

New Protocol for British Values

Outline



Explore the new University Group protocol (DB)



Sharing ideas about teaching these values (KS)

Aim of the new protocol

1. Piggyback on what we already have and do

2. 'Decolonising' the British Values

3. Make expectations clearer

The problem

Ofsted- Mandated
requirement

Overarching goal: Preparing Students for Life
(and work) in **Modern Britain (LiMB)**

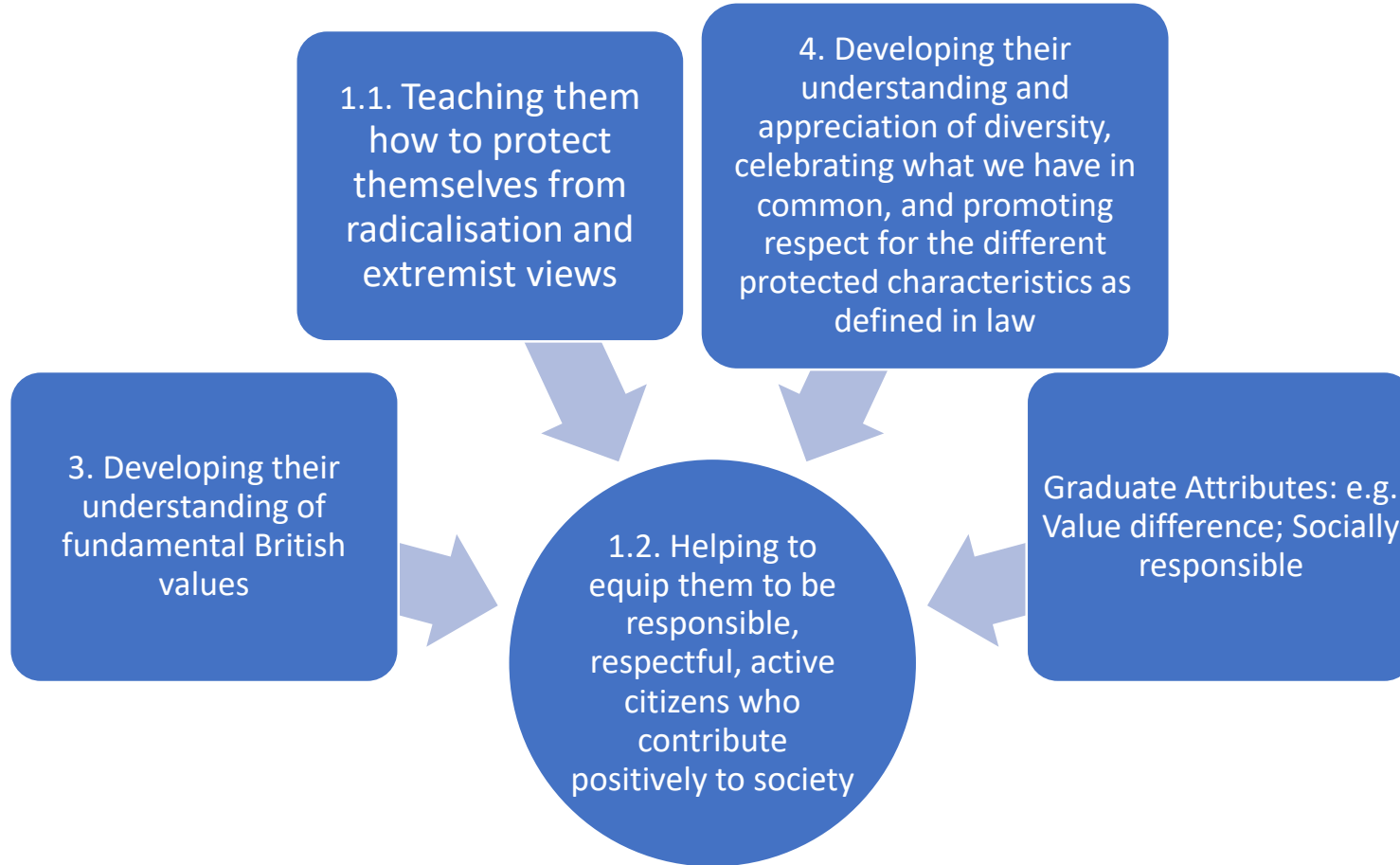
1. Teach them how..(PREVENT)
2. Help equip them... (citizenship)
3. Develop understanding...(BV)
4. Develop understanding & appreciation... (EDI)

