

OFSTED CRITERIA

British Values and Safeguarding

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Agenda

Context

Safeguarding & Prevent

British Values

Case Study – City, University of London

Q and A

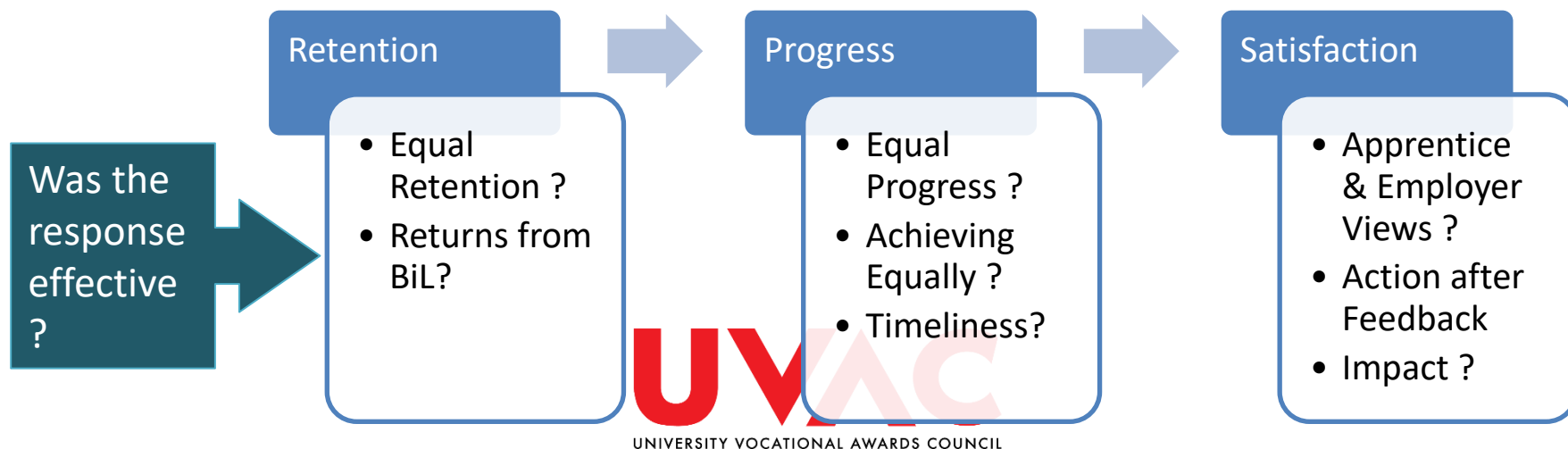
SAFEGUARDING

Leadership - COVID-19

‘We recognise that responding to COVID-19 has placed great demands on leaders and managers and may have disrupted development plans’.

Inspectors will seek to understand how leaders and managers supported learners and staff through the COVID-19 pandemic, for example by understanding how:

- remote education was put in place and monitored
- teachers and support staff were prepared for remote education
- vulnerable learners were kept safe and prioritised for face-to-face education
- where necessary, employers, parents and carers were kept up to date with developments and changes
- COVID-19-related staff sickness and absence impacted on the running of the provider
- Staff and learners’ well-being have been promoted



Monitoring Visit Focus

Leadership & Management

- How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?)
- How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose?

Quality of Education

- What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?
- How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals?

Safeguarding

- How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place

Inspection Findings Safeguarding– Strengths

- There are policies and procedures in place that are updated frequently.
- Leaders undertake risk assessments , including of apprentices place of work
- Apprentice understand the challenges of working and learning and how to identify their own needs
- Staff at all levels place a high priority on safeguarding. This is well communicated to employers and apprentices
- Tutors expertise in safeguarding in workplace practice is transmitted to apprentices. They gain strong knowledge about how to stay safe and keep others safe
- Thorough records show that appropriate and effective actions are taken in response to any safeguarding concerns and incidents.
- Leaders ensure all staff have appropriate training in safeguarding, updated regularly
- Staff meet weekly with practice partners to inform support for vulnerable apprentices
- Leaders have invested in a range of mental health support initiatives
- Apprentices undertook Covid safety training which highlighted the support available and how to identify health hand welfare risks in self and others
- The DSL has appropriate training and maintains links with other support agencies

Inspection Findings Prevent– Strengths

- Apprentices improve their knowledge and understanding of a wide range of safeguarding issues, including the risks of radicalisation and extremism, throughout their apprenticeships.
- The ‘Prevent’ duty training specifically focused on issues relating to local area and region.
- Leaders and managers provide staff, employers and apprentices with helpful information about how to stay safe from the general risks of radicalisation and extremism.
- All staff have completed mandatory training in relation to the ‘Prevent’ duty to ensure that staff are aware of these risks and how to mitigate them.
- Leaders and managers have produced a ‘Prevent’ duty risk assessment and action plan
- Leaders and managers maintain a comprehensive risk register and action plan in relation to the risks of radicalisation and extremism.

