# Implementation guide

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| Provider name/consortia members | **Accrington and Rossendale College** |
| Project title | It’s My Community – Toolkit Resource Pilot |
| Project summary | To develop a delivery model for a community based initiative based on the It’s My Community Toolkit  The It’s My Community project will implement and deliver the toolkit to identified learners across the college cohort.  The toolkit has supported staff and learners undertake a community development initiative, based on analysis of a community and its needs.  Two groups were identified to be involved with the project from the Foundation Learning Tier and Learner representatives/ ambassadors.  The project would support Citizenship Education (Community and Culture) and PSHE as part of the College’s Learning and Development Framework and Learner Voice Provision.  Resources to be developed using the toolkit to meet the needs of the identified learners.  This project aims to build a bank of resources to use within the Learning and Development Programme and cross college enrichment / learner voice provision.  The project would fund a dissemination event to showcase and suggested solutions for community development. |
| What were the aims of the project? | * To engage two groups of learners in order to facilitate community development activities. * For two groups of learners to undertake a community development initiative. * To utilise and deliver the toolkit resources ensuring all three stages, discovery, choice and action phase are addressed. * To work alongside LSIS consultants to provide feedback and critique of the toolkit. |
| What did you do? | **What is involved? (list actions as bullets points)**   * Identified and contacted key staff to be involved in the project to be part of the operational delivery group. * Initial planning meeting with identified staff to familiarise with the toolkit * Highlighted key areas across the college where the activity/ resources would enhance learning whilst focussing on college objectives around Community and Culture (Citizenship) education and Learner Voice. * Expressions of interest from student reps/ ambassadors. * Discussions with Curriculum managers to identify a group of students to work with in Learning and Development Programme – Foundation Learning Tier identified. * Planning meetings with delivery group to design content/ resources for group meetings and sessions – a range of activities covering all phases within the toolkit to ensure that sessions were facilitated to encourage the learners to lead on the initiatives. * Dissemination event booked for Summer Term   **Group 1 – *Student ambassadors/ representatives***   * Student representative officer (SRO) briefed on project with Personal Development Manager (project lead) * Discussion around student reps role in the college and wider community and their impact on the development of their community. * Group of interested learners (either student reps and/ or ambassadors) expressed an interest in being involved * Focus groups to facilitate discovery phase activities carried out * Sessions carried out to work through activities in the toolkit with learners * Key priorities highlighted * Forge links with youth politics to actually bring about positive change in this area * To hold a Young People’s Question Time event extending invite to local MP’s and members of the local youth Parliament * To host a Participation Conference in College – to invite local high school councils, primary youth parliaments and other FE student councils. To work alongside each other to address and influence the participation agenda with key stakeholders (i.e. Lancashire County Council and Children’s Trust) * To host a ‘diversity day’ in College to highlight and reflect the diverse ethnic cultures in the local communities * Action plan agreed   *Activities to date;*   * Links made with LCC Children’s Champion and Youth Council Workers * Participation Conference planned for Summer Term * Learners are leading the planning alongside SRO * Will include Participation activities alongside key stakeholders * Diversity Day planning to take place following Easter Break – learners have taken the lead on this.   Initiative is ongoing and will continue into the Summer Term.  **Group 2 – *Class in Foundation Learning***   * Key staff identified to assist in the delivery of the sessions. * Planning meeting with teaching and support staff. * Sessions planned and facilitated using the toolkit. * Toolkit resources differentiated to meet the learning needs of the learners. * Other activities embedded into the sessions looking at the term ‘Community’. * Theme of community welfare and services identified by staff and learners. Learners were not fully informed of what local services are available with some expressing the reasons why they did not access them. * Links with Census 2011 identified. Census resources were embedded alongside toolkit resources and objectives to highlight the importance, value and impact of local community services. * Action plan agreed with the group. * Key priorities highlighted * Learner led research activities carried out on college based communities * What is the Census? The purpose of the Census in relation to community services. Awareness raising of the Census occurred. * Looking at Community Welfare –research types of services, impact, barriers and access to local community services.   Initiative on going and will continue following the Easter holidays. |
