Busy Bees.

Education and Training

LEARNER TOOLKIT

Progressing lives through **pioneering education**

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Dear learner,

Your learning journey starts here!

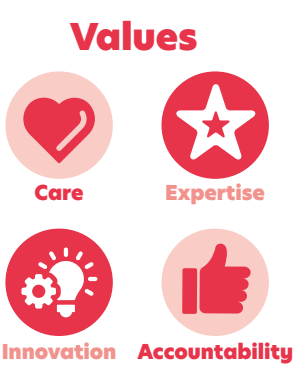
Welcome to Busy Bees Education and Training (https://busybeestraining.co.uk/)

We are delighted you have chosen to study with us. The program you are undertaking is designed to work with your existing role and responsibilities at work. Under the supervision and guidance of your development coach, you are responsible for leading your qualification and meeting the requirements of the standard you are working toward. This will include full use and access to OneFile E-Portfolio system, partaking in observations of practice within your working environment, completing written assignments or theory work, attending teaching, and learning sessions, building on your current Knowledge skills and behaviours, working toward Maths and English and sitting functional skills exams where required, participating in regular progress reviews, recording your off the job hours and progressing through to complete your EPA assessments. Your commitment and full support from your manager and employer are essential for your success.

Your development coach is the person who will be on hand to guide and support you to help ensure your success and while they will be your main point of contact, we have included a directory within this toolkit, with other useful staff contacts.

We look forward to working with you.

The Busy Bees Team



Our Values and Mission

Our values and mission are just part of the reason we've featured as a Top Apprenticeship Employer and proud holders of the Queens Award for Enterprise.

Mission

Empowering people to unlock their full potential and achieve lasting success.

Values

Driven by our core values of being **care, expertise, innovation and accountability** our experienced and certified training professionals will support you every step of the way.

Care

We create a supportive and caring environment where our learners and dedicated team members feel valued, safe and encouraged to achieve.

Expertise

We apply our in-depth knowledge and experience to empower learners, ensuring they are stretched and challenged to their potential.

Accountability

We take full responsibility for delivering on our promises, consistently exceeding expectations and upholding our commitments.

Innovation

We embrace innovation to drive continuous growth, enhancing both individual potential and business success.

Apprenticeships
Top 100 Employers 2022

CODE OF CONDUCT

Expectations - Code of Conduct

What you can expect from us:

- To deliver high quality personalised training and learning experiences
- To provide you with an induction to Busy Bees Education and Training and your chosen program of study
- To conduct initial assessments and signpost support or additional programmes as required
- To provide you with Individual Learning, agree and monitor targets with you
- To offer information, advice and guidance throughout your programme
- To have regular contact between you and your development coach using a blend of remote and face-to-face visits
- Treat you as an individual and respect your values and beliefs
- Behave in a professional manner and in a way that does not offend others
- Treat any complaint seriously
- Allow you to give us feedback on the quality of our service and any recommendations for improvement.

What we expect from you:

- Undertake all training and learning as agreed
- Co-operate at all times with your development coach and Employer
- Inform your development coach or Busy Bees Education and Training of any issues which may affect your training or your ability to complete your learning
- Inform your development coach at the earliest opportunity if you will not be available for your visits – remotely or face to face
- Submit work on time and make every effort to meet the agreed targets for achievement
- Behave in a professional manner and in a way that does not offend others
- Do not engage in any *antisocial behaviours
- Respect beliefs, values, and cultures of others.

Have any concerns?

Should you have any safeguarding concerns please discuss with your Development Coach or report to **bbtsafeguarding@busybees.com**

*Antisocial behaviour by individuals will not be tolerated, including but not limited to:

- Discriminatory, demeaning, abusive, indecent, or offensive language or comments.
- Threatening, aggressive behaviour or inappropriate gestures, in person or online
- Verbal or physical harassment or bullying.
- The misuse and abuse of drugs, alcohol, and illegal substances

APPRENTICESHIP TYPES

Types of Apprenticeships

An apprenticeship is a program of learning that is designed to enhance the individual level of competency and confidence by developing learner's practical skills and knowledge as well as theory knowledge. It can also be used to upskill existing employees or bring in a new member of the team to the organisation.

Each of the apprenticeships will have its own set standards linked directly to the specific occupation. As part of the onboarding process, we ensure that our learners are on the right course at the right time. We also promote progressing onto further apprenticeship, this allows learners to consider their next steps.

Level **2** Apprenticeships

These are known as "Intermediate Apprenticeships" Apprentices will work towards an industry set standard, within this they may also complete a level 2 diploma or certificate. They will also be required to complete Functional Skills in English and maths. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression to a level 3 apprenticeship

Level **3** Apprenticeships

These are known as "Advanced Apprenticeships" Apprentices will work towards an industry set standard, within this they may also complete a level 3 diploma or certificate. They will also be required to complete Functional Skills in English and maths. To start this apprenticeship learners should have prior knowledge to support the chosen industry and/or GCSE in English and maths at grade 9-4 or have completed a level 2 Apprenticeship. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression within their chosen career and/or towards a progression to another apprenticeship.