Inspection Findings – Issues

Safeguarding

- Too many apprentices do not understand fully the local risks of extremism.
- Leaders and managers do not ensure that apprentices have an in-depth understanding of how to stay safe online.
- Leaders are unsure who has received training
- Inadequate staff records available on who has received and completed training
- Training not refreshed or out of date
- Apprentice training takes place too late in their programme
- Apprentice unclear on how to identify or report a risk

Prevent

- Some as Safeguarding but also specifically :
- Not sufficiently relevant to where they live, study or work

The SAR - SAFEGUARDING

Evidence of:

- Risk assessments carried out by learners
- Careful vetting of employers prior to contracting with them
- Health and safety modules taught through the apprenticeship
- Safe use of equipment taught and practiced – equipment “signed off” when competent (e.g. nursing, on site safety checks)
- Delivery at induction or enrichment sessions commentary
- Staff at all levels place a high priority on safeguarding. This culture of safeguarding is well communicated to employers.
- Thorough records show that appropriate and effective actions are taken in response to any safeguarding concerns and incidents.
- Leaders ensure that all staff have appropriate training in safeguarding, which is updated regularly.
- Designated safeguarding officers receive suitable training for their roles.
- Staff are alert to the signs of abuse and other dangers. They closely monitor any apprentices considered to be at risk and provide effective support when necessary to keep apprentices safe and engaged in learning

AT INSPECTION

Safeguarding is ineffective if:

- Learners' behaviour towards each other is unsafe, putting learners at risk of harm
- Incidents of bullying or prejudiced and discriminatory behaviour, either direct or indirect, are common
- Learners have little confidence that the provider will address concerns about their safety, including concerns about the risk of abuse
- Learners or particular groups of learners do not feel safe in the provider, the workplace, in a subcontractor's premises or online
- Leaders and managers do not handle safeguarding allegations about staff members and learners appropriately
- Leaders and managers do not have suitable arrangements for learners to raise concerns, for identifying vulnerable adults or for managing safe recruitment
- Leaders fail to protect learners from the dangers of radicalisation and extremism in accordance with the 'Prevent' duty guidance

Sources Of Evidence Specific To Leadership And Management

- Meetings with leaders and those responsible for governance, to evaluate how well they fulfil their statutory duties with respect to safeguarding
- Documentary evidence that demonstrates the effectiveness of the provision for all learners and its continuous and sustainable improvement
- Interviews with staff and learners to evidence how well leaders have created a positive culture

Also includes, but is not limited to:

- First-hand evidence gathered during the inspection
- Responses to the staff, learner, employer and parent/carer questionnaires. These will be particularly useful for judging the culture that leaders and managers have established
- Any evidence the provider has from surveying the staff and the way in which leaders and managers have responded to concerns raised by staff, parents or employers
- Considering the overall aims of bodies giving strategic direction to providers on skills and economic needs

So how might this look at inspection?

Safeguarding meeting - staff

Purpose: to investigate the extent to which the University ensures that all apprentices remain safe

Typical themes included:

- The extent to which the following topics are delivered :
- Bullying, including cyber bullying
 - Equality and diversity
 - British values
 - Prevent and Channel
 - Local and regional threats are covered

In attendance:

- School managers
- Managers with responsibility for safeguarding
- The quality manager

Inspectors are looking for :

- Evidence that these are delivered during the apprenticeship.
- Issues that are raised are quickly addressed by managers
- Appropriate staff have received training and are confident in delivering these topics

So how might this look at inspection?

Safeguarding meeting - Apprentices

Purpose: to investigate the extent to which the apprentices at the university are safe, feel safe and have a good understanding of safeguarding issues

Typical themes included:

The extent to which the following topics are understood :

- Bullying, including cyber bullying
- Equality and diversity
- British values
- Prevent and Channel
- Local and regional threats are covered

In attendance:

- Apprentices

Inspectors are looking for :

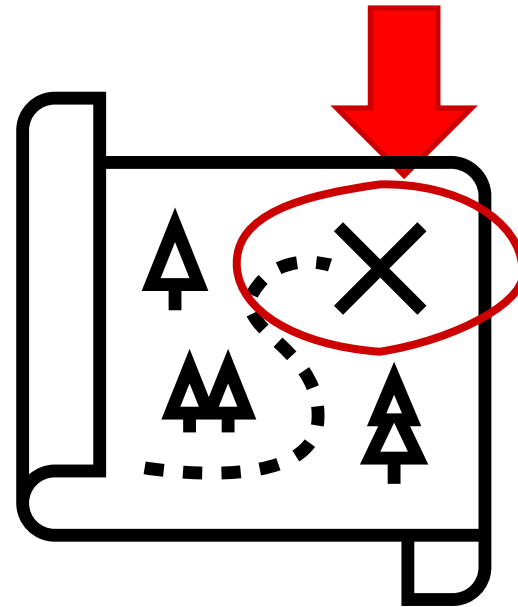
- Apprentices are safe and feel safe
- They can talk confidently about these issues
- They understand the risks that they may be face with and know what to do if they encounter them
- If they have reported concerns, they are quickly acted upon