| What did the project cost, including LSIS funding? | Final financial data is not yet complete. However, current spend is on track to meet the original funding amount applied for in the initial funding bid of £4978.75 |
| Impact: what difference did the project make to:  Your learners  The community | The impact from the project exceeded initial expectations and plans.  The main impact came from discussions about the wider provision for Citizenship / Big Society education and how to embed into both vocational curriculum and the wider curriculum provision including the Learning and Development programme (tutorial), Learner voice and Enrichment provision.  From what started from the implementation of a resource toolkit for use within lessons developed into short and long term thinking and planning on engagement and participation. The Learner Voice strategy is currently being amended and will reflect findings and learning from the project.   * Links made with LCC Children’s Champion and Local Borough Youth Council Workers (x2) * Discussions in place around the College hosting the local Youth Council meetings monthly to increase attendance and participation. * Participation Conference planned for Summer Term * Learners are leading the planning alongside SRO * Will include Participation activities alongside key stakeholders * Diversity Day planning to take place following Easter Break – learners have taken the lead on this. Whilst this will not form part of the project the idea was from the learners. The impact from raising awareness of Diversity and different groups within communities * Learners have an increased awareness of college based services. * College based services worked alongside learners focussing on themselves as community welfare service providers with a link into similar community based services such as library, health and recreation. * Learners and staff ( and the college community) had a raised awareness of the Census * Learners reported that they do have views and opinions of their community and now feel that this process may actually have these voiced and heard. * A catchphrase that the students came up with in order to get their action plan moving ‘ Youth would do more if they knew more’ . * By researching and discussing the phrase ‘ The Big Society’ learners now feel that they have the ‘go ahead’ from the government that they can identify and address issues relevant to young people today in the world where they live. |
| What were the lessons learned?  What tips do you have for other providers? | The staff involved have increased knowledge and awareness of community development and the opportunities to engage learners in the wider community, outside of college  Key stakeholders (such as Lancashire County Council) are eager to increase their involvement including how FE learners can become more involved in County and local council activities. |
| What tips do you have for other providers?   * Ensure this agenda is embedded into college provision, whether that be within Learner Voice / Participation, Tutorial, Enrichment or curriculum. * See the toolkit as a starting point for discussion, providing information and identifying objectives. * This toolkit cannot just be picked up and delivered – see it as a toolkit to use elements within it. * Have a bank of activities that allow the journey to be chosen by the learners ie specific sessions cannot be planned as this may lead the learners rather than them leading and choosing areas to address. * Use the three phases in the toolkit as the framework for any delivery ensuring that the learners experience all three in any initiative or project * See the suggested activities as suggestions and be creative in the development of resources and activities. * There is a need to differentiate the resources * Some of the terminology may not be appropriate for all learners * Create strong links with local service providers (health, leisure, transport, police etc) in relation to community development and the involvement of young people. * Use experienced staff who have a commitment to and knowledge of this agenda * If using links within the toolkit, ensure it meets the needs of all identified learners and is current and relevant. * Ensure that the suggested activities/ links are appropriate to the needs of your community and contextualised for your organisation. * Link the topics to issues relevant to the wider community of the college. * Keep up to date on local priority areas * Create links to Children’s Trust, local youth councils, voluntary sector etc |
| Further information and key resources | Local health and community profiles provide key data on local areas to feed into local community strategies. Understanding and linking into local key areas engages the learners and also local service providers.  Key links and partnerships with local community services create and ensure sustainability.  Additional resources that can be used around participation are available through Big Society Network, Census, National Citizenship Service, Citizenship resources, Volunteering organisations, National Youth Agency.  Need to embed into existing and future provision – questions to ask around where, what, how and who will deliver.  Discussions about the possibility of creating a funded qualification related to this area utilising the resource will create opportunities for additionality.  Hear By Right is a standards framework for the participation of children and young people. |
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