Level **4/5** Apprenticeships

These are known as "Higher Apprenticeships" Apprentices will work towards an industry set standard, within this they may also include the completion of a diploma qualification. They will also be required to complete Functional Skills in English and maths. To start this apprenticeship learners should have prior knowledge to support the chosen industry and/or GCSE in English and maths at grade 9-4 or have completed a level 3 Apprenticeship. This level of apprenticeship provides knowledge, skills and behaviours required for the apprentice's chosen career and will support the progression within their chosen career.

HMRC APPRENTICESHIP RESOURCES PACK

HMRC app

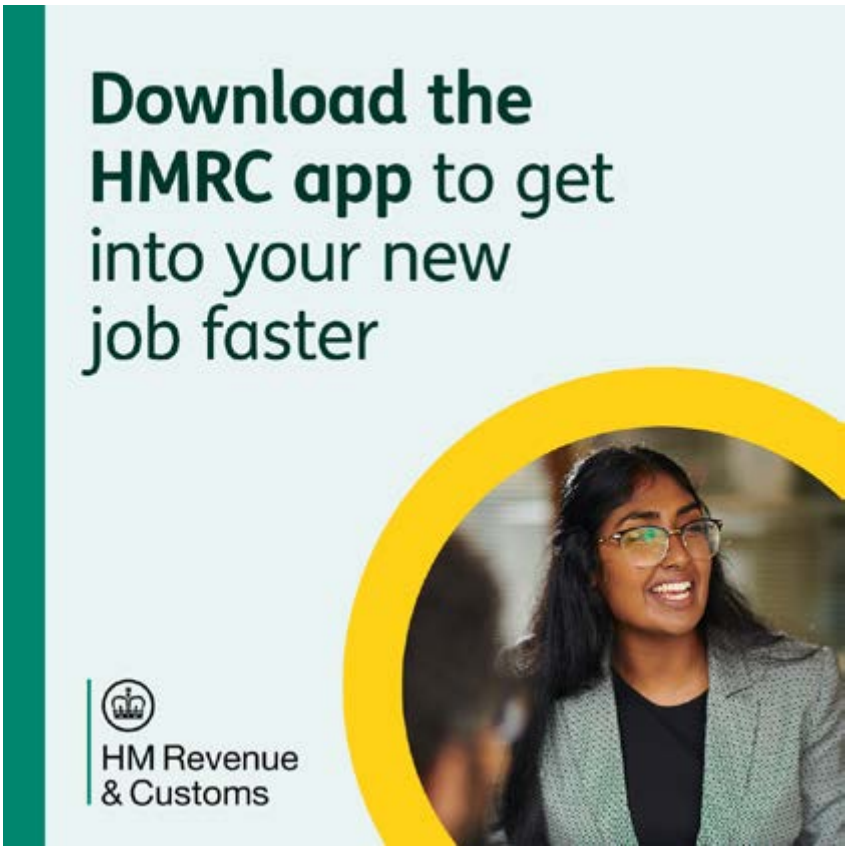
Starting an apprenticeship is an exciting time! However, we know that the admin that comes along with this can be challenging for new starters. And once in the role, it's important you know the best ways to boost and manage your finances.

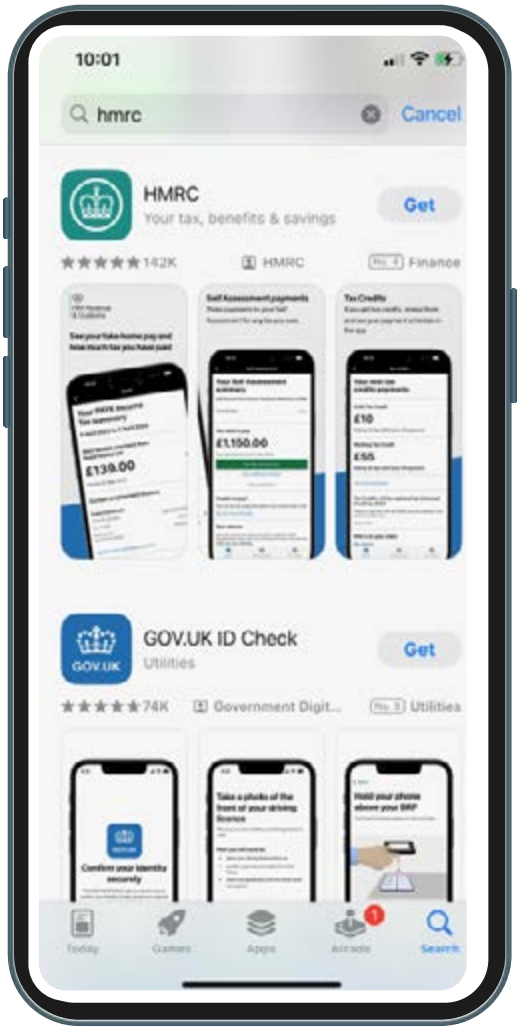
That's why we're letting you know about the services online and in the HMRC app that can make it easier for you when starting a new career.

The HMRC are encouraging apprentices to download their app to access essential information (including your National Insurance number) that's needed to apply for roles.

This helps you speed up the onboarding process by up to 15 days. Once you're in the app, you can also use it to manage your finances going forward.

Download the resource pack *here*





CURRICULUM

Curriculum

A curriculum is the guide or road map of your learning. The curriculum outlines the themes and topics you will cover as part of your apprenticeship standard. This is a flexible working document and can be adapted to meet your own individual needs, learning styles and the order in which you wish to complete your learning.

