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NATIONAL COUNCIL
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IN FURTHER EDUCATION



Spiritual, Moral, Social and Cultural (SMSC) Provision in the Learning and Skills Sector Guidance:

Adult and Community Learning and Work Based Learning Providers

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1. Introduction

- 1.1. Guidance on spiritual, moral, social and cultural (SMSC) education for the learning and skills sector was published by the Learning and Skills Improvement Service (LSIS) in March 2010. That guidance sought to highlight the relevance of spiritual, moral, social and cultural education for the learning and skills sector, and to provide advice on how to plan, deliver, and assess appropriate SMSC education.
- 1.2. Since further education does not have the mandatory delivery of spiritual, moral, social and cultural education which successive Education Acts since 1944 have required in schools, the approach of the guidance is advisory and non-prescriptive. It takes its cue from SMSC guidance written for schools, the numerous equality based guides and good practice codes generated over the past forty years of equalities' development in the UK, and the new context for Equalities established by the Equalities Act 2010 and its associated Public Sector Duties. It attempts to set a framework for developing the institutional strategic and practical initiatives necessary to deliver SMSC education, while recognising that individual providers will adapt it according to the own local circumstances.
- 1.3. The guidance argues strongly that :
 - providing opportunities for SMSC education is an essential element in the preparation of learners and trainees for future roles as employers, employees and citizens and that
 - institutions should engage with stakeholders such as learners, staff, local communities, contractors and partners, over the pursuit of SMSC matters.
- 1.4. Definitions of the component elements of SMSC can be found on pages 14-17 of the 2010 guidance document.
- 1.5. A recent evaluation of the effectiveness of the 2010 guidance commissioned by LSIS and The National Council of Faiths and Beliefs in Further Education (**fbfe**) (Adams and Adams, 2012) has shown that although the guidance has been well received and implemented in colleges, it has proved less appropriate for the diversity of management, teaching and learning situations found in settings such as work-based learning (WBL) and adult community learning (ACL). Responses to questionnaires and interviews from those sectors particularly commented upon the need to adapt the guidance for the different circumstances in which learning is delivered in ACL and WBL compared with colleges, particularly the preponderance of part-time staff and learners, the wide range of learner backgrounds, experience and circumstances, and the involvement of employers.

1.6. A major recommendation from the evaluation was therefore that **fbfe** should produce appropriate revised SMSC guidance for the WBL and ACL sectors in partnership with sector stakeholder organisations and providers.

1.7. The evaluation report also recommended that Adult and Community Learning providers in the public sector should:

- maintain work on developing and implementing the responsibilities accruing from the EA 2010, particularly the faith and belief strand
- ensure commissioning activities have the SMSC dimension included
- ensure that all professional development for staff on equalities, SMSC learning opportunities and engagement activities with learners and communities are consistent with the needs of learners, and the characteristics of teaching, learning and management in this sector.

and that Work Based Learning commissioners and providers should ensure that

- citizenship skills, including equalities and SMSC education, are included in the specification for all programmes,
- they have the capacity and resources to respond properly to such requirements.

2. Purpose

2.1. The purpose of this guidance document is therefore to:

- assist ACL and WBL providers respond to the evaluation report's findings and recommendations
- provide guidance for these sectors which is consistent with their circumstances and priorities, and the changed context for SMSC education since 2010.

3. Audience

3.1. The guidance is aimed at significant stakeholder groups in ACL and WBL institutions including:

- governors
- senior managers
- learner support managers
- other staff

- personal tutors
- learners
- communities' members
- community representatives
- partners
- contractors

3.2. This guidance is not intended as a stand-alone initiative, but as one that can be integrated with other anti-discriminatory and learner enhancing measures in the learning and skills sector. It seeks to describe the background to SMSC provision and to offer a resource and vocabulary which will assist providers to be pro-active on these issues. The guidance sets out the case for SMSC education, particularly within the context of the EA 2010, and is complemented by an aide memoir comprised of likely action points that should be considered if the guidance is to be implemented properly by the relevant institutions.