BRITISH VALUES

BRITISH VALUES



*Look!
Some British
Values*



British Values

- Key element within Personal Development - The judgement focuses on the most significant dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:
 - developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life
 - developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
 - The provider consistently and extensively promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society
 - The provider prepares learners for life in modern Britain by: [...] helping to equip them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common; and promoting respect for the different protected characteristics as defined in law.

Inspection Findings British Values– Strengths

- Apprentices benefit from regular curricular opportunities to consider the importance of equality and diversity. For example, operations manager apprentices study the Equality Act 2010 and its implications for recruitment practices at work. They develop a good understanding of the importance of equality and diversity in work and in general. This prepares them well for life and work in modern Britain. They have an adequate understanding of wider British values.
- Apprentices benefit from effective pastoral sessions that cover topics connected with fundamental British values. They have an appropriate awareness of these topics and the way they may affect their everyday lives. **For example, apprentices in engineering are aware of legislation relevant to their employment rights. Trainee nursing associate apprentices treat patients from all backgrounds with respect and tolerance for their beliefs.**

Apprentice demonstrate respect for people of different cultures, abilities origins , **for example for considering how best to support service users with mental health challenges.**

So how might this look at inspection?

Leaders

- Exploring how leaders understand and promote British values through the apprenticeship
- Standards of behaviour set for apprentice and staff
- Culture of open discussion and debate
- Policy and practices for supporting respect and tolerance etc

Staff

- Opportunities are taken to embed and link these to learning and role and KSB's
- Classroom behaviours exhibit this e.g. respect for different views during observed sessions
- Appropriate staff have received training and are confident in delivering these topics
- Managing and intervening where values are not in place and role modelling the values in their own behaviour

Apprentices

- Understand of the principles and where these relate to their learning and at work
- Understand their own responsibilities and behaviour standards
- Can relate values in their work context
- Apprentices will be asked about the values, and where they learn about these and how they relate these to their occupation
- Inspectors will use relevant language

The SAR, Inspection & British Values

‘How well leaders promote British values’

- Curriculum leads have identified opportunities to embed the values at appropriate points in the curriculum **and** in the apprentice/apprenticeship experience
- Commentary on the design of curriculum which includes and/or embeds BV. E.g. “Apprentices benefit from effective pastoral sessions that cover topics connected with fundamental British values. They have an appropriate awareness of these topics and the way they may affect their everyday lives. For example, apprentices are aware of legislation relevant to their employment rights
- Expectations of teaching and learning from teachers and mentors set out in role descriptions, Observation of teaching and assessment criteria, guides for staff, policies and processes that support embedding e.g. Schedule of BV themes in Tripartite reviews
- Policies for apprentices that set out clearly how behaviours are defined, encouraging and supporting individuals to be self aware
- Monitoring through observations of teaching and mentoring , CPD, training, taking action where evidence indicates this is needed e.g. poor behaviour in the classroom

The SAR, Inspection & British Values

Democracy:

- Apprentice representatives on Boards and Governance and how these are used
- Apprentice forums
- Approach to behaviours in development and design

Rule of law:

- In design = elections to governance bodies
- Code of conduct
- Privacy statements
- In content = legal requirements and considerations in the occupation, PSRB requirements on the individual
- In content e.g. ethics in nursing, code of conduct

Respect and Tolerance:

- In design = through mode - taught throughout sessions via debates, discussions etc.
- In delivery = experience of apprentices via surveys
- In delivery = findings from teaching observations
- In governance - this as a standing item, using feedback from the correlated data.

Individual Liberty:

- As Democracy, etc.
- Apprentice representatives on Boards and Governance and how these are used
- Apprentice forums
- How this is promoted and supported



SAR Evidence Opportunities

KSB Mapping includes BV as part of the suite of behaviours

Programme Validation checks that BV have been considered and relevant e.g.'s are in design & content

Induction makes the links between BV and the behaviours required by the role e.g. code of conduct

Induction makes the links between BV and the behaviours required by the university e.g. student charter

How projects and assignments, competitions are designed

Consider the impact e.g. of legislation on working practice or priorities

Using placements, projects or mode [discussions] to actively demonstrate BV in practice

Staff training, for staff new to apprenticeships includes BV and sets expectations of staff to include and promote

Surveys ask about the culture of respect and tolerance etc during the learning experience

Tri-partite review calendar takes a topic to review and or includes this in apprentice feedback

Themed calendar events, weeks during the apprenticeship lifecycle



Make it Easy-Create a Topic Schedule or Programme Guide

- Create a resource for teaching and learning that ensure learners have opportunities to develop their understanding during taught sessions, Tripartite reviews and can see how to apply in the workplace – relating specifically to Safeguarding, Prevent, British values, Well-being, Career guidance

Scheme of Work - Equality and Diversity discussions in apprentice progress reviews.