Your development coach will discuss the curriculum in further detail, and a copy of this will also be on your OneFile account.

The below link will take you to the resource section on OneFile where you will find copies of the curriculums - select the folder labelled All Curriculums (pictured below).

GATEWAY AND END POINT ASSESSMENT

Gateway and End Point Assessment

Gateway

Gateway takes place before an EPA can start. Before you enter gateway, your development coach and employer will review your knowledge, skills, and behaviours to ensure you have met the requirements of your standard and are ready to take your assessments.

End Point Assessment (EPA)

This is an assessment of the knowledge, skills, and behaviours you have developed as part of the standard you are completing. Your development coach will have made assessment decisions on you during your learning journey and help to prepare you for EPA; however, when you enter gateway, your EPA will be carried out by an independent end-point assessor who is not part of Busy Bees Education and Training.

While your development coach will support you and go through the gateway and EPA requirements, copies can also be found clicking on the below link, the folder is labelled EPA Guide – All Standards (pictured below).

In order to prepare you for gateway and end point assessment, your development coach will regularly review with you the grade you are hoping to achieve at end point assessment and will support you to achieve this by setting appropriate activities and tasks throughout your learning journey. They will also review and feedback on your learning journey, providing constructive and developmental feedback for you and your employer.

You will take part in mock end-point assessments with a member of the quality team, so you feel fully prepared and confident, before your actual EPA. You will only enter gateway, once all relevant criteria has been met, and you, your employer and development coach all agree.

EPA Guidelines All Standards
*only accessible with a OneFile login

COGNASSIST

CognAssist

CognAssist is a neurodiversity assessment that all learners complete when they apply for an apprenticeship with us. It is an online platform that we have in place to support learners on their apprenticeship journey.

The assessment takes approximately 30 minutes and will involve you completing a selection of short activities.

The activities you complete are based on the nine domains of the brain, which are:

- Literacy
- Numeracy
- Visual Information Processing Speed
- Visual Perception
- Verbal Reasoning
- Verbal Memory
- Non-Verbal Memory
- Reading Decoding
- Executive Function.

SEND

SEND

Busy Bees Education and Training (BBET) is committed to providing equal opportunities for learners to eliminate discrimination. This is based on the Children and Families Act 2014, the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and all the updates, the Equality Act 2010 and accompanying regulations. Our mission is achieved in part by providing teaching and learning that respects and values all individuals. We welcome applicants, learners with learning difficulties, disabilities, medical conditions, mental health issues and other learning needs.

We have a SENCO officer in place who will be working closely with your development coach to help support you with any additional/identified needs you may have.

At the start of your learning journey, you will have undertaken your initial assessments and Diagnostic assessments in Maths and English along with a CognAssist assessment. Depend upon these assessments and/or any required additional support, you may be referred through to our cross teams, where we can identify additional support, we can put in place to support your learning journey. This can be anything from extending the length of your stay on programme, to applying for reasonable adjustments for exams/EPA.

We will work in partnership with you, to ensure your learning journey is tailored to meet your needs. Your development coach will put together a plan of support (Individual Educational Plan/IEP) agreed by you and your employer (if applicable) to help you with your learning. The IEP will be reviewed regularly with you, and can be amended at any time to ensure it is meeting your needs. We can support you in a variety of ways on your learning journey with us, such as applying for any reasonable adjustments required, for example, extra time in your exam or access to a reader/scribe.

We can use immersive reader, so you are able to change the size of font, spacing and page colour to suit your needs; your Development Coach can show you how this works. There is also a range of ways in which evidence can be gathered, such as professional discussions, question and answer, observations and written evidence. Additionally, we have study skills resources that can help you with assignment writing and presentation, along with support from a specialist functional skills tutor if applicable.

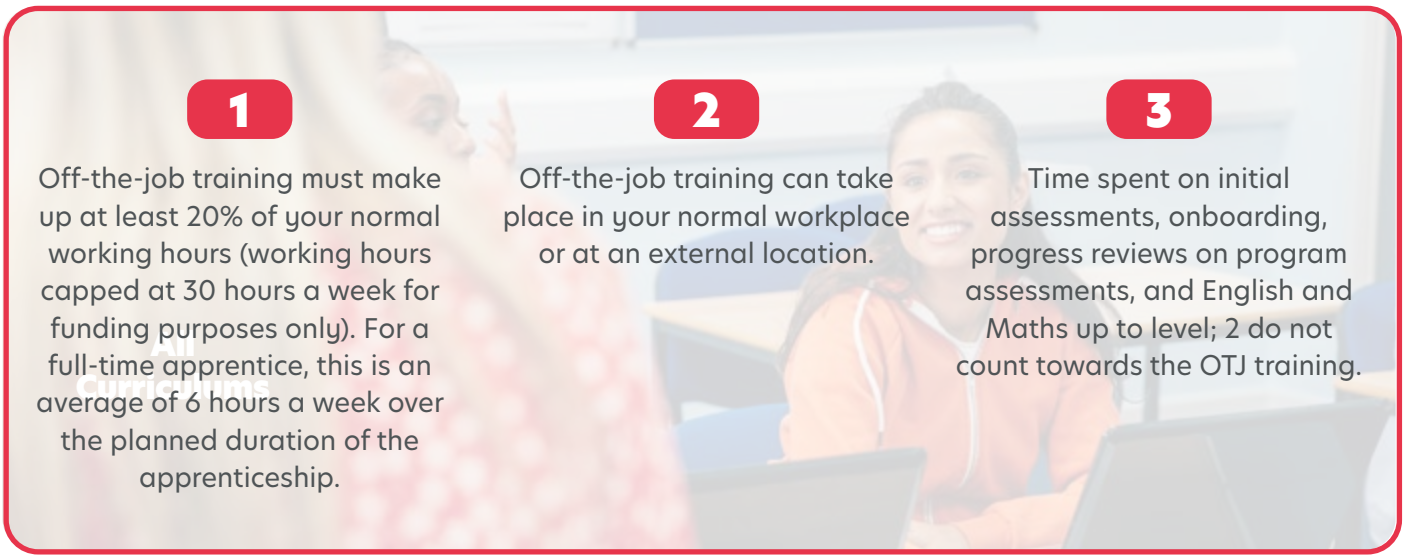
At Busy Bees we work closely together as a team to ensure all your learning needs are met and we are providing you with the best support at all times.