3.3. This guidance is not intended to be prescriptive, but advisory, and recognises that individual learning and skills providers will engage with and develop this agenda according to their particular circumstances. However it also recognises that there are certain baseline actions which institutions will have to undertake in the light of legislative requirements, such as the EA 2010, and an approach that seeks to embed the SMSC dimensions within the wider equality and strategic work of the institution, might be the best course of action. The guidance, and in particular the attached aide memoir, is not exhaustive, and, can be added to, or used selectively, according to specific circumstances.

4. Why Deliver on SMSC Education?

4.1. There are powerful arguments which suggest that adopting a pro-active approach to SMSC provision is simply consistent with the educational and economic mission of the further education sector to:

- equip learners with the knowledge, skills, attitudes and values necessary for their roles as citizens, employers and employees
- actively promote equality, diversity and equal opportunities
- respond flexibly to local and national circumstances, the needs and views of learners and the requirements of partners and stakeholders.

4.2. At the institutional level SMSC provision should stem directly from an organisation's vision, values and purposes, particularly the equality principles which should underpin the activities of a learning community and the ethical

and moral practices required of employees and learners. If the purpose of education and training is to develop the potential of each individual learner, then the potential contribution of opportunities for SMSC to this objective must be acknowledged. For example, spiritual development can give learners a strong sense of personal ownership of their thoughts and actions. They can develop a carefully considered understanding of the world in which they live, of the choices that are available to them, their own attitudes towards the opinions and actions of others and how they wish to conduct their own lives. This can build high levels of self-worth. Moral development can give learners a sense of right and wrong, of the effect their actions will have upon themselves and others, and the ability to stand by their decisions in the face of criticism, ridicule or opposition. This can build high levels of self-confidence and determination. Social development can give learners an understanding of their roles as members of an interactive and complex society, the ability to build and maintain sound relationships, an understanding of how they can contribute to the well-being of others and the enthusiasm to improve society for the common good. This can build a strong sense of responsibility. And cultural development can give learners an understanding and appreciation of traditions and values, the ability to participate in group activities and enjoy leisure pursuits. This can build a strong sense of belonging. Developing these personal skills and qualities is undoubtedly a significant contribution to the preparation of younger learners and trainees for their future roles in society. Older learners for their part bring a wide range of personal backgrounds and experiences of social, cultural faith and belief issues which can be used through discussion to build confidence, trust, communication, mutual understanding and coherence within a learning group. . It is not the function of learning and skills providers to promote any faith, belief, or moral code but they have some obligation as educational institutions to promote knowledge, dialogue and understanding of these issues, and to challenge ignorance, prejudice and discrimination.

4.3. Employability

4.3.1.1. Both the previous government, and the current coalition, have placed, considerable emphasis on employability and the responsibility of further education to improve employability skills amongst vocational students and apprentices. There is a danger that this will translate into a narrowing of the curriculum and the elimination of content not deemed immediately relevant. As the evaluation of the 2010 guidance shows, there are signs that this is already happening with SMSC. Yet a curriculum which prepares learners for employment in vocational disciplines has to acknowledge that students are not adequately prepared for work in a pluralist, multi-cultural, multi-faith, society, if they are not aware of the implications of culture, faith and belief for

the services they will provide for customers and the teams in which they will work. Preparing trainees or apprentices for their future contribution to 21st century society should include opportunities to discuss and develop a critical awareness of contemporary social, cultural, faith and belief issues and their impact on local communities. A critical awareness of culture and faith is starting to emerge as an essential soft skill required by many employers and an element of training that has undoubted business benefits. It is perhaps significant that submissions from a number of relevant advisory bodies on apprenticeships have commented that an inclusive apprenticeship programme should include an integrated pastoral component and an explicit equalities dimension.

