

Autumn 2017

Skills and Employment Newsletter

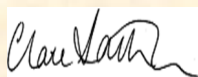
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I would like to offer a very warm welcome to all our returning partners and those who have joined us for the first time this academic year.

The Cheshire West and Chester Skills and Employment team is committed to providing all our valuable learners with a safe, effective and enjoyable learning experience and our team members are here to offer you all the support and guidance you may need to achieve this.

I hope that as a result of our collaborative partnership, our learners will gain the skills and knowledge they need to improve their lives and progress with confidence into employment or further learning.

I look forward to working with you and contributing towards making a difference to our local community.

Clare Latham
Skills and Employment Manager

PREVENT DUTY & BRITISH VALUES

What is Prevent?

Prevent is the long term solution to the threat faced by the UK from domestic or international terrorism by tackling the factors that can cause people to become drawn into violent extremism and empowering individuals and communities to stand up to violent extremists.

Prevent duty includes **British Values** and issues relating to **extremism** and **radicalisation**.

Under the Prevent initiative, all tutors have a statutory obligation to promote and exemplify our **British Values**.



British Values include:

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Mutual tolerance for those of different faiths and beliefs**

In upholding these values, we have a duty to take action and report where we identify activity that could contravene and oppose these values through extremist views and/or actions.

Extremism can include: Right wing extremism
Religious extremism
Animal rights extremism
Other forms of extremism

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism

The Home Office together with Department for Education have launched a website called '**Educate Against Hate**'. Aimed at tutors, parents and school leaders, the website brings together Government advice and signposts information from the NSPCC, Internet Matters, Childnet and Safer Internet Centre. You can find it at: www.educateagainsthate.com

Responsibilities of tutors and trainers as part of Prevent

- ◆ All staff and volunteers must attend safeguarding and Prevent duty training. Training modules can be found on the following link: [Click Here](#), or by visiting the website at www.foundationonline.org.uk. On completion of this training, you will be issued with a certificate which should be forwarded to Vicky Davis and Amta Xhetani.
- ◆ Share information about vulnerable individuals as required in accordance with provider information sharing agreements and data protection legislation
- ◆ Implement the teaching of British values when opportunities arise within the Curriculum.
- ◆ Exemplify British values through personal behaviour and in interaction with learners and colleagues
- ◆ Challenge extremist ideas as they arise
- ◆ Report any safeguarding and Prevent concerns to the named staff responsible, the Police or the Cheshire Prevent Team

Should you have a safeguarding issue/concern about an individual, vulnerable to exploitation by extremists in your setting, please contact your organisation's Safeguarding Officer immediately. They in turn will contact our Safeguarding Officer Clare Latham on **0151 356 6767** or at clare.latham@cheshirewestandchester.gov.uk.

SHARING BEST PRACTICE

Writing SMART course goals guide

We have designed a guide that provides tutors and their managers with examples of how to write SMART course goals. Hope you will find it useful when writing your course goals.

Writing SMART course goals

The acronym **SMART** is widely used to describe goals. This means goals should be:

1. **S**pecific Describe the Goal in precise terms so there is no confusion as to what needs to be achieved. Try answering the "W.s": Who, What, Where, When, Why
2. **M**easurable The goal can be written so that you can measure learners' progress and achievement towards the goal.
3. **A**chievable Create a goal that can be achieved by the end of the course.
4. **R**elevant Goals need to be relevant to the course, learner's aspirations and learner's needs
5. **T**ime related A goal must have a deadline. By when do you think learners will achieve the goal?

Useful tip: When creating course goals avoid verbs that may have vague meaning to describe intended course goals (e.g: "understand", "be aware of", "know", "realise"). Using these verbs may prove difficult to measure each goal. Instead use action verbs (e.g: by the end of the course learners will identify, describe, list, produce.....)

