the content up to date?
- **Scope** – How well does the resource cover citizenship knowledge and skills? Does it offer potential to support active learning? Does it pose challenging questions and prompt follow-up action?
- **Balance of views** – How far does the resource offer a balanced view of issues? Does it need to be presented with information offering alternative views?
- **Accessibility** – What is the reading level? Is it well designed? Is the resource suitable for different learning styles?

The website www.qca.org.uk/citizenship/post16 includes an extensive list suggesting possible sources of support and resources that can help with post-16 citizenship.



Appendix 1: National qualifications and other awards

The following is a list of qualifications that are currently accredited (as at July 2004). This list is also available on the website www.qca.org.uk/citizenship/ where it will be kept up to date.

Citizenship

Level 3

AQA Advanced Subsidiary Social Science: Citizenship (GCE)

Levels 1 and 2

AQA GCSE (short course) in Citizenship Studies

Edexcel GCSE (short course) in Citizenship Studies

OCR GCSE (short course) in Citizenship Studies

Entry level

OCR Entry Level Certificate in Citizenship Studies (Entry 3)

Other qualifications that may contribute to aspects of citizenship

Level 3

Edexcel BTEC National Certificate in Public Services

Level 2

ASDAN Level 2 Certificate in Community Volunteering

Level 1

ASDAN Level 1 Certificate in Community Volunteering

Entry level

ABC Entry Level Certificate in Life Skills (Entry 1)

ASDAN Entry Level Certificate in Life Skills (Entry 1, 2, 3)

Edexcel Entry Level Certificate in Life Skills

NCFE Entry Level Certificate in Personal Development

WJEC Entry Level Certificate in Life Skills

WJEC Entry Level Certificate in Personal and Social Skills

Other awards and schemes that may contribute to aspects of citizenship

ASDAN Award Scheme

AQA Unit Award Scheme for Citizenship

Duke of Edinburgh Award Scheme

Millennium Volunteers

Appendix 2: An overview of the essential elements of citizenship

Taken from page 44 of *Education for citizenship and the teaching of democracy in schools*, QCA (1998)

Key concepts	Values and dispositions
<ul style="list-style-type: none"> ■ democracy and autocracy ■ cooperation and conflict ■ equality and diversity ■ fairness, justice, the rule of law, rules, law and human rights ■ freedom and order ■ individual and community ■ power and authority ■ rights and responsibilities 	<ul style="list-style-type: none"> ■ concern for the common good ■ belief in human dignity and equality ■ concern to resolve conflicts ■ disposition to work with and for others with sympathetic understanding ■ proclivity to act responsibly: that is care for others and oneself; premeditation and calculation about the effect actions are likely to have on others; and acceptance of responsibility for unforeseen or unfortunate consequences ■ practice of tolerance ■ judging and acting by a moral code ■ courage to defend a point of view ■ willingness to be open to changing one's opinions and attitudes in the light of discussion and evidence ■ individual initiative and effort ■ civility and respect for the rule of law ■ determination to act justly ■ commitment to equal opportunities and gender equality ■ commitment to active citizenship ■ commitment to voluntary service ■ concern for human rights ■ concern for the environment

Skills and aptitudes	Knowledge and understanding
<ul style="list-style-type: none"> ■ ability to make a reasoned argument both verbally and in writing ■ ability to cooperate and work effectively with others ■ ability to consider and appreciate the experience and perspective of others ■ ability to tolerate other viewpoints ■ ability to develop a problem-solving approach ■ ability to use modern media and technology critically to gather information ■ a critical approach to evidence put before one and ability to look for fresh evidence ■ ability to recognise forms of manipulation and persuasion ■ ability to identify, respond to and influence social, moral and political challenges and situations 	<ul style="list-style-type: none"> ■ topical and contemporary issues and events at local, national, EU, Commonwealth and international levels ■ the nature of democratic communities, including how they function and change ■ the interdependence of individuals and local and voluntary communities ■ the nature of diversity, dissent and social conflict ■ legal and moral rights and responsibilities of individuals and communities ■ the nature of social, moral and political challenges faced by individuals and communities ■ Britain's parliamentary political and legal systems at local, national, European, Commonwealth and international level, including how they function and change ■ the nature of political and voluntary action in communities ■ the rights and responsibilities of citizens as consumers, employees, employers and family and community members ■ the economic system as it relates to individuals and communities ■ human rights charters and issues ■ sustainable development and environmental issues

About this publication

Who's it for?

This pack is for all those interested in offering programmes of post-16 citizenship for young people. This might include voluntary organisations, the youth service, training providers, employers, schools and colleges.

What's it about?

The pack contains a booklet of guidance with practical information about what citizenship education is and the benefits of introducing it. Information is provided to help plan provision (content and activities), decide on approaches to delivering programmes, and assess and recognise learning. It also includes case studies that show post-16 citizenship programmes in action across the range of learning settings.

What's it for?

The pack will help providers who wish to plan, develop, implement and manage programmes of post-16 citizenship and build on young people's experience of national curriculum citizenship. It offers them practical information and inspirational ideas.

Related materials

Materials for post-16 citizenship are also at www.qca.org.uk/citizenship/post16



Qualifications and Curriculum Authority
83 Piccadilly, London W1J 8QA

Telephone: 020 7509 5555
Minicom: 020 7509 6546
Email: info@qca.org.uk
www.qca.org.uk

For more copies, contact:
QCA Orderline, PO Box 29, Norwich NR3 1EN
Telephone: 08700 60 60 15 Fax: 08700 60 60 17
Email: orderline@qca.org.uk

Price and order ref: £20 QCA/04/1313

ISBN 1 85838 555 5

This guidance is also available at www.qca.org.uk/citizenship/post16