SMIRD

Training Guidelines

A Structured Pathway for Character, Virtue and Intelligence

Programme stages, eligibility, duration, assessment and progression

365:52 Continuous Learning Media Programme | Character Clinic

Building people of character, competence and service

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1.0 Executive Summary

The SMIRD Training Guidelines set out how SMIRD develops principled, skilled and productive people through a structured, assessed and accountable learning pathway. They define who may enter the programme, how long each stage lasts, how learners are assessed, and the rules by which they progress, graduate and are recognised. They also describe two distinctive components that extend the programme beyond the classroom: **365:52**, a year-round media programme, and the **Character Clinic**, a specialised support service.

SMIRD's central doctrine is that lasting development requires the integration of three instruments: **Character** (who we are), **Virtue** (how we live) and **Intelligence** (how we solve problems). These are applied through four departments: Character, Virtue and Intelligence; Digital Skills Acquisition; Organization Management; and Experiential Learning and Applied Research.

The programme at a glance

Element	Summary
Purpose	To develop people who combine sound character, practical competence and a commitment to service, and who apply what they learn to solve real community and industry problems.
Learner pathway	Five progressive stages: Preliminary Associates, Advanced Associates, Pre-Fellows, Full Fellows and the Ambassadorial College.
Duration	48 weeks of training delivered within a single 52-week year, with approximately 660 notional learning hours. One cohort completes the full pathway in a year, and a new cohort enters the following year.
Entry	Open, merit-based admission with an eligibility test for each stage; no prior qualification required at entry level.
Assessment	Four weighted components at every stage: knowledge, character and conduct portfolio, practical skills, and an applied service or project output.
Progression	Competence-based. Learners advance only when they meet attendance, assessment and conduct requirements.
365:52	A daily (365) and weekly (52) media programme that keeps learners, alumni and the wider public informed and engaged all year.
Character Clinic	A tiered coaching, mentoring and referral service for people facing serious character or emotional challenges, delivered within clear ethical and safeguarding limits.
Accountability	A full MEAL framework with baseline, midline and endline measurement, tracer studies and regular reporting to funders.

Why this matters to funders and partners

- **Integrated model.** Character formation, digital skills, organisational capability and applied research are delivered as one pathway rather than as disconnected short courses.
- **Demonstrated competence.** Certificates are earned through assessed performance and conduct, not attendance alone.

- **Sustained engagement.** 365:52 extends the reach and lasting effect of each cohort beyond the training period at modest marginal cost.
- **Duty of care.** The Character Clinic and the safeguarding framework protect vulnerable participants and give partners confidence about risk management.
- **Measurable results.** Each stage is linked to indicators, means of verification and reporting cycles that match standard grant requirements.
- **Community return.** Every stage includes a practical or service component, so funded learning produces visible benefit to communities.

2.0 Background and Rationale

2.1 The development challenge

Many societies invest heavily in education, certificates and skills programmes, yet continue to face weak trust, poor accountability, youth unemployment and underused talent. Technical knowledge without ethical responsibility can be misused; good intentions without competence often fail to solve problems; and intelligence without compassion may overlook human suffering.

Poverty and social disadvantage are complex and are never the result of character alone. Structural barriers such as limited access to education, infrastructure and fair institutions are real. SMIRD's position is therefore not to blame individuals, but to help people build the capabilities and access the opportunities they need, while strengthening the personal qualities that allow them to use opportunities well.

2.2 SMIRD's response

SMIRD responds with a progressive development pathway built on three convictions:

- Potential must be deliberately discovered, developed and directed towards a meaningful purpose.
- Information must be turned into understanding, understanding into sound judgment, and judgment into responsible action.
- Assistance can provide relief, but sustainable development also requires skills, opportunity, sound institutions and responsible action.

The training therefore moves learners from potential to preparation, from preparation to purposeful action, and from purposeful action to measurable community impact.

3.0 Purpose, Objectives and Guiding Principles

3.1 Training objectives

1. Help learners discover their abilities, purpose and responsibilities through structured self-awareness.
2. Build character and moral judgment, expressed in honesty, discipline, respect and accountability.
3. Develop critical thinking, problem-solving and the ability to apply evidence responsibly.
4. Equip learners with relevant digital, professional and organisational skills.
5. Connect learning to community and industry needs through applied projects and research.
6. Prepare suitable members for ethical leadership, mentoring and service as SMIRD Ambassadors.
7. Sustain learning for life through year-round media engagement and, where needed, specialised support.

3.2 Guiding principles

Principle	What it means in practice
Human dignity	Every learner is treated with respect, whatever their background, status or starting point. The terms lower life and higher life describe patterns of living, never the worth of a person.
Inclusion and access	Programmes are designed so that women, men, young people, older learners, persons with disabilities and learners from low-income settings can participate fully.
Competence, not time served	Learners progress when they demonstrate required knowledge, skills and conduct, and not merely because time has passed.
Learning by doing	Each stage includes practice, reflection and service in real settings.
Integrity and transparency	Admission, assessment and certification follow published rules applied consistently and fairly.
Safeguarding first	Learner safety and wellbeing take precedence over programme targets.
Respect for belief	The training draws on spiritual and philosophical perspectives but is non-coercive. Participation does not require adopting any particular belief, and learners of all faiths and none are welcome.
Humility and evidence	The development frameworks used are practical tools for growth and are not presented as scientifically established laws. SMIRD learns from results and adapts.

