



# Managing the Apprenticeship

*Resource Booklet*



## FOREWORD

### Foreword

This guide has been put together to give an overview of how the apprenticeship works and the extra subject areas that form part of the training that could also be termed as life skills.

Some of the topics included, such as Health and Safety, are common across the industry and are included as an aide memoir of what are commonplace in your workplace environment. Other topics such as Safeguarding, Prevent, and British Values may not be as well-known, and this guide will help to give a level of knowledge on these subjects as they will come up in discussion during the apprenticeship and maybe at work.

The apprenticeship is a three-way partnership between the Apprentice, Employer and Training provider. Each must play their role to ensure a successful outcome.



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## HOW THE APPRENTICESHIP WORKS

### How the apprenticeship works

#### Duration

Apprenticeships last 1-2 years – depending on the apprenticeship.

#### Requirements for all apprenticeships

- Apprentices require English and Maths at level 2. If an apprentice doesn't have these at the start, this can be taught by us early on in the apprenticeship as it will help with further studies. The employer should give extra time to the apprentice to complete these qualifications within the 1-2 year apprenticeship. However, the apprentice will also need to work hard to retain both the English and Maths, plus the relevant maritime information taught during the apprenticeship.
- On vessel-based apprenticeships - an (ENG1 or ML5) medical is required.
- The apprentice needs an appetite and hunger to learn, get involved and study.

#### Agreements

At the start of an apprenticeship, a potential apprentice will undergo a 'Skill Scan' to assess the starting point of the apprenticeship and to review what previous experience or certification they may or may not have and what training can be offered. The result is discussed with the employer, and a training plan is agreed on. Upon a successful skill scan, the employer, training provider and apprentice will sign agreements so that all parties are aware and can fulfil their roles.

#### Training

Apprentices consist of work experience (80%) and off-the-job training (OTJ) (20%). The training provider provides most of the OTJ training. The employer adds to this in reviews, inductions and mentoring in the workplace.

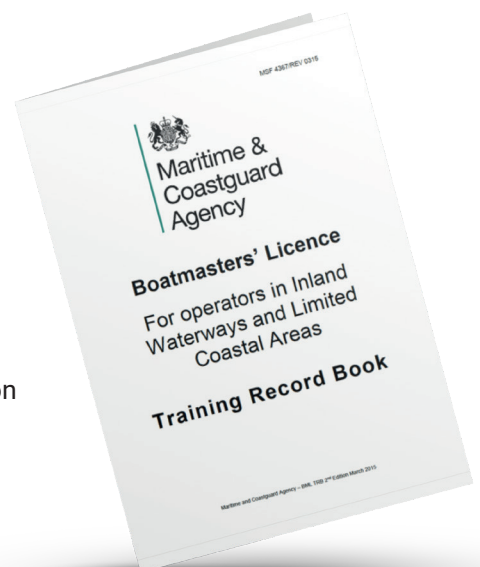
The training is made up of 'mandatory' qualifications (such as STCW/MCA and RYA certificates) plus a series of Knowledge, Skills and Behaviours (KSB's) that are required to be taught by SeaRegs, applied by the employer and demonstrated by the apprentice. These KSB's are made into courses by SeaRegs. Some of the practical application of the KSB's are assessed by the employer and recorded in a Training Record Book (TRB). The apprentice is responsible for getting their TRB signed off with the employer's assistance.

#### Where's the training

Courses are taught in Plymouth, sometimes London and occasionally at an employer's base. Apprentices often come along for training blocks of one or two weeks and stay locally. SeaRegs can assist with accommodation provision lists.

#### Record books and sea-time

Apprenticeships require up-to-date records to be kept by the apprentice and employer. They record the practical workplace application of the theory that SeaRegs have taught. They also require hours or seetime recording where necessary so that the apprentice is able to achieve certain criteria.