OFF-THE-JOB (OTJ)

Off-the-job (OTJ)

The ESFA defines off-the-job training as 'learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties'

Key facts about Off-the-job training



1

Off-the-job training must make up at least 20% of your normal working hours (working hours capped at 30 hours a week for funding purposes only). For a full-time apprentice, this is an average of 6 hours a week over the planned duration of the apprenticeship.

2

Off-the-job training can take place in your normal workplace or at an external location.

3

Time spent on initial assessments, onboarding, progress reviews on program assessments, and English and Maths up to level; 2 do not count towards the OTJ training.

The below steps will help you determine whether an activity counts as off-the-job training during your apprenticeship.

- Have you begun your apprenticeship programme?
- Is the activity directly relevant to your apprenticeship standard?
- Is the activity teaching you new knowledge, skills and behaviours?
- Is the learning taking place within your normal (contracted) working hours?

Copies of our OTJ booklets can be found by clicking on the link, the folder is labelled OTJ Booklets.

Off-the-job Booklets
*only accessible with a OneFile login

MATH AND ENGLISH

Math and English

You will have sat your initial assessments and diagnostics for Maths and English before commencing this course. Completing this will show us the level you are currently working at and any areas of support you may need.

If you are required to complete functional skills in Math or English, you may be allocated a Functional Skills Officer who will be able to offer individualised support to you. There is also a host of Maths and English live sessions, which we encourage you to attend, both if you have functional skills exams to achieve or if you are exempt as these workshops are a great way to upskill embed or refresh prior knowledge.

The below link takes you to the resource section of OneFile - in the folder labelled Maths and English in everyday practise (pictured below) - you will find ideas on how this is embedded within your job role.

Maths and English in everyday practice

*only accessible with a OneFile login

As you are aware, a requirement of the apprenticeship is the full completion and achievement of Maths and English (functional skills)

To fully support your apprentice with this, we have devised a 6-week intensive induction with a heavy focus on functional skills. It is important that you support your apprentice to fully engage with the induction and complete all elements.

The induction will include a range of resource, online teaching, mock exams and will provide a good opportunity for the apprentice to see the level of time, commitment and engagement required for the duration of the apprenticeship. It will also help us to determine any areas the apprentice may need additional support with for the successful achievement of their functional skill exams.

We understand that sometimes life is busy for apprentices. If we or they feel during the induction that it may not be the best time for them to commit and engage, we will discuss this with you and them and may make the decision to end learning at this point. This would then ensure future funding for the apprentice is protected.

However, we do hope this is not the case and we look forward to working together with you and your apprentice for the successful completion of the apprenticeship with us.

FORUMS AND NEWSLETTERS

Support Group Forums

We now have Support Group Forums for all sectors. These will provide a sense of community and encourage peer-to-peer interaction.

Within the learner forums, you will be welcome to reflect on learning and share new skills you have developed, giving you the opportunity to expand upon and clarify your understanding of key themes, as well as to ask questions to both your peers and staff within Busy Bees Education and Training.

We hope to create an interactive space where you can share views and openly discuss the qualifications you are completing. Any issues encountered within groups should be raised, in writing, at the earliest opportunity to a member of the Busy Bees Education and Training team. You will need to sign an agreement that shows you agree that you would like to join the selected group/s and are aware that your full name and email may be accessible depending on your own team's setting.

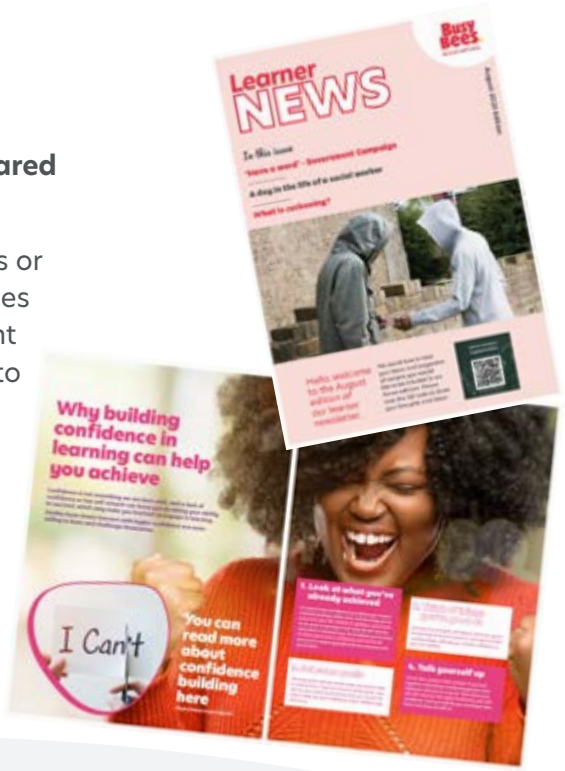
If you would like to join, please complete a consent form these can be located on OneFile in the resource section or directly from your Development Coach.