4.0 The Training Framework

4.1 Three instruments of development

Instrument	What it develops	How it is taught	How it is evidenced
Character	Honesty, discipline, dependability, responsibility, self-mastery	Reflection, mentoring, habit-building, case studies	Conduct portfolio, mentor and peer reviews
Virtue	Respect, fairness, compassion, courage, peaceful conflict resolution	Dialogue, role play, service, community engagement	Observed behaviour, service record, peer feedback
Intelligence	Critical thinking, evidence use, problem-solving, decision-making	Problem-based learning, research tasks, digital practice	Knowledge assessments, practical demonstrations, project outputs

4.2 The four departments

Department	Focus	Contribution to the learner
Character, Virtue and Intelligence	SMIRD's central doctrine: ethical conduct, responsible decision-making, peaceful coexistence and leadership	The moral and human foundation on which all other learning is built
Digital Skills Acquisition	Digital literacy, productivity tools, responsible use of Artificial Intelligence, online collaboration, data skills	Technological competence for work, enterprise and civic life
Organization Management	Project management, strategic planning, leadership, entrepreneurship, administration, teamwork	The ability to organise resources and turn skills into productive outcomes
Experiential Learning and Applied Research	Practical learning, field experience, evidence-based problem-solving, innovation	The link between knowledge, evidence and real community or industry needs

4.3 Theory of change

If people are supported to discover their purpose, build character, acquire relevant skills and apply them to real problems within a structured, accountable pathway, then they will be more capable, trustworthy and productive, and will contribute to stronger families, organisations and communities.

Level	Description
Inputs	Curriculum, trained facilitators, mentors, learning platforms, media production capacity, Clinic professionals, partner and funder support
Activities	Cohort-based training, mentoring, practicums, applied projects, 365:52 broadcasts, Character Clinic sessions

Level	Description
Outputs	Learners enrolled, assessed, certified and progressed; community projects completed; media content produced; Clinic cases supported
Outcomes	Improved character and conduct ratings; demonstrated digital, organisational and research skills; livelihood, enterprise or service activity; sustained engagement
Impact	A growing community of ethical, capable people contributing to peaceful, productive and accountable communities

5.0 The Learner Pathway at a Glance

The pathway has five stages, delivered one after the other so that a cohort completes the entire programme within one year. Durations and learning hours below are the approved planning standard for these guidelines and will be reviewed after the first cohort.

Stage	Duration	Notional learning hours	Main emphasis	Credential
1. Preliminary Associates	8 weeks	40	Orientation, self-awareness, foundations of Character, Virtue and Intelligence	Preliminary Associate Certificate
2. Advanced Associates	8 weeks	80	Applying principles; core digital, thinking and management skills; first service practicum	Advanced Associate Certificate
3. Pre-Fellows	8 weeks	120	Applied learning, team projects, research and project design	Pre-Fellowship Certificate
4. Full Fellows	12 weeks	240	Professional competence, supervised capstone project, facilitation	Fellowship Certificate
5. Ambassadorial College	12 weeks	180	Ethical leadership, representation, mediation, mentoring and service	Ambassadorial Commission and Certificate
Total	**48 weeks**	**660**		

Composition of learning hours. Across stages, learning time is distributed approximately as follows: facilitated sessions 40%, guided self-study and digital learning 30%, and practical application, projects and service 30%.

5.1 The annual cohort model

Each cohort completes the full pathway within one calendar year. The 48 weeks of training are followed by four weeks for graduation, resits, cohort evaluation and preparation for the next intake. A new cohort is admitted in the year that follows, so that SMIRD runs one complete cycle every year.

Period	Weeks	Activity
Stage 1	Weeks 1 to 8	Preliminary Associates
Stage 2	Weeks 9 to 16	Advanced Associates, including the 20-hour service practicum
Stage 3	Weeks 17 to 24	Pre-Fellows, including the team applied project
Stage 4	Weeks 25 to 36	Full Fellows, including the supervised capstone project
Stage 5	Weeks 37 to 48	Ambassadorial College, including supervised service

Period	Weeks	Activity
Close and renewal	Weeks 49 to 52	Graduation and certification, resits, cohort evaluation and preparation for the next year's intake

> **Note on titles.** An Associate, Fellow or Ambassador title represents a commitment to responsibility rather than status alone. Titles are earned through assessed performance and demonstrated conduct, and can be withdrawn under the rules in Section 11.

6.0 Eligibility and Admission

6.1 Eligibility by stage

Stage	Eligibility criteria
Preliminary Associates	Minimum age of 16. Ability to read and follow instruction in the language of delivery (support is provided where needed). Written acceptance of the Learner Code of Conduct. Learners under 18 require written consent from a parent or guardian. No prior qualification required.
Advanced Associates	Certificate of completion of the Preliminary stage with a minimum Pass. Conduct clearance from the Learner Affairs Office. Minimum 80% attendance at Stage 1.
Pre-Fellows	Certificate of completion of the Advanced stage. Completed community service practicum. Mentor recommendation. Minimum age of 18.
Full Fellows	Completion of the Pre-Fellowship stage with a minimum Pass. An approved project proposal for the Fellowship capstone. Supervisor nominated and confirmed.
Ambassadorial College	Fellowship Certificate. A verified service record and good standing throughout the Fellowship stage. Two written references, one from a SMIRD mentor. Integrity and background check consistent with applicable law. Selection panel interview.

6.2 Inclusion and access measures

- Reasonable adjustments for learners with disabilities, including accessible venues, materials and assessment formats.
- Delivery in the languages most relevant to the cohort, with plain-language materials.
- Low-bandwidth and offline learning options for learners with limited connectivity.
- Targeted outreach to women, young people and underserved communities.
- A scholarship and fee-waiver mechanism, funded by grantors and partners, awarded on need and merit under published criteria.

6.3 Admission process

1. **Application:** completion of the application form and acceptance of the Learner Code of Conduct.
2. **Verification:** checking of eligibility documents, references and, where required, parental consent.
3. **Orientation interview:** a short conversation to confirm motivation, learning needs and any support required.
4. **Offer and enrolment:** written offer, enrolment confirmation and a learner handbook.
5. **Probation:** the first 2 weeks of Stage 1 serve as an induction period in which either party may withdraw without penalty.

Admission decisions are made by the Admissions Committee against published criteria. Applicants may request a review of an unsuccessful decision within 14 days.

