

# Global Learning Programme

## **Policy and Programme of Study**

# Apprenticeship Global Learning Programme

## Policy statement

Our Apprentices are provided with opportunities to develop their understanding of a wider global curriculum to support them in taking a greater positive role within the world of work, delivering proactive leadership and supporting others.

## Curriculum aims

To provide learners with opportunities to develop their understanding and application in the workplace – relating specifically to:

- Safeguarding
- Prevent
- Fundamental British values
- Well-being
- Career guidance

## Methodology and approach

Sessions are to be delivered during Tripartite Review Meetings and other appropriate support sessions/calls and made referenced to on an on-going basis during the apprenticeship. Each session is geared towards promoting a holistic level of understanding around key areas of well-being, fundamental British values and safeguarding and how these can impact on the learner's behaviours, knowledge and skills within their workplace and extended lifestyles.

The learning outcomes are intended to be applied generically across the different apprenticeship programmes but made specific when relating to examples within the workplace. Questions should be used as prompts to open up discussions and to check that learners have completed their induction training and started to relate this to their apprenticeship. The question prompts below are a guide and not a definitive list, these should be adapted based on the conversation and outcomes as the session progresses.

Academics can capture this discussion within their Tripartite reviews. It would also be excellent practice to link aspects of the Global Learning Programme as evidence to their apprenticeship standards or assignment briefs where appropriate to demonstrate a holistic approach and provide context and relevance to their apprenticeship programme.

Links are included for extra research and exploration where required and are linked to appropriate relevant content to support the development of delivery and learning. These are not prescriptive and should be added to and shared centrally to enhance and support provision over time.

## Overview calendar – key themes and discussion areas

Month	Focus/topic	Title	Learning outcomes/context/prompts
Month 1	Health and safety	Safety at work	<p>For learners to remain safe in the workplace and support other colleagues within the environment.</p> <ul style="list-style-type: none"> <li>• Have you undertaken a course on health and safety?</li> <li>• Have you been taken through the office specific health and safety guidelines?</li> <li>• What were the main key points that you can draw from these?</li> <li>• Why is health and safety important within your working environment? What could be the impact to the business?</li> <li>• How could you support other colleagues within the office?</li> <li>• Have you had to make adjustments to health and safety in response to events/observations?</li> <li>• Any concerns/observations about health and safety in this location that you would like to share? Who would you share these with on a day-to-day basis?</li> </ul> <p>Link: <a href="http://www.hse.gov.uk/legislation">www.hse.gov.uk/legislation</a></p> <p>Case Study: <a href="http://www.hse.gov.uk/resources/casestudies.htm">www.hse.gov.uk/resources/casestudies.htm</a></p>
Month 2	Safeguarding	Post-course follow up	<p>To ensure that learners know the process to follow with any concerns or disclosures and to be able to identify signs where support may be required.</p> <ul style="list-style-type: none"> <li>• Have you completed the induction course on safeguarding?</li> <li>• Who would you contact if you any concerns or wanted to talk to someone about an issue to do with safeguarding?</li> <li>• What does safeguarding mean to you?</li> <li>• What key learning messages did you take from the course on Safeguarding?</li> </ul> <p>Link: <a href="http://www.virtual-college.co.uk/news/safeguarding/2017/11/safeguarding-in-the-workplace">www.virtual-college.co.uk/news/safeguarding/2017/11/safeguarding-in-the-workplace</a></p>
Month 3	British values	Equality and diversity	<p>To raise awareness of the importance of equality and diversity in the workplace and identify good practice across the industry.</p> <ul style="list-style-type: none"> <li>• What do you understand by the term Equality and Diversity?</li> <li>• In your opinion is ensuring equality and diversity important?</li> <li>• If you are/were a manager what strategies/styles of management would you use to promote this?</li> <li>• On a scale of 1-10 how important is ensuring equality</li> </ul>