## HOW THE APPRENTICESHIP WORKS

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Records may include:

Boatmaster Training Record Book (TRB) and Work Record

Workboat Crewmember Electronic Training Record Book and Sea-time Record Book

Port Operative Training Record Book

At the end of the apprenticeship, the apprentice should then have the required:

Mandatory courses

Other training to satisfy the KSB's and pass any assessments

Completed record books

Logged the required 20% off-the-job-training

And in the case of a Boatmaster apprentice – pass the MCA BML Oral and Practical

### End Point Assessment

At the end of the apprenticeship, an Apprentice is entered into the 'apprenticeship gateway', allowing them to have an End Point Assessment (EPA). The EPA is conducted by an independent assessor (arranged by us) in their workplace. The EPA takes a day and can include a practical, professional discussion and a written paper. If successful, the apprentice passes their EPA and Apprenticeship.

### Reviews

SeaRegs and employer will conduct apprentice reviews periodically. The employer should discuss the apprenticeship and progress with the apprentice monthly. SeaRegs online reviews include, apprentice and employer, where concerns and progress are monitored and action plans put in place.

### Missed training and review blocks

Booked and missed training and review blocks need to be paid for by the employer as we will have allocated that space for the apprentice for that duration. If we know far enough ahead of any potential clash, we will try to avoid times that are inconvenient.



### Apprentice retention of knowledge – personal study

SeaRegs staff work hard to teach the subjects in an interactive way, but over a year or two period, there is a lot to cover and remember. SeaRegs are unable to revisit subjects that have already been taught as we would never be able to teach all the subject matter. We supply industry-leading booklets and resources that have been specifically written and illustrated for the purpose.

It is up to the apprentice to continually review the subjects that have been taught and ensure their knowledge is consistently kept to a good standard. Lessons taught at the start of the apprenticeship will be examination subjects at the end of the apprenticeship in the final exams.

It is evident that if personal study is not kept up, the apprentice may fail

## HOW THE APPRENTICESHIP WORKS

their final and any mid-term exams as they will have left it too late. Retakes of exams will be at the employer's expense.

### Ongoing assessment

Generally, we will teach a module or course and then assess it using a paper-based or practical assessment at the end of the course. Therefore results are mostly given at the end of the module. This means that the apprentices are not burdened too much with assignments when at work; however, it also requires apprentices to stay focused during the module/course and work on any weak areas with the instructor's help.

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### Special educational needs/Neurodivergent

If you have any special educational needs: Dyslexia, Autism, ADHD, Dyscalculia, or Anxiety, then please let us know. This can be done on booking forms, emailing beforehand, and apprenticeship enrolment forms. This information is passed to the instructors so that they are aware. Individuals should be confident to approach the instructor at a break and have a confidential chat about what works and what doesn't. Our instructors are aware to look out for signs within a class as we can then try to help.

### Responsibilities between the apprentice, employer and training provider.

#### Apprentices responsibilities

- Say if they need help
- Attend classes and reviews
- Respond to emails and phone calls promptly
- Regularly do their own study as subjects taught at the start will fade from memory
- Complete assignments
- Complete Record books
- Complete off-the-job-training records
- Bring any training literature to courses and lessons
- Be on-site and ready for training 10 minutes before the start time

Note: Apprenticeships are hard work. Apprentices will end up doing study at home and in the evenings and spare time to ensure their knowledge stays up-to-date.

#### Employer's responsibilities

- Provide a safe work environment
- Provide an induction that includes explaining relevant policies and procedures
- Give opportunities for the apprentice to develop technical skills within your industry
- Allow apprentices to practice navigation & helming (BML/WB apprenticeships)
- Provide 'On-the-job' training/additional support to ensure your apprentice's success
- Regularly review the apprentice's progress
- Participate in periodic Apprentice, Employer, and SeaRegs reviews (usually online)
- Assist apprentices with completing Training Record Books
- Ensure that apprentices do not have to contribute financially to their training
- Ensure that there is adequate mentoring in the workplace
- Provide a mentor or training officer to whom the apprentice can turn for support
- Ensure the apprentice is paid at least the minimum wage



## HOW THE APPRENTICESHIP WORKS

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### Training provider responsibilities

- Take into account apprentices' educational needs
- Keep apprentices informed of progress through reviews
- Inform the employer of progress through reviews
- Offer safeguarding and support
- Mark work promptly
- Support the apprentice in their learning journey
- Liaise with employers and apprentices

### Employer's responsibility for mentoring



**Company Training Officer/Mentor** (This can be one and the same person)

The employer should appoint a Company Training Officer and a Mentor that is held accountable for the training and development of the apprentice during their program.