7.0 Programme Stages in Detail

7.1 Stage 1: Preliminary Associates

Purpose: Foundation and orientation. Learners understand SMIRD's vision, values and departments, begin the habit of self-examination, and build a personal development plan.

Duration and load: 8 weeks; 40 notional hours (about 5 hours per week: 2 hours facilitated session, 1.5 hours guided self-study, 1.5 hours practice and reflection).

Core modules

- P1. SMIRD vision, values and the Character, Virtue and Intelligence framework
- P2. The uniqueness of individuality: discovering purpose, abilities and responsibilities
- P3. Harmony and natural law: principles, cause and consequence
- P4. The purpose of education: from information to understanding and action
- P5. Digital foundations and the responsible use of Artificial Intelligence
- P6. Communication, teamwork and respectful dialogue
- P7. My personal development plan

Learning outcomes

By the end of the stage, the learner can explain the Character, Virtue and Intelligence framework; describe their own strengths, gaps and goals; use basic digital tools responsibly; and commit to specific habits and one practical act of service.

Assessment emphasis: short knowledge quizzes, a reflective journal, a digital skills demonstration and a personal development plan with one service act.

7.2 Stage 2: Advanced Associates

Purpose: Deeper learning and personal application. Learners practise SMIRD principles in daily life, work and relationships, and acquire core thinking, digital and management skills.

Duration and load: 8 weeks; 80 notional hours, including a 20-hour community service practicum.

Core modules

- A1. Character in practice: habits, integrity and self-mastery
- A2. Virtue in relationships: respect, conflict resolution and peaceful coexistence
- A3. Critical thinking and problem-solving
- A4. Digital productivity, online collaboration and basic data skills
- A5. Introduction to project and organisational management
- A6. Research basics and the use of evidence
- A7. Community service practicum (20 hours)

Learning outcomes

The learner can apply a structured approach to a simple problem, work effectively in a team, use productivity and collaboration tools, plan a small activity, and show consistent conduct in the service practicum.

Assessment emphasis: knowledge tests, conduct portfolio with mentor review, a practical task in digital and management skills, and a documented service practicum.

7.3 Stage 3: Pre-Fellows

Purpose: Preparation for advanced development through guided learning, practical assignments and collaboration, with a stronger understanding of responsibilities within SMIRD.

Duration and load: 8 weeks; 120 notional hours, including a team-based applied project.

Core modules

- F1. Applied ethics and leadership
- F2. Project design and monitoring, evaluation, accountability and learning (MEAL) basics
- F3. Research methods for community problems
- F4. Digital tools for impact: data, communication and collaboration
- F5. Entrepreneurship and enterprise fundamentals
- F6. Mentoring and facilitation skills
- F7. Team applied project addressing a real community need

Learning outcomes

The learner can design and manage a small project with a work plan and indicators, gather and interpret basic evidence, work ethically within a team, and mentor a newer member.

Assessment emphasis: applied project (largest weighting), research task, practical demonstration, conduct portfolio and knowledge assessment.

7.4 Stage 4: Full Fellows

Purpose: Deeper competence, professionalism, applied learning and accountability, so that Fellows can contribute effectively to SMIRD programmes and wider community development objectives.

Duration and load: 12 weeks; 240 notional hours, including a supervised capstone project.

Core modules

- S1. Professional practice, accountability and governance
- S2. Strategic planning and organisational leadership
- S3. Advanced applied research and evidence-based problem-solving
- S4. Financial literacy, budgeting and resource mobilisation
- S5. Facilitation and training delivery
- S6. Capstone: a supervised community or industry project with a written report and presentation

Learning outcomes

The learner can plan, deliver and evaluate a substantive project; prepare a credible proposal and budget; analyse evidence and report findings; and facilitate a learning session to a professional standard.

Assessment emphasis: capstone project and defence (largest weighting), facilitation observation, practical tasks, conduct portfolio and knowledge assessments.

7.5 Stage 5: Ambassadorial College

Purpose: A leadership and service-oriented stage that prepares suitable members to represent SMIRD's values responsibly, support programmes, promote peaceful coexistence, facilitate learning and contribute to the organisation's mission. Ambassadorial development is grounded in demonstrated character, relevant competence, ethical conduct and service.

Duration and load: 12 weeks; 180 notional hours, including at least 90 hours of supervised service.

Core modules

- M1. Ambassadorial ethics and responsible representation
- M2. Public communication and advocacy
- M3. Peacebuilding and conflict mediation
- M4. Programme support and facilitation practicum
- M5. Community partnership and stakeholder engagement
- M6. Service portfolio and peer mentoring of Associates

Learning outcomes

The Ambassador can represent SMIRD accurately and with integrity, mediate disagreements constructively, mentor Associates, support programme delivery, and maintain a verifiable service record.

Assessment emphasis: service portfolio and panel review (largest weighting), conduct portfolio with continuing review, communication and mediation demonstrations.

8.0 Curriculum Map by Department

The table shows how each department contributes at every stage, so that funders can see how the four departments operate as one integrated pathway.

Department	Preliminary	Advanced	Pre-Fellows	Full Fellows	Ambassadorial
Character, Virtue and Intelligence	Framework, purpose, harmony	Habits, integrity, conflict resolution	Applied ethics and leadership	Professional practice and accountability	Ambassadorial ethics, peacebuilding
Digital Skills Acquisition	Digital foundations, responsible AI	Productivity, collaboration, data basics	Digital tools for impact	Digital tools in the capstone	Digital communication and advocacy
Organization Management	Teamwork, communication	Intro to project management	Project design, MEAL, enterprise	Strategy, finance, resource mobilisation	Stakeholder engagement, programme support
Experiential Learning and Applied Research	Personal plan, one service act	Research basics, 20-hour practicum	Research methods, team applied project	Advanced research, capstone	Service portfolio, mentoring

9.0 Delivery Methodology

9.1 Blended and cohort-based delivery

Training is delivered through cohorts, combining in-person sessions, online learning, mentoring and practical assignments. Low-bandwidth and printed options are available so that connectivity does not exclude learners.