Democracy, Individual
liberty, Rule of law,
Respect and tolerance

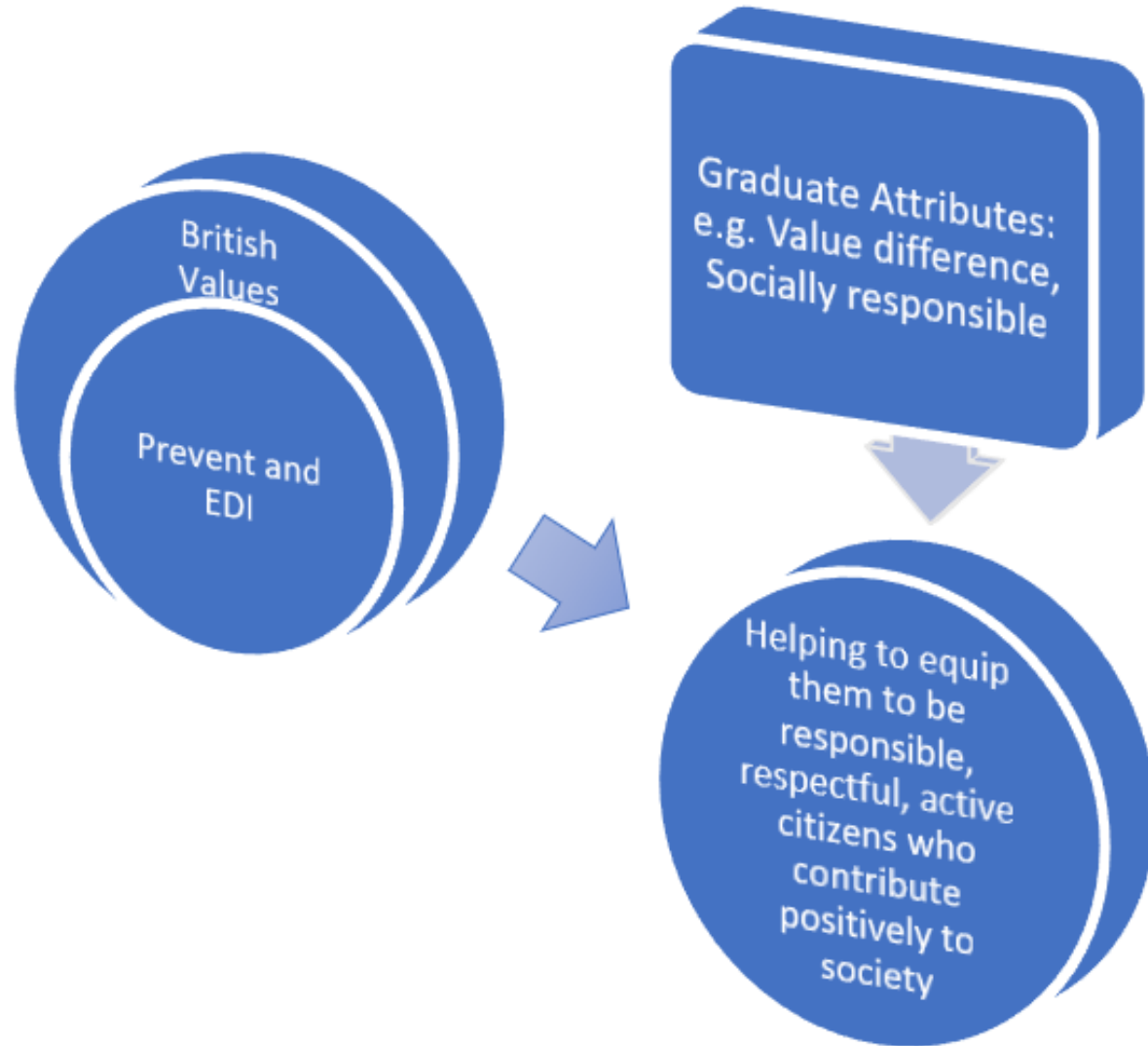
Good (2)

- The curriculum extends beyond the academic/technical/vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.
- The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and, where relevant, help them know how to keep physically and mentally healthy.
- The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.
- The provider prepares learners for life in modern Britain by: teaching them how to protect themselves from radicalisation and extremist views; 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.

1,3 and 4 are all instrumental in achieving the higher aim of
2



Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance are broad enough to subsume Prevent (2) and appreciation of diversity and inclusion (4)



Conclusion...

Preparing them for Life and Work in Modern Britain means TEACHING THEM SOMETHING ABOUT:

- a. 4 British Values
 - i. Democracy (&Prevent)
 - ii. Rule of law
 - iii. Individual liberty
 - iv. Mutual respect, and tolerance (&EDI)

- b. With the help of Graduate Attributes

Because it will make them responsible, respectful, active citizens who contribute positively to society

The Package: The LiMB Values

- We have to prepare learners for ‘life (and work) in Modern Britain’ (LiMB).
- This should be done through the vehicle of the **LiMB values**. These values are:
 - **Principled Participation:** (containing the principles of Democracy and Rule of Law)
 - 2 x Graduate Attributes: “**Social responsibility**” and “**valuing difference**” (containing individual liberty and mutual respect and tolerance)

Wait there's more....