These are the key themes to be discussed at each meeting; however, the mentor 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.

Resources - A Global Programme Guide

			www.theguardian.com/technology/2011/07/07/tips-for-a-better-work-life-balance
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"> • Are you given opportunities to share your opinions in your role? • What skills/approached to you/would you use to convey your opinion? • Have you set up/facilitated opportunities to gather other colleagues/clients/candidates' views (formally or informally)? • Do you feel that democracy adds value to the business? Examples... • Are there times when democracy is not appropriate for the business? <p>Link: www.forbes.com/sites/glennilopis/2011/05/16/corporations-must-bring-democracy-into-the-workplace-a-conversation-with-worldblu-hcl-technologies-and-groupon/#75eb15b43979 </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"> • How might exercising your liberty develop the business? • What considerations do you need to have when exercising your liberty in the workplace?

Academic excellence for
business and the professions



British Values in Degree Apprenticeships

Matt Bungay
Head of Apprenticeships
City, University of London

About Apprenticeships at City

- Started in 2018
- Delivering in 4 Schools; Law, Business, Engineering & Digital, Health
- Currently 357 Apprentices
- Currently implementing Apprenticeship Hub model centrally
 - we lead on:
 - Compliance – ESFA (including enrolment)
 - Finance – costings, reconciliation, co-investment payments
 - Ofsted readiness – documentation of evidence, tri-partite review audit and feedback, enrolment

About Apprenticeships at City..

- Schools lead on :
 - Course planning and delivery
 - Approvals
 - EPA – supported through us
- What else?
 - A vast amount of ongoing remedial action to ensure compliance across all apprenticeships
 - Changing the delivery to compliment the apprenticeship, not be a substandard part of the Masters!
 - Highlighting the need for an Ofsted compliant delivery and evidencing of learning.
 - Delivering integrated EPA Standards – we must be on ‘the list!’

Contrast and Challenge

In the Private Provider Sector

- Expected and Integrated
- Curriculum leads look for opportunities to create 'teaching moments' in design
- Tutors look for live teaching moments during delivery
- Embedded in Induction
- Regular 'themed' weeks on key topics elements relevant to apprentices

In Higher Education

- Unfamiliar and unpopular - Attitude of 'unnecessary and language not seen as helpful
- But – already implicit in codes of conduct and significant feature of some modules etc
- Student Charter already enshrines principles
- Workload to make changes
- Just a case of making the link?

Approach and Progress

Initial Steps :

- Meetings with Deans, Course Leads (embedding myself and showing where I can ease their pain)
- Governance proposal at Safeguarding Group
- Creation of steering group with school
- Review of modules where this is explicit e.g. ethics
- Proposed working group

Approach now

- Working Group now looking at embedded approach minimum requirements
- Expect every degree apprenticeship to include standard sessions through induction
- Using the early adoption of schools to encourage and drive the others to do the same
- Highlight during the Tri-partite review (coaching questions)
- Themed apprenticeship (BV) topics through Global Curriculum

Academic Examples so far

- Fortnightly Tri-partite review meetings. Standardising the approach, coaching the coaches.
- Introduction of the Global curriculum to support the AM's
- Observations of delivery and feedback to Professors
- Weekly meetings with Course managers on compliance and enrolment preparation
- Monthly meetings with school leads (COO's, Deans, Associate Deans) to continually shape their thinking of “changing” the delivery concept
- Introduction of the ILP and IA interviews, specifically apprenticeship KSB related to modules.
- Gaining “champions” to be part of the new LMS implementation.

In Ofsted Inspections

- Using my experience of NPMV and full inspections to paint a picture of Ofsted visits
- Introducing Ofsted at Induction to new cohorts



Questions

RESOURCES & FURTHER INFORMATION



Questions & Further Information



Queries and Questions to: r.rhodes@bolton.ac.uk



[Today's Webcast](#)
[Topic Guide](#)
[Topic Schedule](#)



UVAC Spring 2021 Webinar Programme - Click [HERE](#)

RECORDING TIMESTAMPS

1. Safeguarding	00:00
2. British Values	24:17
3. British Values Resources	49:38
1. Topic Guide	
2. Calendar	
4. British Values Case Study: City, University of London	50:40
5. Q and A	1:08:30