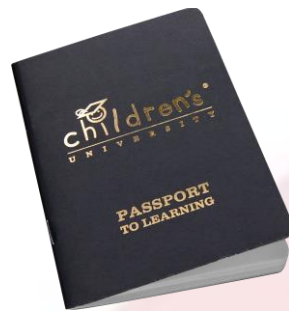




The journey to independent learning

Passport To Learning and Children's University certificates

A Children's University *Passport To Learning* has been created, in which 7 to 14 year old children (and 5 to 6 year olds with their families) collect 'stamps' and hours of accredited learning contributing to the award of a Children's University certificate. The passport encourages them to access Children's University (CU) provision through a wide range of worthwhile out-of-school-hours learning opportunities. This innovation has received widespread support from sponsors (e.g. JP Morgan, Garfield Weston Foundation, Sutton Trust, Nationwide Building Society, Fidelity Foundation, Scottish Power, Education Endowment Foundation and Cabinet Office, Esmée Fairburn Foundation) and partners (e.g. Higher and Further Education Institutions, Museums, Libraries and Archives, BBC, Woodland Trust, B&Q, Halfords, Shakespeare 4 Kidz, English Heritage and the Houses of Parliament and, internationally the Palazzo Strozzi in Florence, Italy, the Kunsthalle in Bielefeld, Germany and the Art Gallery of South Australia).



The 'stamps' which children collect in their *Passport To Learning* will be issued by validated CU *Learning Destinations* and will represent that particular organisation's logo. The 'stamps' will in this way contribute to a child's record of achievement culminating in the presentation of the Children's University certificates for voluntary participation in high quality out-of-school-hours learning. These certificates are awarded at three levels: CU Undergraduate, CU Postgraduate (where tangible outcomes of learning are expected, such as displays and publications) and CU Doctorate (where children are expected to act as 'Leaders of Learning' for others). The hours are outlined below. Certificates are typically presented to children at 'graduation' ceremonies in or with the support of 'grown-ups' universities. Honorary certificates are also awarded for outstanding achievement and commitment.

<p>Gold Award Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 100 hours Congratulations!</p>	30 65 100	<p>Gold Postgraduate Award Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 300 hours Congratulations!</p>	430 465 500	<p>Silver Doctorate Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 811 hours Congratulations!</p>	830 865 900
<p>Silver Certificate Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 165 hours Congratulations!</p>	130 165 200	<p>Silver Postgraduate Certificate Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 545 hours Congratulations!</p>	530 565 600	<p>Gold Fellowship Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 1000 hours Congratulations!</p>	930 965 1000
<p>Bronze Diploma Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 230 hours Congratulations!</p>	230 265 300	<p>Bronze Postgraduate Diploma Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 430 hours Congratulations!</p>	630 665 700	<p>Honorary Award Celebrating and Recognising Achievement presented to for excellence in Children's University™ learning Congratulations!</p>	Outstanding Commitment
<p>Gold Degree Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 400 hours Congratulations!</p>	330 365 400	<p>Gold Masters Degree Celebrating and Recognising Achievement presented to who has successfully attended the Children's University™ for 800 hours Congratulations!</p>	730 765 800	<p>Outstanding Achievement Award Celebrating and Recognising Achievement presented to for excellence in Children's University™ learning Congratulations!</p>	Outstanding Achievement

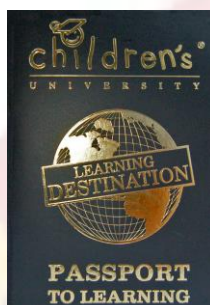
The individual child's Children's University membership is represented through the CU *Passport To Learning*. Individual child membership is £5 and is renewed once their passport is full. Passports are administered and managed locally through the appropriate Children's University centre. Each passport is individually numbered - tracking development and progress as part of the evaluation of impact is in this way possible which may be of particular interest to individual schools, local authorities and government agencies as well as sponsors.

An e-version of the passport, the *E-Passport*, is available to assist in the administration of the project and act as evidence in schools' self-evaluation. The *E-Passport* is co-managed by the children and takes into account children's views of learning activities. The *E-Passport* can also be used as an 'Open' or 'Virtual' local Children's University to accommodate specific groups of children, such as looked-after, traveller's children. The *E-Passport* is an analytic administrative tool and is not intended as a replacement for the children's *Passport To Learning*.

Learning Destinations

Learning Destinations are places and organisations to which children can 'travel' with their *Passport To Learning*. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's own quality assurance process (*Planning for Learning*). A *Learning Destination* can range from a museum to a farm, from an airport to a university or from a theatre company to a place of work, as long as the learning activity connects with Children's University learning which is linked to actual university course provision as exemplified on www.ucas.ac.uk/students/coursesearch/. The status as a CU validated *Learning Destination* will in principle last for 3 years and is as such a 'licence agreement' between the Children's University and the individual *Learning Destination*.

Learning Destinations display the CU's *Learning Destination* logo prominently in and outside their environment, clearly visible to children who may want to use their *Passport To Learning* there. *Learning Destinations* are also strongly encouraged to include the *Learning Destination* logo on websites, literature, letter headed paper and to have a web link to the Children's University website.