Example of SMART course goals:

Not SMART	SMART
Understand behaviours that are conducive to group work	By the end of the course learners will: Describe 3 behaviours that are conducive to group work
Know how to produce craft related projects	By the end of the course learners will: Produce a piece of artwork using at least two different materials
Know personal skills learned in life, work and training	By the end of the course learners will: Identify five personal skills learned in life, work and training.
Be aware of roles and responsibilities of a team	By the end of the course learners will be able to: List five main roles and responsibilities of a team.
Cook healthy meals	By the end of the course learners will: Cook three healthy meals

Writing SMART personal targets guide

One of our tutors has kindly agreed to share a SMART personal targets guide she designed to help her learners set SMART targets. Please feel free to share and discuss it with your learners when they set personal targets.

How can I make my Personal Target(s) SMART?

Specific **M**easurable **A**spirational (stretch and challenge) **R**ealistic **T**ime

Please read your Personal Learning Goal (ILP) before completing this task.

By the end of the session / course I willidentify... ...write... ...list... ...explain... ...find out... ...obtain... ...be able to... ... have... ...have attended...	...at least ____all...	...words... ...phrases... ...methods... ...examples of... ...ways... ...new skills... ...new ideas... ...sessions...	...that my child can... ...that I canfor encouraging my child to... ...that can be used... ...so that I can evidence...	...use at home. ...use to... ...with my child...
Examples:					
By the end of the course ! ...	will be able to identify the number of phonemes in	at least 3	given words	so that I can support my child	<u>when</u> reading new words at home.
By the end of the course I will ...	be able to list	at least 3	skills	that my child will use	<u>when</u> writing new words at home.
By the end of the course I will ...	have attended	my	sessions on time	so that I can evidence	<u>my</u> time keeping and staying power skills.

The above guides can be found on **Cheshire Adult Learning portal - Course documents - Tutor resources section**. To access the portal go to: <https://cheshireadultlearning.org>

POSTERS

Posters

We have designed posters that include essential information relating to Safeguarding, Equality & Diversity and Feedback.

These posters are about:

- British Values
- Equality and Diversity
- Safeguarding
- Focus on Online Safety
- NPCC Run Hide Tell
- Focus on Feedback

It is a good practice for these posters to be displayed and highlighted to learners (e.g. during induction) in teaching and learning venues as appropriate.

All the above posters can be found on Cheshire Adult learning Portal - Posters section.

COURSE NOTIFICATION TEMPLATE

It is a contractual requirement that at the beginning of each term, all partners inform the quality team of their intended courses. If at the beginning of term, you haven't agreed the start and the end date, you should still complete the template and inform us of the dates as soon as you have them. We will use the information you provide to check the quality of course goals for Community Learning and Non-regulated courses, and to create courses on the Cheshire Adult Learning Course Directory, so please ensure that each section is completed accurately before returning it to:

Vicky.Davis@cheshirewestandchester.gov.uk or Amta.Xhetani@cheshirewestandchester.gov.uk

The Course Notification Template can be found on Cheshire Adult Learning portal - Course document section.

LEARNER HANDBOOK and TUTOR HANDBOOK

Learner Handbook

We have designed a learner handbook that provides learners with information on rules, policies, support, contact details and much more.

The handbook should be given to learners and its content should be explained to them when they start their learning journey with us.

A printable learner handbook can be found on Cheshire Adult learning portal - Course document section.

Tutor Handbook

The tutor handbook contains important information for tutors to know and to refer to throughout the academic year. Two copies of the handbook will be given to managers at the first quality support meeting. Please ensure each tutor can access the handbook.

BLACK HISTORY MONTH-OCTOBER

Black History Month has been celebrated across the UK every October for over 30 years, each year going from strength-to strength. Black History Month is a time when we highlight and celebrate the achievement for the Black community and uncover hidden history about our communities.

More details online at: <http://blackhistorymonth.org.uk/>

DYSLEXIA AWARENESS WEEK 2nd - 8th October

Dyslexia is a hidden disability thought to affect around 10% of the population, 4% severely. Dyslexia affects the way information is processed, stored and retrieved, with problems of memory, speed of processing, time perception, organisation and sequencing. A learner with dyslexia may mix up letters within words and words within sentences while reading.