Once complete please send it over to your Development Coach.

Newsletters

Each month we complete Learner Newsletters which are shared with you on OneFile.

These newsletters allow us to share with you any events, news or other information related to your apprenticeship with Busy Bees Education and Training. We also like to ensure we cover current topics that are happening in the news and within local areas to support your wider knowledge.



SAFEGUARDING

Safeguarding

It is Busy Bees Education and Training's responsibility to ensure all learners and stakeholders are kept safe, are given the resources to understand safeguarding and to know what to do in the instance of disclosing abuse. All delivery staff are trained on how to keep all Learners safe, within their duty of care to their learners, including the Prevent Duty detailing why and how to keep learners safe from extremism and radicalisation.

Please see below the contact details of our safeguarding team.

Busy Bees Education and Training Lead Designated Safeguarding Officer

Name	Role	Location	Contact Details
Lisa Tyrer	Head of Quality	Remote	07392 857799
Dawn Richards	Regional Manager	Remote - Midlands	07866 100517
Kim Baxter	Compliance Manager	Remote - North	07815 618598

Busy Bees Education and Training Designated Safeguarding Officers

Name	Role	Location	Contact Details
Jessica Ryley	Regional Manager	Remote - North East	07970 673051
Emma Ashbridge	Regional Manager	Remote - South East	07816 173405
Charlie Bowden	Regional Manager	Remote - Central South and West	07815 004126
Gayle Mansfield	Regional Manager	Remote - North West	07974 845061
Linda Healy	Scotland Contract Manager	Remote - Scotland	07596 095854

Have any concerns?

If you have any concerns, contact the Designated Safeguarding Officer/Leads, or use the email below.

BBT.safeguarding@busybees.com

Definitions and Indicators of Abuse

Definitions and Indicators of Abuse:

Abuse is a violation of an individual's human or civil rights by another person and may consist of a single act or multiple acts. As well as physical and psychological abuse, acts of neglect or an omission to act may amount to abuse. Abuse may also occur when a child or adult at risk is persuaded to enter into a financial or sexual transaction to which he or she has not consented or cannot consent.

Physical abuse – causes harm to a person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be a deliberate failure to prevent injury.

Neglect or acts of omission – is the persistent or severe failure to meet a physical and/or psychological need. Sexual abuse – involves a child, young or vulnerable person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual, and the consent of the child is irrelevant.

Emotional abuse or psychological abuse – occurs where there is persistent emotional -treatment meant or rejection. It causes severe and adverse effects on the child, young or vulnerable person's behaviour and emotional development, resulting in low self-worth.

Financial or material abuse – may include being overcharged for services, being tricked into receiving goods or services that they do not want or need, Inappropriate use, exploitation, or misappropriation or property and/or utilities, theft, deception, fraud or explanation or pressure in connection with wills.

Institutional or organisational abuse - Service users required to fit in excessively to the routine of the service, more than one individual is being neglected, everyone is treated in the same way, other forms of an abuse on an institutional scale.

Peer on Peer Abuse

This is when children abuse other children, and the abuse is most likely to include but not limited to:

- Bullying includes cyberbullying prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children (known as teenage relationship abuse)
- Physical abuse such as hitting, kicking, biting, pulling hair, or anything that causes physical harm, can also include using online platforms to encourage physical abuse
- Sexual Violence, such as rape, assault by penetration, and sexual assault, can also include using online platforms to encourage sexual violence
- Sexual harassment such as sexual comments, remarks, jokes, and online sexual harassment, can be standalone or part of a pattern
- Causing someone to engage in sexual activity without consent, this could be forcing someone to strip, touch themselves or engage in sex
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Upskirting – this is when pictures are taken under a person's clothing without their permission with the intention of viewing genital or buttocks to cause harm.

Sexual Exploitation and Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purpose of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example, a family member, friend or professional. Groomers may be male or female. They could be any age.

Child sex exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They may be also groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Peer on Peer Sexual Violence and Sexual Harassment This exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, genitalia etc.

Mate Crime and Cuckooing Mate crime happens when people with learning difficulties are befriended by someone who uses the relationship to exploit or abuse them. Cuckooing is a practise where people take over a person's home and use the property to facilitate exploitation.

Metaverse

Metaverse is a digital term that covers technology such as virtual reality, augmented reality, and gaming. Within this environment, the potential risks are:

- Blurred lines between virtual reality and reality,
- Harassment and abuse in the virtual reality,
- Disassociation due to inadequate off boarding and the person may not perceive the physical world as not real which can induce anxiety
- Desensitisation is where the person becomes desensitise and experiences that previously shocked doesn't have this effect.