			<p>and diversity to the business and why?</p> <ul style="list-style-type: none"> <li>• Have you ever experienced where equality and diversity was not ensured? How did this make you feel?</li> </ul> <p>Link: <a href="http://www.employment-studies.co.uk/what-we-know/equality-anddiversity?qclid=EAlalQobChMI15esqp_G2qIV0DLTCh0qfQhBEAAYAyAAEgLfvd_BwE">www.employment-studies.co.uk/what-we-know/equality-anddiversity?qclid=EAlalQobChMI15esqp_G2qIV0DLTCh0qfQhBEAAYAyAAEgLfvd_BwE</a></p> <p>Case study: <a href="http://www.pwc.co.uk/who-we-are/corporate-sustainability/opening-minds-diversity-case-study.html">www.pwc.co.uk/who-we-are/corporate-sustainability/opening-minds-diversity-case-study.html</a></p>
Month 4	Well-being	Mental health and stress	<p>To know how to take care of yourself during your weekly routine and busy periods. Top Tips.</p> <ul style="list-style-type: none"> <li>• Why is mental health a high priority in employment at the moment – what have you read/understand?</li> <li>• How does your business currently support the management of stress, workload and well-being?</li> <li>• What changes would you implement as a manager to improve supporting other colleagues with their well-being?</li> <li>• What would you like to see the company develop within this area?</li> <li>• How do you manage times of stress and busy periods?</li> <li>• As a manager what advice and guidance do you give to your team to support them?</li> </ul> <p>Link: <a href="http://www.acas.org.uk/index.aspx?articleid=1900">www.acas.org.uk/index.aspx?articleid=1900</a></p> <p>Case study: <a href="http://www.ft.com/video/be01d777-80e5-4de2-af41-e19dd34b8b48">www.ft.com/video/be01d777-80e5-4de2-af41-e19dd34b8b48</a></p>
Month 5	Prevent	Channel	<p>To be aware of the Prevent and Channel programmes.</p> <ul style="list-style-type: none"> <li>• What does the Prevent strategy mean to you?</li> <li>• As an employee what are the implications within the workplace?</li> <li>• As a manager what are the implications to your role and daily routine?</li> <li>• Have you heard of Channel – in relationship with Prevent? (Link)</li> <li>• What does radicalisation mean to you and what do you think are potential signs?</li> </ul> <p>Links: <a href="http://www.ltai.info/what-is-channel">www.ltai.info/what-is-channel</a></p> <p>Case study: (See Appendix 1)</p>
Month 6	British values	Respect and tolerance	<p>How respect and tolerance is demonstrated within the workplace and what could be the implications if people did not work in line with this.</p> <ul style="list-style-type: none"> <li>• What is the difference between respect and tolerance?</li> <li>• How can you ensure that you are creating a culture of respect within your work location?</li> <li>• Why is tolerance important – can you give any specific examples from your career so far?</li> <li>• What impact does developing a culture of respect and tolerance have on business reputation and development?</li> <li>• If you witnessed a colleague being subjected to a</li> </ul>

			<p>lack of respect what actions could you/would you take?</p> <ul style="list-style-type: none"> <li>As a manager or colleague in the workplace how would you role model and set the standard within your location?</li> </ul> <p>Link: <a href="http://smallbusiness.chron.com/tolerant-workplace-24838.html">http://smallbusiness.chron.com/tolerant-workplace-24838.html</a></p> <p>Case study: <a href="http://www.in-equilibrium.co.uk/tolerant-workplace-leads-benefits-including-bottom-line">www.in-equilibrium.co.uk/tolerant-workplace-leads-benefits-including-bottom-line</a></p>
Month 7	Wellbeing	Looking after you	<p>Reflection session following on from Month 4 evaluating stress and development of strategies...</p> <ul style="list-style-type: none"> <li>What does work life balance mean to you?</li> <li>How important out of 10 is maintaining a work life balance?</li> <li>Where are you now – 10 being purely work and 1 being purely social and family put yourself on the scale between 1-10. Are you happy with this position?</li> <li>What the implications to the business of work life balance for its employees? What potential risks and benefits are there?</li> <li>Since our previous session on mental health and wellbeing have you changed any strategies? Reflected on your current ones?</li> </ul> <p>Link: <a href="http://www.reed.co.uk/career-advice/five-benefits-of-work-life-balance">www.reed.co.uk/career-advice/five-benefits-of-work-life-balance</a></p> <p>Case study: <a href="http://www.theguardian.com/lifeandstyle/2014/nov/07/ten-tips-for-a-better-work-life-balance">www.theguardian.com/lifeandstyle/2014/nov/07/ten-tips-for-a-better-work-life-balance</a></p>
Month 8	British values	Democracy	<p>Evaluating what role democracy plays within the workplace and the value of inclusion through a variety of opportunities.</p> <ul style="list-style-type: none"> <li>Are you given opportunities to share your opinions in your role?</li> <li>What skills/approached to you/would you use to convey your opinion?</li> <li>Have you set up/facilitated opportunities to gather other colleagues/clients/candidates' views (formally or informally)?</li> <li>Do you feel that democracy adds value to the business? Examples...</li> <li>Are there times when democracy is not appropriate for the business?</li> </ul> <p>Link: <a href="http://www.forbes.com/sites/glennllopi/2011/05/16/corporations-must-bring-democracy-into-the-workplace-a-conversation-with-worldblu-hcl-technologies-and-groupon/#75eb15b43979">www.forbes.com/sites/glennllopi/2011/05/16/corporations-must-bring-democracy-into-the-workplace-a-conversation-with-worldblu-hcl-technologies-and-groupon/#75eb15b43979</a></p>
Month 9	British values	Individual liberty	<p>To review liberty of those persons who are free from external restraint as long as it does not negatively affect others.</p> <ul style="list-style-type: none"> <li>How might exercising your liberty develop the business?</li> <li>What considerations do you need to have when exercising your liberty in the workplace?</li> </ul>