Element	Standard
Cohort size	25 to 30 learners per cohort for facilitated sessions
Facilitator ratio	One lead facilitator per cohort, supported by a mentor for every 10 learners
Session format	Short input, discussion, practice and reflection; learners are active participants
Mentoring	Each learner is assigned a mentor who meets with them at least every two weeks and reviews the conduct portfolio
Practical learning	Practicums, applied projects, field visits and community service built into every stage
Learning materials	Learner handbooks, session guides, digital resources and case studies, aligned with the Learner Code of Conduct
Language and accessibility	Delivery in relevant local languages with plain-language materials and reasonable adjustments

9.2 Learner support

- Induction and orientation at the start of each stage.
- Learning support and remedial sessions for learners at risk of falling behind.
- Pastoral support through mentors and the Learner Affairs Office.
- Referral to the Character Clinic where a learner needs specialised support (Section 13).
- A complaints and feedback channel that learners can use confidentially.

10.0 Assessment Framework

10.1 Assessment principles

- **Valid:** assessments measure the stated learning outcomes.
- **Reliable and fair:** the same standards and rubrics apply to all learners, with moderation of marking.
- **Transparent:** learners receive assessment criteria at the start of each stage.
- **Balanced:** knowledge, skills, character and applied output are all assessed.
- **Developmental:** feedback is given to help learners improve, not only to grade them.

10.2 Assessment components and weightings

Component	Prelim.	Advanced	Pre-Fellows	Full Fellows	Ambass.
Knowledge assessments (quizzes, tests, written work)	30%	30%	20%	15%	10%
Character and conduct portfolio (reflective journal, mentor and peer reviews, conduct record)	30%	25%	20%	15%	20%
Practical skills demonstration	20%	20%	20%	20%	10%
Applied service, project or capstone output	20%	25%	40%	50%	60%
Total	**100%**	**100%**	**100%**	**100%**	**100%**

10.3 Pass requirements

To pass a stage, a learner must meet **all** of the following:

1. An overall score of at least 60%.
2. A minimum of 50% in each of the four components.
3. A rating of Satisfactory or above in the character and conduct portfolio, which is a mandatory gateway.
4. Attendance of at least 80% of scheduled sessions, with documented reasons for any absence.
5. Submission of all required practical and project outputs.
6. No unresolved disciplinary or safeguarding finding.

10.4 Grading scale

Grade	Score	Meaning
Distinction	80 to 100%	Outstanding performance across all components
Merit	70 to 79%	Strong, consistent performance

Grade	Score	Meaning
Pass	60 to 69%	Required standard met
Referral	50 to 59%	Close to the standard; one resit or resubmission is permitted within 6 weeks
Fail	Below 50%	Standard not met; the learner repeats the relevant component or stage

10.5 Assessment integrity, moderation and appeals

- Plagiarism, impersonation, falsification of service records and cheating are serious breaches handled under the disciplinary procedure.
- A second marker reviews a sample of at least 20% of scripts and portfolios per cohort, with all borderline and distinction cases reviewed.
- Capstone projects and Ambassadorial reviews are assessed by a panel including at least one external member.
- Learners may appeal an assessment result within 14 days. Appeals are reviewed by a panel that did not take part in the original decision.

11.0 Progression, Certification and Recognition

11.1 Progression rules

1. Learners must complete stages in sequence. A stage may not be skipped, except through recognition of prior learning (Section 11.3).
2. Progression requires a Pass or higher and satisfaction of the eligibility criteria for the next stage.
3. A learner who earns a Referral grade may resit or resubmit once within 6 weeks. If the resit is passed, the learner is recorded with a Pass.
4. A learner who fails a stage may repeat it once, with the next annual cohort. A second failure requires a review panel to decide whether the learner may continue, take a break or be advised to follow another route.
5. Deferral of up to 12 months is permitted for documented reasons such as illness, family emergency or relocation. Deferral does not count as failure. A deferring learner rejoins the same stage in the next annual cohort.
6. Learners who withdraw may be readmitted within 24 months, subject to eligibility and capacity.
7. The maximum period to complete a single stage, including approved deferrals, is twice the standard duration.

11.2 Certification

Award	Requirement	Issued by
Preliminary Associate Certificate	Pass in Stage 1	Training and Quality Council
Advanced Associate Certificate	Pass in Stage 2 including the service practicum	Training and Quality Council
Pre-Fellowship Certificate	Pass in Stage 3 including the applied project	Training and Quality Council
Fellowship Certificate	Pass in Stage 4 including the capstone defence	Training and Quality Council
Ambassadorial Commission and Certificate	Pass in Stage 5, panel approval and an oath of office	Board of Directors on the recommendation of the Council

Certificates carry a unique serial number, the grade and a verification reference so that employers and partners can confirm authenticity.

11.3 Recognition of prior learning

Applicants with substantial relevant prior learning or experience may apply for recognition of prior learning, evidenced by documents, a portfolio and an assessment interview. Recognition may

exempt a learner from specified modules in Stages 1 and 2 only. Character and conduct requirements, the practicum and all capstone requirements cannot be waived.

11.4 Conduct, suspension and withdrawal of titles

- All learners and titleholders are bound by the Learner Code of Conduct (Annex A).
- Alleged breaches are investigated fairly, with the right to be heard and to appeal.
- Sanctions range from a written warning to suspension, to withdrawal of a certificate or title for serious misconduct such as fraud, abuse or conduct that brings the organisation into disrepute.
- Safeguarding concerns are handled under Section 15 and may require immediate protective action.

12.0 365:52 Continuous Learning Media Programme

12.1 Concept and purpose

365:52 is SMIRD's year-round media programme. It runs on media for **365 days and 52 weeks of the year**, with a daily learning touchpoint and a weekly anchor programme. Its purpose is to keep learners informed and engaged after they complete a stage or the whole programme, to reinforce good habits, and to extend SMIRD's teaching to the wider public.