4.4. Citizenship

- 4.4.1. Citizenship involves people acting together to address issues of common concern to maintain our democratic culture and to improve society. To encourage these activities, Citizenship education teaches knowledge, and understanding about politics, the law, the economy and society and the skills required for responsible, effective participation in public life and community affairs.
- 4.4.2. Through citizenship education, students:
- explore questions about democracy, justice, inequality, how we are governed and organised;
 - learn to work together to create solutions that try to address challenges facing neighbourhoods and wider communities;
 - develop knowledge and skills to make a positive contribution to society as informed and responsible citizens.
- 4.4.3. There is therefore a considerable overlap between citizenship and SMSC education, particularly the moral, social and cultural elements of the latter. This is particularly significant in the context of “informal adult education”, which the coalition currently refers to as “community learning”.
- 4.4.4. Community learning covers “a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.” The coalition government has put on record its commitment to lifelong learning, “Adult learning has a really important role to play in encouraging active citizenship..”, and, “Education for education’s sake – learning how to learn – benefits the economy in the long term. Philistinism is bad economics. It is also

fundamentally unacceptable.” (BIS, 2011) The government has embarked on a review of community learning highlighting a number of key possible reform areas, including access, funding and infrastructure. In 2011 it announced an intention to pilot “different locally-based ‘community learning trust’ models in 2012/13 to channel BIS funding for community learning and lead the planning of local provision in cities, towns and rural settings.” These trusts are intended to embody the government’s vision for community learning to:

- maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people’s circumstances.
- promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- maximise the impact of community learning on the social and economic well-being of individuals, families and communities. (BIS, 2011).

4.4.5. For ACL providers SMSC education thus has the potential to make a significant contribution to the achievement of this vision for “community learning” and citizenship.

4.5. Learner Voice

4.5.1. In recent years providers in the learning and skills sector have been consistently urged to listen and respond to the views of their learners. SMSC education, where there is considerable freedom for learners to influence and shape the curriculum and activities offered, is an excellent opportunity for responding to the Learner Voice. Learners welcome the recognition of, and engagement with, opportunities to explore with others their views on faith, belief, society and culture. They also consider it important for learning and skills providers to respond to the practical implications of these beliefs and celebrate a diversity of backgrounds. Student surveys undertaken in 2007 for the national enquiry into spiritual and moral development in further education, “ Making Space for Faith “, showed that over 70% of learners believed that learning and skills providers and workplaces should provide support and services for students and trainees who hold different Values, Beliefs and Faiths. (NEAFE/CEL, 2007)

4.6. Personal Learning and Thinking Skills (PLTS)

4.6.1. Arising from the Dearing Report (1997) and promotion by the QCA, (2002), ‘personal, learning and thinking skills’ are recognised as an essential contribution to preparation for life, learning and work. Six groups of skills are promoted each with their own attributes. These are reflective learners; creative thinkers; independent enquirers; team workers; self-managers; and, effective participators. There is therefore “a significant alignment between SMSC and PLTS” in the context of adult learning and work based learning. “PLTS are an important element of the whole curriculum and are embedded in BTEC specifications “(Emerging Voices, LSIS./fbfe, 2011). The skills, knowledge and awareness developed through good SMSC provision can contribute directly to the achievement of the outcomes and personal attributes associated with personal learning and thinking skills.

4.7. Every Learner Matters

4.7.1. Since 2010 the Every Child Matters (ECM) initiative has ceased to be a significant priority for the coalition government. Nevertheless many learning and skills providers continue to use the ECM values and outcomes as a model for self–assessment, the evaluation of positive relationships within the institution and the social and personal development of younger learners and trainees. In the context of ACL and WBL the ECM agenda can be adapted to recognise the importance of all learners and within that agenda the contribution which SMSC can make towards appropriate outcomes based on the original ECM model.

- Enjoy and achieve - develop a positive sense of their own identity; and use their imagination and creativity to develop new ideas.
- Stay Safe - identify new and different choices in a changing technological world; and develop skills, such as negotiation and assertiveness.
- Be healthy - how to look after their physical, and emotional health; how to make positive choices; and the consequences that some decisions might have on their health and that of others.
- Make a positive contribution - understand the multiple roles individuals play; develop the skills and strategies to form effective relationships in a variety of roles; know how to make a difference in a group, community or society; and know how to work effectively with a range of people from diverse cultures and backgrounds and with differential access to power and influence.