			<ul style="list-style-type: none"> <li>• Have you observed/managed any negative or positive examples of this?</li> </ul> <p>Definition of individual liberty: the liberty of those persons who are free from external restraint in the exercise of those rights which are considered to be outside the province of a government to control — compare civil liberty, political liberty.</p>
Month 10	Progress	Employability skills review	<p>To evaluate learning gains within employability skills – promote self- review and link to examples of impact within the workplace.</p> <ul style="list-style-type: none"> <li>• Since starting the Apprenticeship what specific skills/characteristics do you feel that you have developed the most?</li> <li>• How has your Apprenticeship developed your confidence in the workplace?</li> <li>• If you were to apply again now for the course how would your CV differ in relation to skills and strengths?</li> <li>• What have been the benefits to yourself and the business in your development? (Opportunities, profit, bonus etc.)</li> <li>• As a manager what experiences have you had that have required you to utilise the theory and skills that you have gained over the programme?</li> <li>• Rank your top 5 strengths – how do you know?</li> <li>• Rank your top 5 areas for development – set a target for two of them.</li> </ul> <p>•</p> <p>Link: <a href="http://www.kent.ac.uk/careers/sk/top-ten-skills.htm">www.kent.ac.uk/careers/sk/top-ten-skills.htm</a></p> <p>Case study: <a href="http://www.stem.org.uk/resources/elibrary/resource/418157/top-ten-employability-skills">www.stem.org.uk/resources/elibrary/resource/418157/top-ten-employability-skills</a></p>
Month 10	British values	Rule of law	<p>To develop an awareness of how the rule of law impacts on the business and guides policies and practice to safeguard all stakeholders.</p> <ul style="list-style-type: none"> <li>• Why do businesses have policies? Are they important?</li> <li>• How does the law impact upon: <ul style="list-style-type: none"> <li>○ The business as a whole?</li> <li>○ Your specific role in the business?</li> </ul> </li> <li>• Do you know of any negative case studies within your business area of people being prosecuted for wrong-doing?</li> <li>• Why should the rule of law be applied within the workplace? What does it safeguard?</li> <li>• What 3 main steps do current policies address to keep you safe from breaking the law? (GDPR etc.)</li> </ul> <p>Link: <a href="https://content.wisestep.com/important-follow-rules-procedures-work">https://content.wisestep.com/important-follow-rules-procedures-work</a></p> <p>Case study: <a href="http://smallbusiness.chron.com/importance-obeying- rules-regulations-workplace-18690.html">http://smallbusiness.chron.com/importance-obeying- rules-regulations-workplace-18690.html</a></p>
Month 11	Wellbeing	Personal finance	<p>To be able to adjust and manage personal finance, linked to wellbeing.</p> <ul style="list-style-type: none"> <li>• Without disclosing detail how good are you at</li> </ul>