Objectives

- Reinforce learning and sustain good habits after formal training ends.
- Keep alumni connected to SMIRD, to one another and to opportunities for service.
- Prepare prospective learners and widen public understanding of Character, Virtue and Intelligence.
- Provide a trusted, accessible source of practical guidance on character, skills, work and community life.
- Give partners and sponsors a credible, values-aligned channel to reach communities.

12.2 Channels

Channel	Use
Radio and community radio	Weekly anchor programme and daily short features; reaches low-connectivity audiences
Television or partner broadcast	Periodic special programmes and recorded highlights
Online video and podcast	Full weekly episodes available on demand
Social media	Daily principle posts, short clips, polls and challenges
Messaging broadcast lists	Daily message and weekly challenge delivered by text, audio or image for low-bandwidth use
Live community sessions	Monthly interactive sessions and quarterly alumni convenings

12.3 Programme architecture

Rhythm	Format	Description
Daily (365)	3 to 5 minutes	The Daily Principle: one idea, one question and one practice for the day, in audio, text or graphic form
Weekly (52)	30 to 45 minutes	The Weekly Anchor: a talk, a real-life case, listener questions and a weekly challenge
Monthly	60 minutes	A live community session linked to the monthly theme, with Q&A and guest practitioners

Rhythm	Format	Description
Quarterly	Half day	Alumni convening: sharing results, service stories, recognition and networking
Annually	One day	Review and renewal event, publication of an annual learning and impact report

12.4 Annual content calendar

The year is organised into thirteen four-week cycles, so that all 52 weeks are planned. Each cycle has a theme linked to the curriculum, and each week has a focus.

Cycle	Theme	Weekly focus (Weeks 1 to 4 of the cycle)
1	Purpose and self-awareness	Know yourself; your unique assignment; strengths and gaps; setting goals
2	Character	Honesty; discipline; responsibility; dependability
3	Virtue	Respect; compassion; justice and fairness; moral courage
4	Intelligence and thinking	Asking better questions; evidence and facts; sound decisions; learning from mistakes
5	Harmony and natural law	Cause and consequence; thoughts and habits; harmony with others; harmony with purpose
6	Digital skills	Digital safety; productivity tools; responsible use of AI; data and online collaboration
7	Work and enterprise	Work readiness; entrepreneurship basics; money and financial literacy; ethics in business
8	Organisation management	Leadership; teamwork; project planning; accountability
9	Research and problem-solving	Identifying community problems; gathering evidence; designing solutions; sharing results
10	Peace and community	Conflict resolution; peaceful coexistence; civic responsibility; service and volunteering
11	Wellbeing and resilience	Managing pressure; resilience after setbacks; healthy relationships; seeking help, including the Character Clinic
12	Leadership and mentoring	Leading by example; mentoring others; communicating with integrity; building teams
13	Reflection and renewal	Reviewing the year; lessons learned; commitments for the coming year; service stories

12.5 Production and quality standards

- Scripts are developed by the curriculum team and approved by the Training and Quality Council before broadcast.

- Facts are verified before publication and sources are cited where appropriate.
- Content on mental health, self-harm and similar topics follows safe-messaging practice, avoids detailed descriptions of methods, and always signposts support, including the Character Clinic and local emergency services.
- Content is produced in relevant local languages and is accessible, for example with captions and transcripts.
- Partisan political messaging, harmful stereotypes and undisclosed commercial promotion are not permitted.
- Sponsorship is disclosed and does not influence editorial content.

12.6 Linking 365:52 to the learner pathway

- Each weekly challenge can be recorded in a learner's conduct portfolio as evidence of continuing practice.
- Alumni who complete a defined set of weekly challenges and sessions in a year receive a 365:52 Engagement Recognition, which counts towards good standing.
- Listeners who request support are directed to mentors, the admissions team or the Character Clinic.
- Feedback from listeners informs future content and curriculum revision.

12.7 Performance measures

Measure	Evidence
Reach	Estimated audience by channel, from broadcaster data and platform analytics
Engagement	Messages, calls, comments, challenge completions and live session attendance
Alumni retention	Share of graduates active in 365:52 at 6 and 12 months
Applied learning	Self-reported behaviour and practice changes from periodic listener and alumni surveys
Referral	Number of listeners referred to training and the Character Clinic
Content quality	Review scores from the Training and Quality Council and audience feedback

13.0 The Character Clinic

13.1 Purpose

The Character Clinic is a specialised support service for people who face serious character, behavioural or emotional difficulties that the standard training cannot adequately address, including people experiencing depression or other significant emotional distress. It gives structured coaching, mentoring, accountability and referral so that people receive the right level of help and are supported back into learning and community life.

> **Scope and limits.** The Character Clinic provides character coaching, mentoring, structured support and referral. It does not replace medical or psychological treatment. Diagnosis and treatment are provided only by appropriately licensed professionals, and SMIRD staff and volunteers do not diagnose or treat clinical conditions.

13.2 Who can use the Clinic

- SMIRD learners and alumni at any stage, through self-referral or referral by a mentor or facilitator.
- Community members and partner organisations' clients, through referral and subject to capacity.
- People who have been affected by persistent conduct challenges, such as chronic dishonesty, uncontrolled anger, harmful habits or repeated breakdown of relationships.
- People experiencing low mood, hopelessness, withdrawal or significant stress who want support alongside, or on the way to, professional care.

Participation is voluntary. Use of the Clinic never disadvantages a learner: attendance at Clinic sessions counts as authorised absence, and learners may defer a stage without penalty while receiving support.