Learning Destinations 'stamp' the child's *Passport To Learning* in correspondence with the time a child has been engaged in the validated learning activities within the *Learning Destination*. This thereby contributes to the child's record of achievements and CU certification.

Public *Learning Destinations* can be accessed via www.childrensuniversity.co.uk/learning-destinations/ and the Children's University *Learning Destinations* app.

Planning for Learning

In the development of the *Planning for Learning* process, a unique and innovative approach to the validation of learning opportunities in out-of-school-hours settings has been devised with the support of Professor John MacBeath of the University of Cambridge. The *Planning for Learning – A Framework for Validating Learning*¹ document sets out a rigorous process of self-evaluation and planning to ensure that the highest quality of learning is provided in all Children's University learning activities and in all activities accredited by the CU.

¹ *Planning for Learning – A Framework for Validating Learning*, by John MacBeath, University of Cambridge and Ger Graus, Children's University



The approach to the *Planning for Learning* process is a positive one and will fit in with the ethos and focus at local Children's University level. Typically the validation process will take place between the *Learning Destination* designate and local CU representation as part of an exercise in collaboration to enhance the quality of children's learning.

Once the validation process has been completed and the outcomes agreed, the CU '*Learning Destination Summary*' (from the *Planning for Learning* document) will be completed and published on the Children's University website. Children and parents can then access a bank of public *Learning Destinations* to visit after school, during school holidays or weekends. By being able to exercise choice as to where to use the *Passport To Learning* the child will be developing in to a more independent learner. Schools and after-school clubs may also choose to become restricted *Learning Destinations* purely for their predetermined CU audience. A Children's University *Learning Destinations* app is also available to aid learning searches.

Planning for Learning validators will have been accredited by the Children's University following their participation in a CU training programme. The training has been designed with the support of Professor John MacBeath and his team from the University of Cambridge. *Planning for Learning* validators will be able to validate learning provision locally and beyond on behalf of the Children's University and award *Learning Destination* status. A register of *Planning for Learning* validators will be retained by the Children's University (CU) Trust for quality assurance purposes and to share resources and good practice.

Planning for Excellence

A *Planning for Excellence* process has been created, in partnership with Quality in Study Support (QiSS), to provide a rigorous approach to the accreditation of local CUs' organisational structure and development. *Planning for Excellence – Children's University Handbook for Organisational Quality Assurance*² is based on the Study Support Code of Practice: *Extending Learning Opportunities: a framework for self-evaluation in study support* and is at the heart of the CU Trust's due diligence process.

Children's University Evaluation

The independent evaluation³ of the work of the CU has been undertaken by Professor John MacBeath of the University of Cambridge. The first two annual evaluation reports evidence the value of CU provision to children's lives and pay tribute to the CU's 'propitious and encouraging beginning'. The formative approach to evaluation has been integral to developments of the CU, most particularly in Professor MacBeath's contributions to the development of the CU's quality assurance processes. The third and fourth evaluation, published in 2011 and 2013 respectively focus on impact on individual children, in particular in relation to attainment, progress and attendance.

Children's University evaluation reports are available at <http://www.childrensuniversity.co.uk/media-publications/cu-publications/annual-national-cu-evaluations/>.



² *Planning for Excellence – Children's University Handbook for Organisational Quality Assurance*, by Ger Graus and Peter Eavers, Children's University, and Joanne Moore, Quality in Study Support (QiSS)

³ *Evaluation of the Children's University – First Report*, November 2008, *Second Report*, January 2010, *Third Report*, January 2011, *Fourth Report*, January 2013 by Professor John MacBeath, University of Cambridge

Local Children's Universities

Where it matters and where it happens!! The local Children's University is the hub of CU learning and the interface with the children – it provides the reality to the overall framework: from Adelaide to Aberdeen, from Bielefeld to Belfast and from Singapore to Slough as part of a continually growing network.

Every local Children's University has a formal membership agreement with the organisation. The Children's University logo is a registered trade mark and the Children's University™ name is a trade mark of CU Trust, a registered charity (no. 1118315).

Each local Children's University has a CU manager who is responsible for leadership, management and quality of learning provision and acts as the local representative for the Children's University.

Details about the nearest Children's University to you can be found at www.childrensuniversity.co.uk/local-cus/.

Children's University Volunteering

For anyone from 15 to 115, including of course Children's University alumni, there is now the opportunity get become involved with local Children's Universities and make a difference to the learning experiences of children – either directly with children or indirectly in a 'back-stage' capacity ... more role models, more memorable experiences and greater local sustainability.

CU Volunteers are recruited, trained and supported locally using the Children's University framework *Planning for Volunteering*⁴. CU Volunteers can collect evidence of the time they have given and their achievements in the CU's *Passport To Volunteering*, which in turn can be used as evidence towards Children's University Volunteering Certificates and other awards such as the Duke of Edinburgh Award scheme.



For more information about the Children's University and your nearest local CU centre visit www.childrensuniversity.co.uk

⁴ *Planning for Volunteering – Guide to Children's University Volunteering*, by Ger Graus and Lynne Upton, Children's University and John MacBeath, University of Cambridge