

# Criterion Two

## Active Citizens

Colleges should provide opportunities for their students to become active citizens.

All citizens including the young, should believe that they can make a difference in their own groups and communities. They need to have the confidence to have a say and to know that they will be heard.

When they reach the age of 16, young people follow a variety of different routes in education and training and take on many different responsibilities at home, at work, at college and in their communities. This is the time when they should be given the opportunity to participate actively in those groups.

### What is post-16 Citizenship?

Citizenship education gives young people the knowledge, skills and understanding to play an effective role in society at local, national and international levels.

It helps them to become informed, thoughtful and responsible citizens who are aware of their rights and duties.

It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible, both in their educational and training institutions and beyond.

It encourages young people to play a helpful part in the life of their colleges, neighbourhoods, communities and the wider world.

It also teaches them about our economy, and democratic institutions and values; encourages respect for different national, religious and ethnic identities, and develops pupils ability to reflect on issues and take part in discussions.

Citizenship aims to enable young people to:

- Exercise social responsibility, and to
- Extend their political effectiveness, by active participation in their education and training environment and in their communities.

Citizenship provides learning opportunities for pupils, from the Foundation Stage, through Key Stages 1 to 4 and for students in the post-16 sector. From September 2002, Citizenship has become a statutory requirement within the National Curriculum at key stage 3 and 4 (11 – 16 year olds).

The emphasis for their 16 – 19 age group is on active participation in their own communities. They also need to build on knowledge and skills if they are to be politically effective. They must also be given opportunities to practice democratic decision-making in their education or training organisations.

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### Post-16 Citizenship Main Themes:

Citizenship guidance on the 16 – 19 age group recommends that:

- Citizenship should be acknowledged as a key life skill;
- An entitlement to the development of Citizenship should be established which would apply to all students and trainees in the first phase of the post-compulsory education and training;
- Participation should be a significant component of this entitlement; and
- All 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 three main strands of post-16 citizenship are:

- Social and moral responsibility
- Community involvement
- Political literacy

Post-16 citizenship should also provide opportunities to develop and demonstrate knowledge, skills and understanding that reflect the ways in which young adults engage with society. These can be demonstrated through some of the roles young people play as:

- Community members
- Consumers
- Family members
- Lifelong learners
- Taxpayers
- Voters
- Workers

\* For further information on post-16 citizenship contact:  
[www.citizenshippost-16.lsd.org.uk/](http://www.citizenshippost-16.lsd.org.uk/)

### Performance Indicators

#### Communication and acknowledgement of citizenship activities/achievements:

1. Procedures are in place to ensure the effective communication of opportunities for citizenship activities within college.

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2. College provides a system for acknowledgement of citizenship activities/achievements. Examples might include:
  - Citizenship portfolios.
  - External or internal accreditation.

### Active participation of students in College life:

1. Evidence of how students' views have influenced decisions/practice across a range of issues. For example:
  - Teaching and learning styles
  - Tutorial programme
  - Courses
  - Environment
  - Nutrition
  - Support and guidance – including health issues
  - Progression/transition
  - Induction
  - Extra-curricular opportunities
  - Access
  - Transport(\* \* Colleges will be asked to focus on at least one of these examples per year)
2. Evidence of how students are given the opportunity to take responsibility in one or more of the above areas. Examples might include:  
Governing bodies, college committees, focus groups, working parties, students' union, peer-mentoring schemes etc.

### Active participation of students in the wider community:

1. College provides opportunities for student involvement in the wider community: Examples might include:
  - Fundraising
  - Community service
  - Tutorial programme etc.
  - Mentoring
  - Blood donation
2. College should recognise the citizenship activities in which students participate, outside of college life. Examples could include any of the above or others such as:
  - Activities within the family
  - Activities within voluntary groups
  - Activities within external organisations etc.



# Current Position

Yes	No	<b>Evidence</b> All evidence listed here must be available for the consultant to see (ie, in file or through visit, etc.)

# Current Position

## Performance Indicators

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# SMART Target Sheet

Issues to be addressed/other developments

Key Tasks	Consultation Required	Lead Personnel	Timescale
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Targets agreed with KHCS Consultant

Signature: ..... Date: .....

**Purpose:** - To help you identify specific activities beneficial to the college community.  
 - To assess how these activities have benefited the college community.

**Targets**

Resources	Evidence of Target Met	Benefits to the College Community (immediate and long term) (Please briefly describe what the benefits and the learning experiences have been from the above activity)

**Targets completed**

College                      Signature: .....                      Date: .....

KHCS Consultant                      Signature: .....                      Date: .....

# Notes