			<p>managing your finances? – Scale of 1-10 (10 being amazing).</p> <ul style="list-style-type: none"> <li>• As a manager have you ever supported a colleague with the personal finance management?</li> <li>• How does personal finance impact on your wellbeing?</li> <li>• Budgeting is a key component to personal finance are you a planner or a spender?</li> <li>• Martin Lewis – ever seen it? Ever used some of his tips?</li> </ul> <p>Links:  <a href="http://www.blueshorefinancial.com/ToolsAdvice/Articles/FinancialPlanning/TenReasonsWhyFinancialPlanningIsImportant">www.blueshorefinancial.com/ToolsAdvice/Articles/FinancialPlanning/TenReasonsWhyFinancialPlanningIsImportant</a></p> <p>Case Study: <a href="https://wealthfit.com/blog/personal-finance-entrepreneurial-success">https://wealthfit.com/blog/personal-finance-entrepreneurial-success</a></p>
Month 12	Information and guidance	Careers and aspirations	<p>To reflect and identify aspirations and future goals within the industry and beyond.</p> <ul style="list-style-type: none"> <li>• After completing 12 months of your apprenticeship have your career aspirations/goals changed?</li> <li>• What gives you the most ‘buzz’ about working in this industry?</li> <li>• Do you think that your role model and inspire others to do their best? If so, how?</li> <li>• As a manager what role do you see you have in providing, supporting colleague’s aspirations?</li> <li>• Is building aspirations and drive good for the business?</li> <li>• How does this reflect on you as a manager?</li> </ul>
Month 13	Celebrating success	Wellbeing	<p>To promote reflection and recognise success and celebrate the impact of the apprenticeship.</p> <p>Open discussion:</p> <ul style="list-style-type: none"> <li>• What have you achieved?</li> <li>• Impact of your work – highlights</li> <li>• How have you achieved it?</li> <li>• What next?</li> <li>• Would you recommend the City Apprenticeship Programmes to others? Why?</li> </ul> <p>Link: <a href="https://blog.impraise.com/360-feedback/the-benefits-of-recognizing-your-team-success-and-the-3-rules-of-celebration-360-review">https://blog.impraise.com/360-feedback/the-benefits-of-recognizing-your-team-success-and-the-3-rules-of-celebration-360-review</a></p> <p>Case study: <a href="https://woman.thenest.com/celebrating-accomplishments-workplace-promote-future-success-19173.html">https://woman.thenest.com/celebrating-accomplishments-workplace-promote-future-success-19173.html</a></p>
Month 14	Current affairs	News desk	<ul style="list-style-type: none"> <li>• For Apprenticeships beyond the 12-month time frame</li> <li>• Reflect on previous topics within the news – current affairs</li> <li>• Implications for managers and business development?</li> </ul> <p>Link: <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a></p>

Month 15	Current affairs	News desk	<ul style="list-style-type: none"> <li>• For Apprenticeships beyond the 12-month time frame</li> <li>• Reflect on previous topics within the news – current affairs</li> <li>• Implications for managers and business development?</li> </ul> <p>Link: <a href="https://news.sky.com/uk">https://news.sky.com/uk</a></p>
Month 16	Current affairs	News desk	<ul style="list-style-type: none"> <li>• For Apprenticeships beyond the 12-month time frame</li> <li>• Reflect on previous topics within the news – current affairs</li> <li>• Implications for managers and business development?</li> </ul> <p>Link: <a href="http://www.theguardian.com/uk">www.theguardian.com/uk</a></p>
Month 17	Current affairs	News desk	<ul style="list-style-type: none"> <li>• For Apprenticeships beyond the 12-month time frame</li> <li>• Reflect on previous topics within the news – current affairs</li> <li>• Implications for managers and business development?</li> </ul> <p>Link: <a href="http://www.thetimes.co.uk">www.thetimes.co.uk</a></p>
Month 18	Current affairs	News desk	<ul style="list-style-type: none"> <li>• For Apprenticeships beyond the 12-month time frame</li> <li>• Reflect on previous topics within the news – current affairs</li> <li>• Implications for managers and business development?</li> </ul> <p>Link: <a href="http://www.dailymail.co.uk/home/index.html">www.dailymail.co.uk/home/index.html</a></p>
Month 19	Current affairs	Learner presentation	<p>The learner to deliver a 5-minute presentation on an area of their choice that has impacted on their success or could be a potential development barrier to the business in the future.</p> <ul style="list-style-type: none"> <li>• Discussion and feedback</li> <li>• Target setting/celebration where required</li> </ul>
Month 20	Current affairs	Learner presentation	<p>The learner to deliver a 5-minute presentation on an area of their choice that has impacted on their success or could be a potential development barrier to the business in the future.</p> <ul style="list-style-type: none"> <li>• Discussion and feedback</li> <li>• Target setting/celebration where required</li> </ul>
Month 21	Wellbeing	Evaluation of the programme	<p>To complete a full evaluation of the programme to support future colleagues and reflect on how the experiences of the programme could be used to support other colleagues within the business to develop further.</p> <ul style="list-style-type: none"> <li>• Questionnaire and completion survey</li> <li>• Discussion and feedback</li> </ul>
Month 22	Wellbeing	Next steps – aspirations and goals	<p>Personal reflection on next steps and aspirations</p> <ul style="list-style-type: none"> <li>• Open discussion</li> <li>• Target setting and support where required</li> </ul>