13.3 Service model

Tier	Service	Duration and format
Tier 1: Character Coaching Circles	Small-group coaching on habits, integrity, anger, responsibility and relationships	6 weekly sessions of 90 minutes; groups of 8 to 12; facilitated by a trained Character Coach
Tier 2: Intensive Character Support	Individual coaching and mentoring with a personal action plan and an accountability partner	8 to 12 weekly sessions of 60 minutes, reviewed at the midpoint; delivered under supervision of the Clinic Lead
Tier 3: Referral and Crisis Response	Warm hand-over to licensed mental health, medical or social services; immediate crisis response where there is risk of harm	As needed. SMIRD continues non-clinical support with the person's consent

Tier	Service	Duration and format
Aftercare	Check-ins, peer circles and re-entry into the learner pathway; ongoing support through 365:52	Monthly check-ins for 3 months after exit

13.4 Clinic process

1. **Referral:** self-referral or referral through a mentor, facilitator or partner using a confidential referral form.
2. **Intake and screening:** a confidential conversation within 5 working days to understand needs, expectations and risk. Where risk is indicated, a same-day risk response is triggered.
3. **Consent:** the person is informed about what the Clinic offers, how information is used, and the limits of confidentiality, and gives informed consent. Parental or guardian consent applies to minors.
4. **Allocation:** the Clinic Lead assigns the appropriate tier, or refers directly to a licensed professional where needed.
5. **Support plan:** goals, sessions and responsibilities agreed with the person.
6. **Review:** midpoint review of progress and whether the tier remains appropriate.
7. **Exit and aftercare:** a closing review, a plan for continued practice and scheduled check-ins.

13.5 Staffing and supervision

Role	Requirements
Clinic Lead	A licensed psychologist, counsellor, social worker or equivalent practitioner registered with the relevant national professional body
Character Coaches	Trained in coaching, active listening, boundaries, safeguarding and referral; supervised regularly by the Clinic Lead
Peer supporters	Carefully selected alumni trained in basic support and boundaries; they do not handle risk or clinical matters and work under supervision
Referral partners	Licensed clinics, hospitals, counselling services, social welfare and emergency services with agreed referral arrangements

13.6 Safeguards

- **Confidentiality:** information is shared only with those who need it and with consent, except where there is a risk of serious harm or a legal duty to report. People are told this at the start.
- **Crisis protocol:** if a person indicates a risk of harm to themselves or others, staff stay with them, do not leave them alone, contact emergency services or the nearest appropriate crisis service, inform the Clinic Lead immediately and document the action taken.
- **Safe practice:** staff work within their competence, do not offer diagnoses, do not promise cures and never discourage a person from seeking or continuing medical care.

- **Boundaries:** one-to-one sessions follow organisational rules on venue, record-keeping and professional conduct; no personal or financial relationships with clients.
- **Record-keeping:** minimal, secure, access-controlled records kept in line with applicable data protection law.
- **Staff wellbeing:** regular supervision and debriefing for Clinic staff.

13.7 Outcomes and evaluation

- Goal attainment against the person's own support plan.
- Self-reported wellbeing and functioning measured with suitable standard tools administered by qualified staff, at intake, midpoint and exit.
- Attendance, completion and satisfaction rates.
- Referral completion: the share of people referred to professional care who accessed it.
- Re-engagement with learning, work or community activity after exit.
- Safety indicators, including any incidents and the speed and adequacy of response.

Results are reported to funders in aggregate and anonymised form and never in a way that could identify an individual.

14.0 Facilitators and Quality Assurance

14.1 Facilitator standards

Role	Minimum requirements
Lead facilitator	Relevant qualification or demonstrated expertise in the subject, completion of SMIRD's Training of Trainers programme, safeguarding training, and a record of integrity confirmed by references
Mentor	Fellow or Ambassador in good standing, or an experienced professional, trained in mentoring, confidentiality and safeguarding
Guest practitioner	Recognised practitioner in a relevant field, briefed on the Code of Conduct and supervised by a lead facilitator
Assessor and moderator	Trained in the assessment rubrics; moderators are independent of the cohort being assessed

14.2 Training of Trainers

All facilitators complete an induction covering the SMIRD framework, adult learning methods, assessment practice, safeguarding, inclusion and the Code of Conduct, followed by observed teaching and annual refresher training.

14.3 Quality assurance cycle

- Observation of sessions by the Training and Quality Council or its delegates at least once per cohort.
- Anonymous learner feedback collected at mid-stage and at the end of each stage.
- Moderation of assessments, as set out in Section 10.5.
- Annual review of the curriculum against learner results, tracer findings and changes in community and industry needs.
- Corrective action plans where quality standards are not met, followed by re-inspection.

15.0 Safeguarding, Ethics and Data Protection

15.1 Safeguarding

- A written Safeguarding Policy applies to all learners, staff, volunteers and partners, with particular attention to children and adults at risk.
- A designated Safeguarding Lead receives and manages concerns and reports to the Board.
- Staff and volunteers who work with learners are screened, trained and bound by the Code of Conduct.
- Learners under 18 are taught only with parental or guardian consent and under additional protective arrangements.
- Concerns can be raised confidentially through multiple channels, and retaliation against anyone who raises a concern in good faith is prohibited.
- Serious concerns are reported to the relevant authorities as required by law.

15.2 Ethics and integrity

- SMIRD maintains a zero-tolerance position on fraud, bribery, sexual exploitation and abuse, harassment and discrimination.
- Funds are managed under written financial controls with annual independent audit.
- Conflicts of interest are declared and managed.
- Learners are never required to pay for grades, certificates or titles.

15.3 Data protection

- Personal data is collected only for stated purposes, kept secure, and retained only as long as needed, in line with applicable data protection law.
- Sensitive information, including Clinic records, has restricted access.
- Learner stories and images used in reports or media require informed written consent.
- Data shared with funders and evaluators is aggregated or anonymised unless explicit consent is given.