British dyslexia association provides tutors with helpful information on access arrangements, screening and assessment. More details online at: <http://www.bdadyslexia.org.uk/educator>

WORLD MENTAL HEALTH DAY - 10th October



Everyone has a mental health. It refers to someone's mental well-being, whether it is 'high' or 'low'. Someone with a mental health impairment can not always maintain a 'good' mental health. Mental health problems can, at first, appear very subtle but then develop into something more serious - working their way into many life situations. They can be devastating, destroying individuals' effective functioning in life, as well as affecting their families and the people surrounding them.

This year's theme is about Mental Health in Workplace 2017. This theme will contribute to taking mental health out of the shadows in the work place so that people and companies have the tools to increase the overall mental health of all their employees.

More information about helping employees in the workplace and learners in the learning environment, can be found at:

<http://mhfe.org.uk/>

<https://www.wfmh.global/>

<https://www.mentalhealth.org.uk/>

ANTI - BULLYING WEEK 13th-18th November



Anti-Bullying Week is coordinated by the Anti-Bullying Alliance and encourages all children, teachers and parents to take action against bullying throughout the year. The theme this year is 'All Different, All Equal' .

The aim if this Anti-Bullying week is to:

- empower children and young people to celebrate what makes them, and others, unique
- help children and young people understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying
- encourage parents and carers to work with their school and talk to their children about bullying, difference and equality
- enable teachers and other children’s workforce professionals to celebrate what makes us ‘all different, all equal’ and celebrate difference and equality

More information can be found at: <https://www.anti-bullyingalliance.org.uk/> and <http://www.antibullyingweek.co.uk/>

TRANSGENDER REMEMBRANCE DAY - 20th November

The Transgender Day of Remembrance was set aside to remember those who were killed due to anti-transgender hatred or prejudice and aims to raise public awareness of hate crimes against transgender people.

More information at: www.transgenderdor.org

WORLD AIDS DAY - 3rd Dec

This day gives an opportunity to people worldwide to unite in the fight against HIV, show their support for people living with HIV and to commemorate people who have died. Today, scientific advances have been made in HIV treatment, there are laws to protect people living with HIV and we understand so much more about the condition. Despite this, each year in the UK around 6000 people are diagnosed with HIV, people do not know the facts about how to protect themselves and others, and stigma and discrimination remain a reality.

More information at: www.worldaidsday.org

RELIGIONS

After the last issue of the newsletter, some providers requested a brief explanation of different religions. We hope that you will find the following information useful. If you would like to learn more, please visit <http://www.bbc.co.uk/religion/religions/>

The Bahá'í faith is one of the youngest of the world's major religions. It was founded by Baha'u'llah in Iran in the 19th century.

Buddhism is a tradition that focuses on personal spiritual development. Buddhists strive for a deep insight into the true nature of life and do not worship gods or deities.

Candomblé is a religion based on African beliefs which is particularly popular in Brazil. It is also practised in other countries, and has as many as two million followers.

Christianity is the world's biggest religion, with about 2.1 billion followers worldwide. It is based on the teachings of Jesus Christ who lived in the Holy Land 2,000 years ago.

Hinduism is the religion of the majority of people in India and Nepal. It also exists among significant populations outside of the sub continent and has over 900 million adherents worldwide. Unlike most other religions, Hinduism has no single founder, no single scripture, and no commonly agreed set of teachings.

Islam began in Arabia and was revealed to humanity by the Prophet Muhammad. Those who follow Islam are called Muslims. Muslims believe that there is only one God. The Arabic word for God is Allah.

Jainism is an ancient religion from India that teaches that the way to liberation and bliss is to live a life of harmlessness and renunciation. The aim of Jain life is to achieve liberation of the soul.

Jehovah's Witnesses are members of a Christian-based religious movement probably best known for their door-to-door evangelistic work.