### Company Training Officer Training administration

Be the primary contact between SeaRegs and the apprentice, liaise with the workplace mentor to ensure the training opportunities are in place for the apprentice and attend to the administration of the apprenticeship. Issuing guidance as required and ensuring that all concerned with the training programme play their parts.

### Progress monitoring

Conduct monthly reviews with the apprentice and record this in the Training Record Book (TRB) and/or eTRB. Regular contact with the workplace mentor to update on the apprentice's progression on board the vessel. This should also include attending the training progress reviews between SeaRegs, the employer and the apprentice.

### Workplace mentor

#### Practical training

Ensure the apprentice has sufficient opportunity to develop the skills and behaviours and put them into practice as per the TRB and eTRB. For instance:

H&S onboard (Risk assessments, SMS, safe boarding arrangements, LSA/FFE checks)  
Bridge operations (watch keeping, helming, record keeping, navigation)  
Deck operations (mooring, anchoring, cargo/passenger loading, drills, maintenance)  
Engineering (daily, weekly and monthly checks, routine maintenance, emergency ops)  
Specialist operations (lifting, towage, pilot vessel duties, dredging, CTV operations)  
Emergency drills (muster, fire, MOB, abandoning, oil spill etc.)

### Training record books

Monitor apprentice training and record this in the Training Record Book (TRB/eTRB) and check there is sufficient sea time to progress and complete the mandatory training.

## HEALTH, SAFETY AND INDUCTIONS

### Health, safety and inductions

#### Managing safety

Health and Safety is regulated ashore by the Health and Safety at Work act and afloat by the Merchant Shipping and Fishing Vessels (Health and Safety at Work) Regulations. This puts a responsibility on the shipowner and employer to ensure the health and safety of all seafarers and others on board and ashore (both employed and self-employed). It also puts responsibility onto the Master, crew/workers and apprentices to follow the company's guidance once safe operating procedures have been implemented. Employers/vessel operators are required to have a written 'health and safety' or 'safety and environmental protection' policy if there are more than 5 employees. The Policy will often lead to risk assessments that promote ways that workplace hazards and risks are managed. Risk assessments or safe operating procedures/method statements should be available to the employees to ensure safe operation within the workplace.

Many maritime companies have a requirement or are recommended to adopt a safety management system, a structured and documented system that enables company personnel to effectively implement the company safety and environmental protection policy and procedures.

#### What employers must do for the employee (HSE):

- 1) Decide what could harm others in their job and the precautions to stop it. This is part of risk assessment.
- 2) In a way others can understand, explain how risks will be controlled and tell them who is responsible for this.
- 3) Consult and work with employees and their health and safety representatives to protect everyone from workplace harm.
- 4) Free of charge, give the health and safety training required to do your job.
- 5) Free of charge, provide you with any equipment and protective clothing you need, and ensure it is properly looked after.
- 6) Provide toilets, washing facilities and drinking water.
- 7) Provide adequate first-aid facilities.
- 8) Report major work-related injuries and fatalities to the HSE Incident Contact Centre. Report other injuries, diseases, and dangerous incidents online at [www.hse.gov.uk](http://www.hse.gov.uk) or the MAIB and MCA.
- 9) Have insurance that covers employees in case they get hurt at work or ill through work. Display a hard copy or electronic copy of the current insurance certificate where it can easily be read.
- 10) Work with any other employers or contractors sharing the workplace or providing employees (such as agency workers) to protect everyone's health and safety.



#### What the employee/apprentice must do

- 1) Follow the training they have received when using any work items the employer has given you.
- 2) Take reasonable care of their own and other people's health and safety.
- 3) Co-operate with the employer on health and safety.
- 4) Tell someone (the employer, supervisor, or health and safety representative) if you think the work or inadequate precautions are seriously risking anyone's health and safety.