Sexting

Sexting means sending sexually explicit messages and/or suggestive images, such as nudes. While the name suggests that this Is only done via text message, these types of messages can be via any messaging service, including emails and social media.

This also means that sexts can be sent or received via a number of electronic devices, such as smart phones, computers and tablets.

If a child is under the age of 18, it is illegal for them to take a nude photo of themselves or a friend, as well as distributing them. Even though the age of sexual content is 16, the Protection of Children Act means it is against the law for a child to share a sexual image, even if it is with someone who is also under the age of 18.

Images covered under the law include, but are not limited to, naked pictures, topless photos of girls, any sex acts and sexual images in underwear. If it is found that a child under the age of 18 is in possession of any of these, has been sending them or taking these types of photos, the police can record it as a crime.

Domestic Violence Abuse

Domestic abuse, or domestic violence, is defined across government as any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or personally connected. The definition of people who are 'personally connected' as: intimate partners, ex-partners, family members or individuals who share parental responsibility for a child. There is no requirement for the victim and perpetrator to live in the same household. Domestic abuse is not just physical or sexual violence, but can also be emotional, coercive or controlling, and economic abuse.

Modern Slavery

Modern Slavery examples include forced labour, debt bondage, sexual or criminal exploitation, domestic servitude and trafficking.

Modern Slavery (s.1 of the Act) comprises of the following:

1. Slavery, servitude and forced or compulsory labour
2. Human Trafficking (s.2) – this is the movement of a person for the purposes of being exploited. There is no minimum distance (i.e. it can be from one room to another). Exploitation can include (in addition to the above):

Sexual exploitation (regardless of age of the individual being exploited)

Removal of organs

Securing services by force, threats or deception (in particular, if the individual being exploited is a child or an adult at risk).

Child trafficking is child abuse; children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Suicide and Mental Health Matters

Mental health and mental ill health can be defined in very different ways. Mental health influences how we think and feel about ourselves and others and how we interpret life events. Whereas mental ill health is a term that is used for a person whose thinking, emotions and behaviours negatively affect their ability to go about day to day activities such as work, and home life and it disrupts their abilities. There are several different types of mental illnesses including:

1. Depression

2. Anxiety disorders

3. Self-harm

4. Suicide

Suicide is a major public health issue in England. Suicide and suicidal thoughts need to be given the highest priority when dealing with an individual presenting these feelings. That said, not all people expressing suicidal thoughts want to die, they often don't want to feel the way they currently are which results in the thoughts turning to suicidal.

Eating Disorders/Self Harm

Eating disorders can be characterised by an abnormal attitude towards food that causes someone to change their eating.

Self-harm - the idea of self-harm is tied up in stereotypical actions. It is a behaviour not an illness, people self-harm to cope with emotional distress or to communicate that they are distressed. It can present itself in many different ways, for example:

1. Cutting, scratching the skin with sharp objects such as knives or razor blades

2. Burning oneself with heated wax or cigarettes

3. Hitting or banging arms, legs or head on walls or other objects

4. Compulsory action of pulling hair out of the head

5. Abusing drugs and alcohol for risk rather than enjoyment

6. Eating disorders

It Is generally seen as a physical reaction to emotional pain and can be extremely addictive. This means that it is often more productive to focus on why an individual feels compelled to harm themselves, rather than the means by which they are doing so. Self-harm should not be misunderstood for being suicidal.

Violence/Gangs

Gun and knife crime is not as common as some people think, but it does happen. Guns and knives can affect everyone, not just people in gangs. Gun and knife crime include stabbing or shooting someone. But it's also illegal to:

- Carry a knife
- Threaten someone with a knife or gun
- Commit a crime with the use of a weapon - like a robbery
- Commit a crime by pretending you have a real knife or gun

Some people carry weapons like knives and guns to feel protected, because of peer pressure or to feel powerful. If a person has a weapon they might not always plan to use it – whether it is used as a weapon or not, it is still illegal.

Police have the power to stop and search if they think someone has a weapon. This could result with an arrest or the person going to prison for carrying, buying or selling a weapon.

Situations involving weapons can get out of control very easily and there might not have time to think about actions.

If carrying a weapon, a person is more likely to:

- Be attacked or threatened by other gangs who use weapons
- Be arrested by the police
- Kill or injure yourself badly with your weapon
- Hurt or kill others with your weapon
- Hurt innocent people if a fight happens
- Be charged with murder through joint enterprise if you're at a place where someone is killed, even if you weren't carrying the weapon.

Gangs

Being in a gang can make a person feel part of something or that they belong but being part of a gang like this can be dangerous. Sometimes a person can be forced to commit a crime or do things that are unsafe. If a gang carries knives or other weapons, they might get them out to show off or intimidate people. This can be very scary for other people, especially if they think the gang will use them.

Why do people join gangs?

Young people join gangs for lots of different reasons. Some of these include:

- Fitting in with friends and other gang members
- Having the same interests as other people, like sports or music
- Feeling respected and important
- To be protected from bullying or from other gangs
- Making money from crime or drugs
- Gaining status and feeling powerful

Being in a gang is not against the law but being involved with illegal activities (that some gangs do) could be an offence. A person could go to prison or end up with a criminal record if involved with:

- Gun and knife crime
- Violence or harassment
- Turf wars or postcode wars
- Carrying, using or selling drugs
- Theft or other illegal activities
- Rape and sexual assault.