- Achieve economic well-being - understand the qualities and skills needed for adult and working life; handle uncertainty and respond creatively to change.

4.7.2. Alongside the arguments which suggest that adopting a pro-active approach to SMSC provision is part of the educational and economic mission of the learning and skills sector, and therefore should be embraced by providers for its own sake, SMSC is also a significant response to several current external requirements and pressures on the sector.

4.8. The Equality Act 2010

4.8.1. The Equality Act and its associated Public Sector Duties provides a new framework within which SMSC education becomes a more significant obligation for providers in the public sector and those entering into formal relationships with them. The EA 2010 identifies nine protected characteristics, including that of religion or belief, that need to be addressed through a formal legal duty. This states that public sector organisations need to address the following:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

4.8.2. The Act also describes fostering good relations as tackling prejudice and promoting understanding between people from different groups.

It also explains that compliance with these equality duties may involve treating some people more favourably than others.

- 4.8.3. Developing policies and processes necessary to fulfil these requirements will include creating opportunities for dialogue amongst those who share a protected characteristic and between those who share a protected characteristic and those who do not. SMSC, with its emphasis on dialogue, collaboration, and the establishment of understanding, tolerance and mutual respect between learners, provides an obvious approach for promoting equality and fostering good relationships.

4.9. OFSTED :Common Inspection Framework 2012

- 4.9.1. The 2009 Common Inspection Framework for Learning and Skills gave SMSC education significant prominence. There were explicit references to SMSC requirements and links to inspection judgements contributing to a limiting grade for Equality and Diversity. The 2012 framework has removed most of these references and the limiting grade.
- 4.9.2. The current Inspection Handbook however, makes it clear that SMSC will continue to feature in inspection judgements under each of the three main inspection headings as follows:
- Outcomes for Learners: “where relevant inspectors should take into account learners spiritual, moral social and cultural development”
 - Teaching Learning and Assessment: “inspectors will be required to take into account the impact that teaching has in promoting learners’ spiritual, moral, social and cultural development”.
 - Leadership and Management: “inspectors will be required to take into account how effective curriculum planning is in meeting learners’ spiritual, moral, social and cultural development needs”.
- 4.9.3. Providers will therefore continue to derive benefit from identifying evidence of good SMSC planning and provision and presenting this to inspectors.

4.10. Big Society

- 4.10.1. A key strategy of the Coalition government is to enable individuals, communities and community groups to have more direct involvement

in the delivery of services through what has been termed the ‘Big Society’ initiative. This aims to achieve the following:

- ‘Give communities more powers (through localism and devolution),
- Encourage people to take an active role in their communities, particularly through volunteering,
- Transfer power from central to local government,
- Support co-ops, mutuals, charities and social enterprises,
- Publish government data (open/transparent government)’.

4.10.2. There are clear links here with the social, cultural and citizenship elements of SMSC.

4.11. Social Value Act 2012

4.11.1. The Social Value Act became law in March 2012 and will be implemented from January 2013 onwards. Under this act all public bodies in England and Wales, including local authorities, will be required to consider how the services they commission and procure might improve the economic, social and environmental well-being of the area. There is no consensus yet on what ‘social value’ is. However, one commentary provides the following, which is useful:

4.11.2. “Social value” is a way of thinking about how scarce resources are allocated and used. It involves looking beyond the price of each individual contract and looking at what the collective benefit to a community is when a public body chooses to award a contract. Social value asks the question: "If £1 is spent on the delivery of services, can that same £1 be used to also produce a wider benefit to the community?"

4.11.3. It can, therefore, be seen as complementary to the procurement requirements arising from the EA 2010. Considering the ‘social value’ aspect has to be undertaken prior to the commencement of the formal procurement process, in the same way as equality impact assessments should furnish the necessary equality dimension to the construction of public sector contracts. In both judgements SMSC matters will need to be an explicit consideration.

4.11.4. The Social Value Act has considerable implications for both commissioning and procuring agencies, and relevant contractors. In the latter case, this would include work based learning providers and those non-statutory agencies providing adult learning interventions.