## HEALTH, SAFETY AND INDUCTIONS

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### What employees need to know

All workers have a right to work where their health and safety risks are adequately controlled. Health and Safety is about stopping people from getting hurt at work or ill through work. The employer is responsible for health and safety, but you must help to ensure the risks are as low as possible for yourself and those around you.

### If there's a problem

- 1) If an employee is worried about health and safety in the workplace, they should talk to the employer, supervisor, master, or health and safety representative.
- 2) They can also look at the HSE or MCA website for general information about health and safety at work.
- 3) If, after talking with the employer, the employee is still worried, they can find the address of your local enforcing authority for health and safety and the Employment Medical Advisory Service via HSE's website: [www.hse.gov.uk](http://www.hse.gov.uk) or contact the MCA.

### Risk assessment

A vital element of the employer's responsibility is to 'Decide what could harm others in their job and the precautions to stop it'. This is usually achieved by a risk assessment. When thinking about a risk assessment, remember:

A hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc.

The risk is split into two categories: Severity and likelihood.

- The severity of how serious the harm could be.
- The high or low likelihood that somebody could be harmed by the hazards.

The law does not expect an employer to eliminate risk but to reduce it to: As low as reasonably practicable.

### 5 steps to a risk assessment

- 1) Identify the hazards
- 2) Decide who might be harmed and how
- 3) Evaluate the risks and decide on precautions
- 4) Record your findings and implement them
- 5) Review your assessment and update if necessary



In reducing risk, the following control measures are often used. Listing the most effective (top) to the least effective (bottom):

Elimination – (e.g. by not doing it – contracting the job out)

Substitution – (e.g. replacing chemical with a less dangerous one)

Engineering – (e.g. putting up a fence to physically stop you from falling in)

Procedures – (e.g. writing procedures that need to be followed)

PPE – (e.g. safety boots, life jackets, hats, and harness)

Occasionally there are additional employer requirements for risk assessment, such as:

Employing under 18's

Control of substances hazardous to health

Manual handling

Pregnancy

## HEALTH, SAFETY AND INDUCTIONS

### Vessel induction

It is important for all new crew joining a vessel to know what to do and where to go. This vessel induction is a legal requirement and usually follows three main parts: 1) safety specific – 2) job-specific – 3) living onboard.



### The Code of Safe

#### Working Practices states:

In addition to any appropriate mandatory STCW/MCA/RYA approved courses, before being assigned to shipboard duties, all persons employed or engaged on a ship, other than passengers, shall receive familiarisation training on board and receive sufficient information and instruction to be able to:

- communicate with other persons on board on elementary safety matters and understand safety information symbols, signs and alarm signals;

Know what to do if:

- a person falls overboard
  - fire or smoke is detected; or
  - the fire or abandon ship alarm is sounded
- identify alarm points, muster and embarkation stations, and escape routes
  - locate and don lifejackets
  - have knowledge of the use of portable fire extinguishers
  - take immediate action upon encountering an accident or other medical emergency before seeking further medical assistance on board
  - close and open the fire, weathertight and watertight doors fitted in the particular ship other than those for hull openings.

On completion of the standard safety induction, the new personnel should receive the appropriate security training and departmental induction covering safe working practices, areas of responsibility, departmental standing orders, and training/certification requirements to operate specific machinery or undertake specific tasks.

They should also be inducted as to how the general day-to-day living onboard works, food, toilets, accommodation, no-go zones etc.



## WHAT IS SAFEGUARDING

### What is safeguarding?



Employers and training providers share the duty of care for ensuring that apprentices are safeguarded during their training at SeaRegs and within the workplace. Apprentices also have a duty not to unduly put themselves in harm's way.

Employers and training providers must be in their working or learning environment. This is not restricted to workplace issues but extends to any problems outside of work that may affect the apprentice when

in work. If a safeguarding issue is identified, it should be acted upon without delay. The law requires that you cannot ignore any activity or disclosure that highlights a safeguarding issue.