16.0 Governance and Management

Body or role	Responsibilities
Board of Directors	Approves these guidelines and major changes, oversees finances, risk and safeguarding, and awards Ambassadorial Commissions
Executive leadership	Directs day-to-day delivery, partnerships, fundraising and reporting
Training and Quality Council	Maintains the curriculum and assessment standards, approves 365:52 content, oversees moderation and issues certificates
Department Heads (four departments)	Lead curriculum design and delivery in their department and ensure integration across the pathway
Admissions Committee	Applies eligibility and admission criteria and decides on admissions and reviews
Learner Affairs and Welfare Office	Manages attendance, conduct, complaints, deferrals and learner support
Safeguarding Lead	Oversees safeguarding, training and the management of concerns
Character Clinic Lead	Directs the Clinic, supervises coaches and manages referral partnerships
Media Unit (365:52)	Produces and distributes content in line with editorial standards
MEAL Unit	Designs the results framework, collects and analyses data, and prepares reports

These guidelines are reviewed after the pilot cycle and at least every two years thereafter. Amendments are approved by the Board on the recommendation of the Training and Quality Council.

17.0 Monitoring, Evaluation, Accountability and Learning (MEAL)

17.1 Approach

SMIRD uses a results-based MEAL framework designed to meet the reporting needs of grantors while supporting continuous improvement. Targets are set for each funded cycle after a baseline is established and agreed with the funder. The framework below defines what is measured and how.

17.2 Results framework

Level	Indicator	Means of verification	Frequency
Output	Number of learners enrolled, by stage, sex, age and disability status	Enrolment register	Per cohort
Output	Attendance and completion rates by stage	Attendance records, assessment results	Per cohort
Output	Number of facilitators and mentors trained	Training records	Quarterly
Output	Number of service practicums, applied projects and capstones completed	Project reports, assessment panels	Per cohort
Output	Number of 365:52 episodes and daily messages produced and broadcast	Production and broadcast logs	Monthly
Output	Number of people supported by the Character Clinic, by tier	Anonymised Clinic register	Quarterly
Outcome	Share of learners meeting the competence standard (Pass or above)	Assessment results	Per cohort
Outcome	Change in character and conduct portfolio ratings between start and end of stage	Portfolio rubric scores	Per cohort
Outcome	Share of graduates applying skills in work, enterprise, study or service	Tracer survey	6 and 12 months after completion
Outcome	Number of community beneficiaries reached by learner projects	Project reports, verification visits	Per cohort
Outcome	365:52 reach, engagement and alumni retention	Broadcaster and platform data, surveys	Quarterly
Outcome	Clinic goal attainment and referral completion	Support plan reviews, referral follow-up	Per case and quarterly
Impact	Alumni contribution to livelihoods, civic participation and community problem-solving	Independent evaluation, case studies, Most Significant Change stories	Mid-term and end-of-grant

17.3 Methods

- **Baseline, midline and endline:** self-assessment and facilitator rating on the character and conduct rubric and skills inventories at the start, middle and end of each stage.
- **Tracer studies:** follow-up of graduates at 6 and 12 months.
- **Qualitative evidence:** focus group discussions, key informant interviews and Most Significant Change stories.
- **Disaggregation:** all participant data by sex, age, disability status and location where appropriate.
- **Data quality:** standard tools, trained enumerators, spot checks and secure data storage.
- **Independent evaluation:** a mid-term review and an end-of-grant evaluation by an external evaluator for multi-year funding.

17.4 Accountability and learning

- A feedback and complaints mechanism open to learners, listeners and communities, with a published response time.
- Quarterly learning reviews where staff and mentors examine results and agree adjustments.
- Adaptive management: curriculum, delivery and targets are revised when evidence shows a need.
- Reporting to funders: a quarterly narrative and financial update, an annual report and an end-of-grant report, in the format each funder requires.

18.0 Risk Management

Risk	Mitigation
Low enrolment or high dropout	Targeted outreach, flexible scheduling, mentor follow-up, early-warning system based on attendance, and deferral options
Variable facilitator quality	Training of Trainers, observation, moderation and feedback-based improvement
Safeguarding incident	Safeguarding policy, screening, training, confidential reporting and rapid response
Harm to vulnerable participants in the Clinic	Licensed Clinic Lead, clear scope limits, crisis protocol, referral partnerships and regular supervision
Funding gaps	Diversified funding, phased expansion, multi-year agreements and low-cost media distribution
Limited connectivity and media reach	Radio and messaging channels, offline materials and community listening groups
Misuse or devaluation of certificates and titles	Verified serial numbers, published withdrawal rules and public verification
Data breach or loss of confidentiality	Access controls, encryption, staff training and incident response plan
Perception that the programme promotes a particular belief or agenda	Non-coercive, inclusive framing; open admission; editorial standards; clear policy on political neutrality
Weak measurement	Dedicated MEAL Unit, clear indicators, baseline data and external evaluation

19.0 Resource Strategy and Sustainability

19.1 Main cost categories

- Curriculum development and review
- Facilitators, mentors and assessors
- Learner materials and digital learning platform
- 365:52 production, airtime and distribution
- Character Clinic professionals, supervision and referral support
- MEAL, evaluation and reporting
- Safeguarding, training and quality assurance
- Learner scholarships and access support
- Administration and governance

Detailed budgets are prepared for each funded cycle and proposal, based on cohort numbers, delivery locations and the components selected by the funder.

19.2 Funding and sustainability approach

- **Grants and institutional funding** for cohorts, scholarships, 365:52 seasons, the Character Clinic and evaluation.
- **Partner and corporate support** through sponsorship of programme components, in-kind contributions of venues, studios and airtime, and employee volunteering.
- **Learner contributions** on a sliding scale, with fee waivers for those who cannot pay.
- **Earned income** from training, consultancy and organisational management services offered by trained members, reinvested in the mission.
- **Volunteer and alumni contributions**, with Ambassadors and Fellows mentoring and facilitating, which increases reach and reduces unit costs over time.

19.3 Value for money

The programme builds value for money by using shared curriculum assets across cohorts, low-cost media distribution, a tiered mentor and alumni model, and the integration of training, practice and community service in the same activities.