If a learner has a criminal record, you might not be:

- Accepted into a university, college, or higher education
- Able to get a job, internship, or do work experience
- Allowed to travel to some countries, like the USA.

County Lines

There is currently no legal definition, but County Lines is basically a form of exploitation, including child exploitation. County Line gangs use children and other vulnerable people to move drugs and money to and across areas using traditional gang culture as well as targeted and specific grooming of individuals, including children. Once caught up in County Lines, both adults and children are at risk of extreme physical and/or sexual violence, gang recriminations, and trafficking. Families and individuals, including children, are being taken advantage of due to their naivety, inexperience, and desire to belong or earn money, and can easily be groomed into selling and transporting drugs. How are children being exploited? Criminals are deliberately targeting vulnerable children.

Prevent Duty/Extremism

Prevent Duty is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

What does PREVENT do?

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

The main aim of Prevent is to stop people from becoming terrorists or supporting terrorism.

At the heart of Prevent is safeguarding children and adults and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Prevent addresses all forms of terrorism but continues to ensure resources and effort are allocated on the basis of threats to our national security.

The Counter-Terrorism and Security Act 2015 places a duty on certain bodies to have due regard to the need to prevent people from being drawn into terrorism parental responsibility for a child. There is no requirement for the victim and perpetrator to live in the same household. Domestic abuse is not just physical or sexual violence, but can also be emotional, coercive or controlling, and economic abuse.

What is Extremism?

The government has defined extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs". This also includes calls for the death of members of the British armed forces.

What is Terrorism?

An action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

The Prevent Team will, in partnership with other professionals, including those involved in safeguarding, investigate further to assess the nature and extent of the risk. The relevant local police prevent teams will complete an initial assessment, which will be used to inform the decision as to whether an individual should be referred to Channel.

What is Radicalisation?

Radicalisation is the process in which a person comes to support terrorism and extremist ideology associated with terrorist groups

FURTHER INFORMATION AND USEFUL LINKS

Further Information and Useful Links

Sexual Exploitation

Sexual exploitation - Victim Support

Child sexual exploitation (CSE) | Barnardo's (barnardos.org.uk)

Online Safety

https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety

Sexting

Sexting and sending nudes | Childline

Domestic Violence

Domestic abuse: how to get help - GOV.UK (www.gov.uk)

What is domestic abuse? - Women's Aid (womensaid.org.uk)

https://www.ncdv.org.uk/domestic-violence-against-men

Domestic Violence for Men

Domestic Abuse Helpline for Men | Men's Advice Line UK (mensadviceline.org.uk)

Male Victims of Domestic Abuse – Please call 01823 334244 to speak to us confidentially - (mankind.org.uk)

BRITISH VALUES

British Values

As part of the PREVENT strategy we at Busy Bees Education and Training promote British Values to reflect life modern Britain.

The 4 fundamental British Values are:

Fundamental British Values are a set of values the government believe are important for us all to learn. They also underpin what it is to be a citizen in a modern and diverse Great Britain, valuing our communities and celebrating the diversity of the UK.

Fundamental British Values are not exclusive to being British and are shared by other democratic countries. British Values are a way to create a society where individual members can feel safe and valued.

We will look in further detail at each of the Fundamental British Values.

Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Examples:

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition

Rule of Law

The need for rules to create a happy, safe and secure environment to live and work.

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

Examples:

- Leadership and accountability
- Joint decision making
- Team meetings
- The right to protest and petition

Mutual Respect and Tolerance

Understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.

Examples:

- Embracing diversity
- Understanding we don't all share the same beliefs and values
- Tackling stereotyping, labelling, prejudice and discrimination

Individual Liberty

Protection of your rights and the rights of others you work with.

Examples:

- Equality and human rights
- Personal development
- Respect and dignity
- Rights, choice, consent and individuality
- Values and principles

CAREERS/ INFORMATION ADVICE AND GUIDANCE

We have provided a guide on Career Information, Advice and Guidance from the National Careers service. When exploring this it allows you to find out the following:

- **How to become**
- **What it takes**
- **What you'll do**
- **Career path and progression**
- **Current Opportunities**

If you would like to explore careers, please use the link below to search for the job that's right for you

https://nationalcareers.service.gov.uk/explore-careers

Click the link below to view these

https://live.onefile.co.uk/resources/

*only accessible with a OneFile login

Occupational Maps

We have also put together a bank of the occupational maps which are simply a way of showing the relationships that exist between education, qualifications, apprenticeships, and occupations in England. They are called maps because they help people to find their way through their careers and training more easily. The occupational maps let you explore occupations by searching for a specific job or browsing broader types of jobs. These occupations are shown on cards, along with details of relevant apprenticeships and other technical education qualifications and possible career progression.

Early Years

What other sectors can I work in now I have achieved my early years qualification?

Childcare qualifications can open doors to many opportunities. You may find you have developed an interest in child psychology, speech and language or a focus on special educational needs. Early years qualifications are qualifications that grow with you and can offer a great platform to build on into other sectors.

Nursery – this is your most obvious route as many of these courses are tailored with this career setting in mind.