# Appendix 1:

## Prevent Strategy – Channel Process

**What is the Prevent Strategy?** Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

**What is Channel?** Channel is an early intervention multi-agency panel designed to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour. Channel works in a similar way to existing multi-agency partnerships for vulnerable individuals. It is a voluntary process allowing the individual to withdraw from the programme at any time. Who is Channel aimed at? Channel is for individuals of any age who are at risk of exploitation by extremist or terrorist ideologues. Early intervention can prevent individuals being drawn into terrorist-related activity in a similar way to criminal activity such as drugs, knife or gang crime.

**How does Channel work?** The Channel Panel is chaired by the local authority and works with multi-agency partners to collectively assess the risk to an individual and decide whether an intervention is necessary. If a Channel intervention is required, the Panel works with local partners to develop an appropriate individualised support package. Partnership involvement ensures that those at risk have access to a wide range of support. The support package is monitored closely and reviewed regularly by the Channel Panel.

**Who can make a referral?** Anyone can make a referral. Referrals have come from family members and a wide range of partners: social services, children and adult services youth offending teams, health, police, education establishments and places of worship and community organisations.

What happens with the referral? Each referral is screened for suitability via a preliminary assessment undertaken by the Police Channel Coordinator and the local authority. Contact will be made with the referring person and if suitable, the case is discussed with all relevant partners to decide if an intervention is necessary. Will the individual be informed about the Channel referral? If an individual is deemed to require a Channel intervention, then they must be told prior to receiving an intervention. The process will be carefully managed with the referring agency.

**Who sits on the Channel Panel?** The Channel Panel is chaired by the local authority, Head of Safer Communities and includes Police, statutory partners and non-statutory partners, where appropriate. Lead safeguarding professionals will be invited on a case-by-case basis. Who delivers Channel? Channel interventions are delivered through local partners and specialist agencies. Support could include mainstream health, education, employment or housing services through to specialist mentoring or appropriate faith guidance and wider diversionary activities such as sporting activities. Escalating concerns If you believe that someone is vulnerable to being exploited or radicalised, please follow the established safeguarding procedures to escalate concerns to the appropriate people in your organisation who can refer concerns to Channel if appropriate.



**Scheme of work for managing Equality and Diversity discussions in apprentice progress reviews.**

These are the key themes to be discussed at each meeting; however, the assessor must consider all aspects of safe working practice where an issue is identified or observed as being outside the set topics in this scheme. Learners must be provided with a worksheet at the end of every meeting in advance of their next meeting This must be recorded in the action plan.

Review	E&D Terms and values	Aspects to discuss	Apply to work environment
1	Glossary of terms	Brief introduction into the terms in use that reflect equality and diversity in the workplace.	Raise awareness relative to the workplace with view to protecting both the learner and the employer.
2	Discrimination	Different forms of discrimination in the workplace using information sheet 1.	Link to how the workplace complies and what specific action an apprentice would take if they felt discriminated against.
3	British Values	What fundamental British values are and opportunities to develop your knowledge	Encourage learners to challenge stereotypes. Learn to recognise and appreciate perceptions
4	Bullying & harassment	Definitions of bullying and harassment, behaviours that can lead to it, how not to be a victim.	Ensure the learner is competent to recognise the symptoms, personally or if others and aware of reporting procedures
5	Disabilities	Broad understanding of different disabilities that individuals may have.	Developing a better understanding of how learners will understand, support and work with those with disabilities.
6	Victimisation	Identifies the difference between discrimination and victimisation	Ensure the learners are aware of how to report any suspected instance of victimisation, without endangering their own position.
7	Stereotype	Definition of stereotyping and how it impacts on individuals, groups and cultures.	Being able to relate possible instances of stereotyping at work and what the learner can do to discourage this.
8	Sexual orientation, gender reassignment	Identify sexual orientation and trans gender to clarify understanding for learners	Support learners in understanding sexual orientation and trans gender issues in the workplace.
9	Culture and Religion	Diversity of religions and beliefs learner will meet in the workplace, awareness of discrimination	Learners understand every day aspects on dealing with cultural differences, e.g. eating preferences.