20.0 Partnership and Funding Opportunities

Partner type	Ways to partner	What partners receive
Funders and grantors	Fund a cohort, a stage, scholarships, a 365:52 season, the Character Clinic or the MEAL and evaluation component	Results reporting against agreed indicators, learner and community stories, visibility in line with the agreement, and access to evaluation findings
Corporate and employer partners	Sponsor components, provide mentors, internships, placements and in-kind support	Access to trained, ethical talent; reputation benefits; opportunity to shape practical content
Education and training institutions	Recognise SMIRD certificates, share facilities, co-deliver modules and support research	Joint programmes, research outputs and access to community projects
Media partners	Provide airtime, studios and distribution for 365:52	Quality, values-aligned content and community reach
Health and social service providers	Offer referral services and professional supervision to the Character Clinic	Well-governed referral pathway and public-benefit recognition
Community and faith-based organisations	Host cohorts, nominate learners and support service projects	Trained members, community projects and local capacity
Research partners	Collaborate on evaluation, tracer studies and applied research	Data, case material and joint publication opportunities

20.1 Commitments to partners

- Funds will be used only for agreed purposes and reported transparently.
- Progress and financial reports will be provided on the agreed schedule.
- Partners may visit programmes and speak with learners, subject to safeguarding and consent.
- Challenges and lessons learned will be shared openly, including when results fall short of targets.
- Partners' branding will be used only as agreed.

21.0 Implementation Roadmap

Phase	Timeline	Key activities
Phase 0: Foundation	Months 1 to 3	Board approval of the guidelines; finalise curriculum and rubrics; recruit and train facilitators and mentors; set up the learning platform and MEAL baseline; confirm Clinic Lead and referral partners; secure media partners
Phase 1: First cohort	Months 4 to 15	Admit and run the first cohort through the full 48-week pathway; launch an initial 365:52 season; soft launch of the Character Clinic with Tier 1 and Tier 3; collect baseline, midline and endline data
Phase 2: Consolidation	Months 16 to 27	Admit the second annual cohort; launch full Tier 2 Clinic services; complete the first tracer survey; commission a mid-term evaluation; revise the curriculum and these guidelines
Phase 3: Scale	Months 28 to 39	Run larger annual cohorts across more locations; strengthen the Ambassadorial College with alumni as mentors; expand partnerships and geographic reach; complete the end-of-phase evaluation and publish an impact report

Annex A: Learner Code of Conduct

As a SMIRD learner or titleholder, I agree to:

1. Be honest in my words, work and records, and never cheat, plagiarise or falsify information.
2. Respect the dignity and individuality of every person, and not discriminate, harass, bully or abuse.
3. Attend sessions punctually and complete assignments responsibly.
4. Respect confidentiality, including the privacy of fellow learners and any person I serve.
5. Use technology, social media and Artificial Intelligence responsibly and lawfully.
6. Protect children and vulnerable people, and report any safeguarding concern immediately.
7. Resolve disagreements peacefully and constructively.
8. Represent SMIRD accurately and refrain from conduct that brings it into disrepute.
9. Use my title only as authorised and only for service, never for personal gain or undue influence.
10. Accept fair correction, seek help when I need it, and keep learning from my mistakes.

Annex B: Character and Conduct Portfolio Rubric

The portfolio is rated against five criteria using evidence from the reflective journal, mentor review, peer review and the service record. A rating of Satisfactory or above is required in every stage.

Criterion	Emerging	Developing	Proficient	Exemplary
Integrity	Inconsistent honesty; needs frequent reminders	Generally honest; occasional lapses acknowledged	Consistently honest and transparent	Models integrity and encourages it in others
Responsibility	Often late or incomplete	Meets most commitments with reminders	Reliably fulfils commitments	Takes initiative and accepts accountability for outcomes
Respect	Occasionally dismissive of others	Mostly respectful; learning to handle disagreement	Treats all people with respect, including in disagreement	Builds trust and resolves tension constructively
Self-discipline	Limited evidence of habit change	Some consistent habits forming	Sustains chosen habits over time	Demonstrates self-mastery and helps others to develop habits
Service	Little or no service	Participates in service when invited	Plans and completes service activities	Leads service that benefits others and builds capacity

Rating guide: Unsatisfactory (mostly Emerging), Satisfactory (mostly Developing or above), Good (mostly Proficient), Outstanding (mostly Exemplary).

Annex C: Progression Checklist

Requirement	Met	Not met	Evidence
Eligibility criteria for the stage satisfied			
Attendance of at least 80% recorded			
Overall score of at least 60%			
Minimum 50% in each component			
Character and conduct portfolio rated Satisfactory or above			
All practical and project outputs submitted			
No unresolved disciplinary or safeguarding finding			
Mentor recommendation received (where required)			
Next-stage eligibility confirmed by the Admissions Committee			

Annex D: Character Clinic Referral Pathway

Step	Action	Responsible	Timeframe
1	Referral received through form, mentor or self-referral	Referrer or person	Any time
2	Risk check on first contact; crisis protocol if risk is indicated	Trained staff member	Same day
3	Intake and screening conversation; informed consent	Character Coach or Clinic Lead	Within 5 working days
4	Allocation to Tier 1, Tier 2 or referral to licensed services	Clinic Lead	Within 2 working days of intake
5	Support plan agreed and sessions begin	Character Coach and person	Within 2 weeks of allocation
6	Midpoint review	Clinic Lead	Mid-way through sessions
7	Exit review and aftercare plan	Character Coach and person	At end of sessions
8	Aftercare check-ins	Character Coach or peer supporter	Monthly for 3 months

Approval and Review

Item	Details
Document	SMIRD Training Guidelines, Version 1.0
Status	Draft for approval by the Board of Directors
Owner	Training and Quality Council
Approved by	_____ Date: _____
Next review	After the pilot cycle, and at least every two years