Social worker – if you're more interested in the social aspect of childcare and in protecting children, then this career path is an interesting one to explore. Just bear in mind, that you'll need qualifications in social work and psychology, alongside childcare.

Family support officer – similar to social work, you can use your qualification in Level 3 childcare as a steppingstone to establishing a career in this area Youth worker – again, you will need to build on your current qualifications before you explore this route, but it is an option for you.

Pathway into Early Years Education

*only accessible with a OneFile login

Business Management

Are you wondering what your next steps are?

There is a whole host of opportunities within management and beyond.
On completion, apprentices can register as full members with the Chartered management institute and/or the Institute of leadership and management, and those with 3 years' of management experience can apply for Chartered manager status through the CMI

https://nationalcareers.service.gov.uk/search-results?SearchTerm=management

USEFUL CONTACTS

Useful Contacts

Debt and money management

Debt and money - Citizens Advice

Free and impartial help with money, backed by the government | MoneyHelper

Money Advice Trust | Money Advice Trust

Mental health and wellbeing

Mental health - NHS (www.nhs.uk)

Mental Health Foundation | Good mental health for all

Home - Mind

Abuse helplines

Home - Women's Aid (womensaid.org.uk)

Domestic abuse: how to get help - GOV.UK (www.gov.uk)

Domestic Abuse Helpline for Men | Men's Advice Line UK (mensadviceline.org.uk)me | Refuge National Domestic Abuse Helpline (nationaldahelpline.org.uk)

Radicalisation concerns

Get help for radicalisation concerns - GOV.UK (www.gov.uk)

Radicalisation - Runaway Helpline

FREQUENTLY ASKED QUESTIONS

Frequently Asked Questions

What are the benefits of an Apprenticeship?

You will be learning on the job, from the industry experts. You will learn and develop new skills, knowledge and behaviours relevant to your chosen sector and career route. Apprenticeships are fully funded, providing you meet the relevant criteria.

How Much Will I Earn?

You will earn the apprentice rate of pay - click on the link to show you the most up to date pat rates https://www.gov.uk/national-minimum-wage-rates

What is End Point Assessment (EPA) and do I have to do it?

End Point Assessment (EPA) is the finial assessment for an apprenticeship to ensure that you have met the relevant standards and criteria required.

Your Development Coach will fully prepare you for this and you will take part in mock assessments in advance. This is nothing to be worried about it is purely a way of looking at the knowledge, skills and behaviours that you have learned whilst completing your apprenticeship.

As the EPA is a requirement of the apprenticeship, it is important that you enter gateway and complete your EPA assessments.

How is Training Delivered?

You will be allocated a Development Coach who will be your port of call for the duration of your apprenticeship. You will have contact with your Development Coach on a regular basis this will be a combination of face to face visits at your setting and remotely via teams.

There will also be live teaching and learning sessions on teams, you will be expected to attend where possible. Your development coach will plan these in with you.

Do I have to complete Functional Skills Maths and English?

If you have exemptions at the required level, then no you do not need to complete functional skills, however you will still be encouraged to attend the teaching and learning sessions around functional skills to help you embed and develop your Math and English skills. If you do not have exemptions, you will be required to complete your functional skills as part of your apprenticeship.

DIVERSITY CALENDAR IMPORTANT DATES

Diversity Calendar Important Dates 2025

January

National Hobby Month

4 January World Braile day
19 January World Religion Day
20 January Martin Luther King Day
27 January Holocaust Memorial Day

February

LGBT+ History Month

1 February World Hijab Day
4 February World Cancer Day
29 Jan - 12 Feb Chinese New Year
20 February World Day of Social Justice

March

Brain Tumour Awareness Month

8 March International Women's Day
21 March World Down Syndrome Day
30 March World Bipolar Day
31 March Trans Day of Visibility

April

Autism Awareness Month

2 April World Autism Day
7 April World Health Day
22 April Stephen Lawrence Day
28 April World Day for Health & Safety at work

May

National Pet Month

5-11 May Deaf Awareness Week
12-18 May Mental Health Awareness Week
17 May International Day against Homophobia, Transphobia and Biphobia
21 May World Day for Cultural Diversity, Dialogue and Development

June

Pride Month

14 June Global Wellness Day
14 June World Blood Donor Day
18 June Autistic Pride Day
20 June World Refugee Day

July

Disability Pride Month

14 July International Non-Binary People's Day
17 July World Day for International Justice
24th July 24/7 Samaritans Awareness Day

August

Happiness Happens Month

12 August International Youth Day
13 August International Lefthanders Day
15 August National Relaxation Day
30 August Grief Awareness Day

September

World Alzheimer's Month

10 September World Suicide Prevention Day
15 September National Online Learning Day
21 September International Day of Peace

October

ADHD Awareness Month

1 October International Day of Older Persons
8 October International Lesbian Day
10 October World Mental Health Day
15 October Baby Loss Awareness Day
18 October World Menopause Day

November

Transgender Awareness Month

1 November Extra Mile Day
11 November Remembrance Day
19 November International Men's Day
25 November International Day for the Elimination of Violence against Women

December

Aids Awareness Month

1 December World Aids Day
3 December International Day of Persons with Disabilities
10 December Human Rights Day
20 December International Human Solidarity Day

We Value Your Feedback

We would love to hear your feedback on how you are finding your apprenticeship with us.

Just simply scan the QR below.