4.12. Equality and community cohesion

4.12.1. The promotion of community cohesion is a significant government priority, involving collaboration across several government departments. A cohesive community is defined by DCLG (2007) as one where:

- There is a common vision, created through participation, and with a sense of belonging for all;
- The diversity of people's backgrounds and circumstances are appreciated and positively valued;
- Those from different backgrounds have similar life opportunities; and
- Strong and positive relationships are developed between people from different backgrounds.

4.12.2. Learning and skills providers have a responsibility to promote cohesion and establish a learning environment which is fully inclusive and understands, values and meets the needs and aspirations of all individuals, regardless of their ethnicity, gender, age, disability, religious or secular beliefs, and sexual orientation. In this context promoting SMSC education has an important contribution to make by providing opportunities for learners and trainees to explore and discuss equality and diversity issues, develop positive relationships through their understanding of themselves and acquire the cultural, religious and political literacy necessary for life in a diverse society

4.12.3. Learning and skills providers are also required to consult and work with local stakeholders, so that the learning and skills training which they offer contributes to local economies, partnerships and employment. When combined with provision that embraces SMSC education, links with local groups including those defined by age, disability, gender, race, sexual orientation, religious or non-religious beliefs, have the potential to contribute significantly to the recruitment and retention of learners and the development of cohesion within the provider community.

5 Adult Community Learning and Work Based Learning

5.1 The above paragraphs summarise the case for including opportunities for SMSC education within the formal and informal curriculum offered by ACL and WBL providers. It is accepted that some of these arguments have greater significance for either the WBL or the ACL sector. However providers in

both sectors should accept that SMSC initiatives have a potentially valuable contribution to make at the strategic and institutional level towards:

- An institutional culture that values equality, diversity, respect and tolerance for all its members, and a cohesive community that challenges ignorance, prejudice and discrimination
- The preparation of learners and trainees for their futures as employers, employees and citizens
- Listening to and responding to the views of learners
- Meeting the responsibilities of the Equalities Act
- Preparing for Ofsted inspection

5.2 However, given the particular characteristics of their sector, the limited contact which managers may have with staff and lecturers with students, ACL providers may in practice wish to concentrate implementation activities at operational level initially upon:

- The potential of smsc for developing links with communities, including local religion and belief communities
- The contribution which discussion of SMSC issues can make towards developing group dynamic and cohesion amongst a group of learners
- The particular curriculum opportunities which SMSC offers for courses with:
 - i) a focus on community development, community involvement, citizenship or volunteering
 - ii) significant elements of discussion, communication or personal development such as ESOL or Life Skills
 - iii) opportunities for older learners to contribute life experiences to the learning process
 - iv) opportunities to celebrate elements of cultural diversity such as cookery, craft or languages
 - v) a focus on preparation for employment or re-training

5.3 Similarly WBL providers may wish to concentrate upon

- The important contribution of SMSC to employability
- The contribution which SMSC can make to developing customer care and team working skills in all areas of vocational training
- Vocational training in disciplines where cultural awareness is particularly important such as catering, hairdressing or childcare
- The potential of SMSC education as a way to develop communication skills, personal self-confidence and self-awareness
- SMSC and the preparation of future employees with an appreciation of the moral dimension to actions, relationships with others and decision making
- The development of opportunities to demonstrate the significance of these issues to employers

Aide Memoire to Facilitate the Implementation of SMSC

a. How to use the Audit Questions

This aide memoir is aimed at all relevant stakeholders to enable them to guide development or implementation, or to support demands for change. The format is that of posing key questions, which are neither prescriptive nor exhaustive. The hope is that these will help institutions to write their own action plans, or be used by institutions as an audit tool. Individual organisations within adult community learning, and work based learning should be able to select those actions which best suit their profile, or even add to these. The action framework does not assume that leadership is necessarily the best basis for institutional recognition and momentum. It might well be that a ‘bottom up’, or ‘whole organisation approach, is the appropriate choice for some organisations.