- Preparing learners for future success in education, employment, or training
 - Unbiased information about potential next steps
 - Careers guidance
 - Opportunities for encounters with the world of work

**Future
Success**

Good (2)

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 - **Future Success**

The Package

LiMB Values

Social responsibility
and valuing difference

Future Success

Principled Participation

LiMB Value	Meaning
Principled Participation	A culture or way of being that is built upon democratic principles (e.g. participation of all community members, accountability, transparency, etc.) and the need for rules to make a happy safe environment to live and work.
Social Responsibility and Valuing difference	Higher Education has a responsibility to prepare students to become active and effective contributors of the university community and beyond. Working in a community entails a balance between individual freedoms and the good of the overall ‘community.’ As such, acting with integrity and valuing differences entails an understanding of Individual liberty and mutual respect and tolerance .
Future Success	Preparing learners for future success in education, employment, or training by providing unbiased information to all about potential next steps; high quality, up to date locally relevant careers guidance and opportunities for encounters with the world of work

Example learning aims

Principled Participation:

- Acquire a wider appreciation of **democratic principles** and their relevance to life as a ‘student’ and/or ‘apprentice’ working and living in Britain:
 - Understanding of how as learners they can **influence decision-making** in university and the workplace through the democratic process e.g., Student voice, societies, and representative bodies
 - **Reflect on the values**, missions, and aims of **their workplace** and how these exemplify democratic principles in their policy and practice.
- Understand how laws and regulations directly pertaining to their industry and ‘student’ life contribute to a happy, safe, and secure environment that is necessary for any participation:
 - Acquire a wider general knowledge of the **agreed ways of working** including policies, procedures relevant student life such as ‘codes of conduct’ and ethical standards etc.
 - Further explore and develop an appreciation of industry level expectations and regulations around **professional behaviour** e.g., codes of conduct, good health, and safety practices.

Example learning aims

Social responsibility and Value difference

- Take responsibility for own actions and behaviour and have the self-awareness to recognise the impact it has on others and the environment (Graduate Attribute):
 - Develop self-knowledge, self-esteem, and self-confidence to become **independent learners**
 - Understand policy around bullying and harassment (including sexual harassment) in both the workplace and university environment
 - Have commercial and professional awareness/understanding/know **how to act in a professional environment** (Graduate Attribute)

Example learning aims

Future Success

- a. Learners explore their short-, medium- and long-term career and/or education goals
- b. Learners explore progression pathways and destinations appropriate to their current stage
- c. To actively promote and facilitate independent careers advice via. the Talent Team (e.g., inviting them to talk to your learners, signposting on Aula and in seminars)
- d. To promote and facilitate utilisation of success coaches
- e. Learners engage in a range of 'preparation for achieving next steps' activities appropriate to intended career aims and intentions e.g., CV building, interview simulation, developing LinkedIn Skills, portfolio building etc.

Example document:



Course elements	Module Codes	Schedule	Principles Participation (code learning aims)		Social responsibility and Value difference (code learning aims)		Future Success (code learning aims)
			Democracy	Rule of law	Individual liberty	Respect and Tolerance	
Induction		First 6 weeks	Nominate Student Reps (1a) Complete Prevent online module (1c)		Health and safety law: COSHH, RIDDOR H&S in the workplace. (1b)		Signposting to Talent Team Planning short-, medium- and long-term career aims (3d)
Module Title	4567abc	Yr1. Semester 1	Informed decision making- data, critical thinking, and the scientific method (2b)		Gender Bias in data (2c)		
Module Title	4567abc	Y1. Semester 2					
Module Title	4567abc	Yr1. Semester 3			Climate Change law – UK/EU/Other countries (2a/b)		
.....							
Progress Reviews		Every 12 weeks	WLA will facilitate a discussion to help prompt apprentices to reflect on the workplace and any opportunities to apply or develop LiMB values and the impact of these. (1a/b)				
Exit interview							Review CPD log (3b)



Also...

- Specification part C- Overview statement
- Top-level mapping document
- Active scheme of work
- Assignment briefs (optional)
- Induction
- Progress reviews
- (Don't forget you Aula signposting)

Sharing Practice

- Kellie Sanders
- CMDA, Tutor.

Icebreaker - Getting to know you better

1. What's important to you about what you do?
2. What skills/capabilities do you have that connect to communication?
3. If you're asked who are you at work what do you reply? If you're asked the same question out of work what do you reply?
4. What's your mission in life – in work/out of work?
5. How would you describe your communication style?
6. How do British values affect communication in the workplace?

Activity: British Values- Focus on tolerance of different faiths and beliefs

- Choose a different faith/belief and carry out some research to find out more about it and be prepared to share with the group.
- What actions can you take as a colleague, team member and leader to create an environment of tolerance of difference?
- How might you challenge others who are less tolerant?



Activity: British Values- Focus on Mutual Respect

- What is respect and why is it important in life and at work?
- How will others know that you are demonstrating 'respect' and how will you know it is mutual?
- How can you as a 'leader' create more of an environment to enable this?
- How does it link to emotional intelligence and psychological safety?
- Reading:
<https://www.ccl.org/articles/leading-effectively-articles/what-is-psychological-safety-at-work/>
- Watching:
<https://blog.jostle.me/blog/psychological-safety-at-work>