Judaism is one of the oldest monotheistic religions and was founded over 3500 years ago in the Middle East. Jews believe that God appointed the Jews to be his chosen people in order to set an example of holiness and ethical behaviour to the world.

Mormonism—The Church of Jesus Christ of Latter-day Saints was founded in 19th Century America and has over 12 million members world-wide, including 190,000 in the UK. The Church is centred on Christ, but has substantial differences in belief to the Catholic, Protestant, and Orthodox Christian Churches.

Paganism encompasses a diverse community with some groups concentrating on specific traditions, practices or elements such as ecology, witchcraft, Celtic traditions or certain gods.

Rastafari is a young, Africa-centred religion which developed in Jamaica in the 1930s, following the coronation of Haile Selassie I as King of Ethiopia in 1930. Rastafarians believe Haile Selassie is God, and that he will return to Africa members of the black community who are living in exile as the result of colonisation and the slave trade.

Santeria (Way of the Saints) is an Afro-Caribbean religion based on Yoruba beliefs and traditions, with some Roman Catholic elements added. The religion is also known as *La Regla Lucumi* and *the Rule of Osha*. Santeria is a syncretic religion that grew out of the slave trade in Cuba.

Shinto has no known founder or single sacred scripture. Shinto is wholly devoted to life in this world and emphasises man's essential goodness.

Sikhism was founded in the Punjab by Guru Nanak in the 15th Century CE and is a monotheistic religion. Sikhs think religion should be practised by living in the world and coping with life's everyday problems.

Spiritualism—The Modern Spiritualist movement dates from 1848 when the Fox sisters of Hydesville, New York produced knocking sounds that were alleged to be messages from a spirit. Spiritualists communicate with the spirits of people who have died.

Taoism is an ancient tradition of philosophy and religious belief that is deeply rooted in Chinese customs and worldview.

Zoroastrian—Zoroastrians believe there is one [God](#) called Ahura Mazda (Wise Lord) and He created the world.

DIVERSITY CALENDAR - Multifaith Dates

September	Name of Event	Religion/Event	Explanation
30th	Yom Kippur	Jewish	Translates as the day of Atonement and is the holiest date in the Jewish calendar
October	Name of Event	Religion/Event	Explanation
1st	Ashura	Muslim	Muslims remember the martyrdom of Hussain ibn Ali
4th-11th	Sukkot	Jewish	Jews remember the Israelites'40 years of desert exile
11th-13th	Shemini Atzeret/Simchat Torah	Jewish	Jewish holiday marking the day after the end of Sukkot
19th	Diwali	Hindu, Sikh and Jain	Known as the Festival of Lights
	Bandi Chhorh Divas	Sikh	Sikhs celebrate the safe return of the sixth Guru
20th	Guru Granth Sahib declared Guru for all times	Sikh	The tenth and last living Guru at the Sikh faith
31st	All Hallows' Eve	Christian	Marks the start of the time in the liturgical year when Christians remember the dead
	Samhain	Pagan	Marks the Celtic new Year and the beginning of what Pagans call the Wheel of the Year
November	Name of Event	Religion/Event	Explanation
1st	All Saints' day	Christian	Christians remember all the saints and martyrs, known and unknown, throughout Christian history
2nd	All Souls' Day	Christian	Christians remember and pray for the dead, especially family members
4th	Birthday at Guru Nanak	Sikh	Guru Nanak was the founder of the Sikh faith and the first of its 10 ten Gurus
13th	Birth of the Bab	Baha'i	Baha'is celebrate the birth in 1819 of the Bab, the herald or forerunner of their faith
14th	Birth of Baha'u'llah	Baha'l	Baha'is celebrate the anniversary of the birth in 1817 of Baha'u'llah, the founder of their faith
24th	Martyrdom of Guru Tegh Bahadur	Sikh	Guru Tegh Bahadur was the ninth of the Ten Sikh Gurus. He was martyred in 1675
December	Name of Event	Religion/Event	Explanation
3rd	Advent Sunday	Christian	The four week period before Christmas when Christians prepare for the coming of Christ
8th	Bodhi Day	Buddhist	Buddhist from the Mahayana tradition celebrate the Buddha's attainment of enlightenment
12th –19th	Hanukkah	Jewish	Jewish festival also known as the festival of lights
22nd	Yule	Pagan	Marks the Winter Solstice—the shortest day of the year—when Pagans celebrate rebirth of the sun
24th	Christmas Eve	Christians	Celebrations traditionally start on Christmas Eve with Midnight Mass
25th	Christmas Day	Christian	Christians celebrate the birth of Jesus, whom they believe to be the son of God
26th	Zarathosht Disco/Death of Zoroaster	Zoroastrian	Zoroastrians remember the death of their prophet, Zoroaster. It's a solemn occasion devoted to prayer and remembering his life