b. The aide memoire is broken down into the following areas for action:

- Strategy and policy development
- Implementation
- Students and trainees
- Provision
- External relationships

c. ACTION POINTS

Strategy and policy development

Introduction

- d. ‘This section is concerned with all those functions and actions that determine the strategic direction of an organisation. This includes responses made to external influences, such as legislation or inspection criteria, as well as those actions the organisation initiates itself. The key stakeholders are those with major decision making responsibilities, such as members of governing boards, directors, managing directors, Chief Executives, and senior managers. However it might be that other staff, learners, or community members are also significantly involved in strategy and policy development. A proactive strategic approach to SMSC involves:

- Recognising that SMSC provision will be influenced by what the organisation stands for and almost everything the organisation does;
- Establishing a definition of SMSC provision for the organisation that is

inclusive and acceptable to all regardless of age, disability, gender, race, religion or secular belief, sexual orientation or any other characteristic

- Understanding what commitment to SMSC provision involves and having a clear vision for taking it forward
- Creating an ethos of openness and trust by listening to the views of learners through representational structures
- Establishing an organisational development plan that sets out an accountable process for priorities, staffing, staff development, resources and lead responsibility for equalities and SMSC development
- Appreciating the current and future potential of smsc to contribute to the vision and mission of the organisation

This could include contributing towards;

- The promotion of a culture that promotes equalities, participation, tolerance, respect, appreciation and understanding of different cultures, backgrounds, values and opinions, and encourages open discussion of sensitive issues
- Preparing learners for their responsibilities as citizens through an appropriate range of opportunities for discussion, interaction, acceptance of responsibility and practical activities
- Preparing learners as future employees by ensuring that vocational courses include essential knowledge and understanding of appropriate equalities, cultural, faith, and moral issues
- Providing opportunities and support for individual students to develop their understanding and views on SMSC issues and thereby develop a greater appreciation and awareness of themselves as individuals and of others.

Strategy and Policy Development; Audit Questions

- ⇒ Would developing SMSC support for learners enhance your organisation's mission and values?
- ⇒ Is there an equality/equal opportunities policy and/or SMSC policy?
- ⇒ Is this embedded in a wider dignity policy or other over-arching equalities framework?
- ⇒ Has/have this/these been reviewed and changed to take account of the EA 2010, particularly the religion and belief protected characteristic?
- ⇒ Has this policy development/review process involved all relevant stakeholders, including managers, staff, learners, trade unions, and relevant community representatives,?
- ⇒ How is this policy represented in the organisation's internal and external publicity?

- ⇒ Has a specific SMSC strategy been derived covering all the issues set out above? If so, is there an accompanying action plan? Has accountability for SMSC strategy and policy been identified?
- ⇒ Has the SMSC policy and identified actions been discussed and approved by the senior decision making forum, e.g. governing body?
- ⇒ Has the SMSC policy and identified actions been discussed and approved by the senior management team?
- ⇒ What resources have been identified for SMSC delivery and appropriate staff training?
- ⇒ Does the organisation require any outside assistance to develop its SMSC strategy or policy?

e. **Implementation**

Introduction

- f. Senior managers and leaders will be responsible for identifying and allocating resources and staff to the development and delivery of SMSC provision. In addition, learners must be seen as a major resource for SMSC development and delivery and a ‘Learner Involvement Strategy’ can be used to help develop the SMSC agenda. Regular feedback to senior management can also be used to assess the resources needed. The values of SMSC development need to be reflected in the day-to-day experiences of staff and learners. The action points outlined in this aide memoir provide a suitable basis upon which institutions can devise their own monitoring and evaluation systems.

Implementation: Audit Questions

- ⇒ Have staff and students been required to sign up to understanding and adhering to the institution’s equalities/SMSC policy?
- ⇒ Has the institution’s approach to SMSC been communicated to all staff? If so how?
- ⇒ Are there opportunities for staff, learners and other stakeholders to contribute to SMSC development?
- ⇒ Is SMSC included in job descriptions?
- ⇒ Is SMSC included in person specifications, advertisements and interviews, where appropriate?
- ⇒ Has SMSC been included in induction, employee observation sessions, appraisal and continuing professional development activities?
- ⇒ Is SMSC regularly reviewed in management team meetings?
- ⇒ Is SMSC an explicit part of institutional self-assessment or preparation for OFSTED inspections?