SKILLS AND EMPLOYMENT TEAM CONTACT DETAILS

Contracting, Performance & Finance Team

Name	Role	Contact for:	Tel and Email
Jill Gates	Senior Officer – Contracting & Performance	Contracting, procurement, contract issue, amendment and update. Contracting payment approvals	0151 356 6765 Jill.gates@cheshirewestandchester.gov.uk
Peter Grime	Senior C&P Assistant	Contract payment calculation, payment notifications and supporting activities	0151 356 6764 Peter.grime@cheshirewestandchester.gov.uk
Amy Gorst	C&P Assistant	Supporting above plus: Ordering, Invoice payment processing	0151 356 6780 Amy.gorst@cheshirewestandchester.gov.uk
Simon Dutton	C & P Assistant	Supporting above plus: Ordering, Invoice payment processing and New Leaf Support	0151 356 6771 Simon.dutton@cheshirewestandchester.gov.uk
Andrew Marsden	C & P Assistant	Supporting above plus: Ordering, Invoice payment processing and Work Choice Support	0151 356 6665 Andrew.marsden@cheshirewestandchester.gov.uk

Curriculum, Quality and Progression Team

Monica McDermott	Senior Officer — Curriculum, Quality and Progression	Any issues relating to quality of adult learning provision	0151 356 6736 Monica.McDermott@cheshirewestandchester.gov.uk
Vicky Davis	Partnership, Quality and Curriculum Officer	Quality visits, OTLAs, walkthroughs, course notification template, SARs, questions about course paperwork (SMART course goals, iILP, SOW & session plans).	0151 356 6781 Vicky.Davis@cheshirewestandchester.gov.uk
Amta Xhetani	Partnership, Quality and Curriculum Officer	Quality visits, OTLAs, walkthroughs, course notification template, SARs, questions about course paperwork (SMART course goals, iILP, SOW & session plans).	0151 356 6743 Amta.Xhetani@cheshirewestandchester.gov.uk
Sophie Westerman	Partnership, Quality and Curriculum Support Assistant,	Updating provider information including tutor training updates e.g PRE-VENT, DBS numbers, safeguarding, teaching qualifications, tutor & learner feedback and organising meetings.	0151 3566773 Sophie.Westerman@cheshirewestandchester.gov.uk

Learner Data and Research

Matthew Smith	Senior Officer - Learner Data and Research	Any issue relating to eligibility and learner data paperwork	0151 3566718 matthew.smith@cheshirewestandchester.gov.uk
Michael Raven	Lifelong Learning Performance Monitoring Officer	Learner eligibility, paperwork submission deadline, course paperwork returns	01513566905 Michael.Raven@cheshireeast.gov.uk
Beth Arnold	Learner Data & Research Assistant	Paperwork submission deadline, course paperwork returns	0151 356 6777 beth.arnold@cheshirewestandchester.gov.uk

Safeguarding

Clare Latham	Skills and Employment Manager and Safeguarding Officer	Any issues relating to Adult Safeguarding	0151 356 6767 Clare.Latham@cheshirewestandchester.gov.uk
Mary Cook	Family Learning Tutor and Safeguarding Officer	Any issues relating to Children Safeguarding	0151 356 6908 Mary.Cook@cheshirewestandchester.gov.uk