- ⇒ Is there a need for a specialist equality and/or SMSC Champion post or posts?

g. Staff: Audit Questions

- ⇒ Are targets for SMSC education included in the organisational development plan?
- ⇒ Who is responsible for leading /co-ordinating on SMSC development?
- ⇒ Who is in the SMSC team (staff, external contributors, others)?
- ⇒ What steps are taken to involve employees who identify as having specific faiths or beliefs?
- ⇒ Is there a need to buy in expertise as and when it is required?
- ⇒ Does the organisation know what employee needs there are in relation to SMSC?
- ⇒ Is there an employee development programme, i.e. how employees learn and develop in the organisation?
- ⇒ Does this have an equalities and/or SMSC component?
- ⇒ Does the institution know what resources are available from the local communities to support SMSC education?
- ⇒ Does the training budget include identified resources for equalities/SMSC?
- ⇒ Are your senior staff and other managers trained to handle disputes involving one protected characteristic and another, e.g. faith and belief and sexuality?
- ⇒ Are managers aware of other resources that can be called upon, e.g. counselling or mediation services?

h. Students and Trainees; Audit Questions

- ⇒ Does the organisation know what learner needs there are in relation to SMSC?
- ⇒ If not, does the organisation have the in-house resources to undertake such an audit?
- ⇒ Is information on religion and belief gathered from learners/trainees at enrolment?
- ⇒ Does the institution have processes whereby the views and feedback of learners/trainees can be gathered on equalities/faith and belief/SMSC issues and analysed?
- ⇒ What information does the organisation have about the religion and belief profile of local communities? To what extent are these communities represented in the institution's learner profile?

i. Provision

Introduction

Opportunities for addressing SMSC issues frequently occur through activities, such as tutorials, foundation learning, vocational training and qualifications, whole institution events, pastoral support, and volunteering. Elements of SMSC provision will also occur within programmes covering citizenship, student health and well-being, community cohesion, equality, diversity and equal opportunities. Undertaking an audit across all these different strands is a useful starting point for reviewing and planning an organisation's commitment to the SMSC development of learners.

Provision; Audit Questions

- ⇒ Has the role and contribution of SMSC to the organisation's curriculum been identified and articulated?
- ⇒ Has the organisation identified appropriate learning opportunities within its formal and informal curriculum that can be used to promote SMSC education?
- ⇒ Has the organisation identified those courses, programmes or qualifications in its curriculum which should contain elements of SMSC education?
- ⇒ Has SMSC been included within activities designed to improve the employability of learners/trainees?
- ⇒ Have the views of specialist staff been included as part of this audit exercise?
- ⇒ Have the outcomes of this audit been incorporated into the organisation's curriculum planning activities?
- ⇒ Where these exist, has SMSC been integrated into tutorial programmes or learner support services?

j. External Relationships :

How an organisation engages with the wider community, is a key element in SMSC activity. Openness to participation, new ideas and opportunities to contribute to local community cohesion through links with the wider community are all important.

External Relationships: Audit Questions

- ⇒ How well does your organisation know its local communities, their organisations, and individuals with relevant knowledge and expertise?
- ⇒ Is your organisation engaged in partnership as either a lead or support partner? In either case do the partnership's aims and objectives include commitment to SMSC?

- ⇒ Does your organisation work with employers? If so, have initiatives been taken to demonstrate to employers the contribution which SMSC education can make to developing the employability of trainees and specific skills such as team working and customer care?
- ⇒ Has your organisation evaluated the potential benefits from developing closer relationships with local faith and belief communities?
- ⇒ Has the commissioning and procuring arm of your organisation, where appropriate, built in an equalities or SMSC dimension to contracts?
- ⇒ Does your organisation require external advice or support in developing any of these aspects of external relationships?

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