#### **Safeguarding takes on many forms; it is usually grouped into two sectors:**

Under 18's (children and young adults) and over 18's (adults). Ofsted uses the following definitions.

#### **Under 18's (Young persons)**

- Protecting young people from maltreatment
- Preventing impairment of health or development
- Ensuring young people are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all young people have the best outcomes

*With under 18's, employers need to ensure that young person's travel arrangements and accommodation is secure when training and SeaRegs can assist with this. There is the requirement for a sufficient support network to be in place for any issues arising; this includes holding details of parents and guardians.*

#### **Over 18's (Vulnerable adults)**

The Department of Health defines a vulnerable adult as a person aged 18 or over who may need community care services because of a disability (mental or other), age, or illness. However, a person is also considered vulnerable if they are unable to look after themselves, protect themselves from harm or exploitation or are unable to report abuse.

*More often in the maritime sector, adults may become 'vulnerable' due to a change in circumstance which is having a detrimental effect on them and their mental health, such as a troubled relationship, death of a loved one, intimidation, an addiction or long-term health issues etc.*

#### **Safeguarding for over 18's covers**

- Protecting adults' rights to live safely, free from abuse and neglect.
- People and organisations working together to prevent and stop both the risks and experience of abuse or neglect.
- People and organisations making sure that the adult's wellbeing is promoted, including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action.

## WHAT IS SAFEGUARDING

- Recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances and potential risks to their safety or wellbeing.

### What is a safeguarding issue?

Safeguarding applies to any kind of harm an apprentice or employee may suffer. The main issues are:



- Cyberbullying
- Financial
- Self-Harm
- Suicidal thoughts
- Physical abuse
- Sexual abuse/exploitation
- Emotional/psychological abuse
- Neglect

### What are typical signs that an apprentice may be suffering?

There are many signs that may be indicators that an apprentice may be experiencing a safeguarding issue. However, if an apprentice demonstrates more than one indicator, this in itself is not evidence that the apprentice may be at risk, but a concern should be raised if any employer, staff member or colleague believes there is any potential situation.

- Difficulty concentrating at work or study
- A reluctance to go home or come to work/training
- Become uncommunicative or withdrawn
- Showing a wariness or distrust of adults
- Low self-esteem
- Inconsistent explanation of injuries or regular, recurring injuries
- Suicidal feelings/attempted suicide
- Self-harm

### How to report a safeguarding concern?

SeaRegs have a 'Safeguarding Lead' who is responsible for safeguarding our apprentices. The 'Lead' decides on the appropriate action required when either an apprentice seeks help; or a member of staff or employer raises a concern regarding an apprentice.

### I have a safeguarding concern – what should I do?

- Contact our Safeguarding Lead
- The Safeguarding Lead will offer reassurance
- They will record the information shared so there is an accurate account of the concern
- Listen non-judgementally
- Decide on a supportive course of action and support or offer advice on other agencies to assist

## PREVENT

### Prevent

#### Prevent duty

The 'Counter-Terrorism and Security Act 2015' introduced the 'Prevent Duty' as an attempt to prevent young people or vulnerable adults from becoming radicalised. Young and vulnerable adults are often targets and especially susceptible to online radicalisation. The Act places duties to have "due regard to the need to prevent people from being drawn into terrorism."

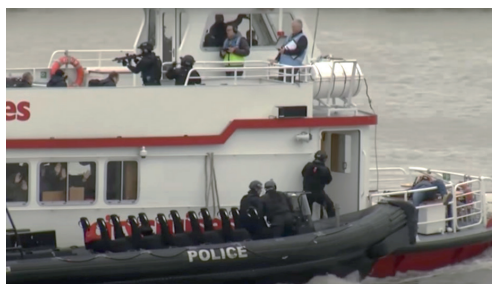
#### What is extremism?

The UK government defines extremism in the Prevent Duty as: "vocal or active opposition to fundamental British values". This also includes calls for the death of members of the British armed forces. Extremism and radicalisation might include violent Islamist groups, the extreme right-wing, and other causes.

#### What is radicalisation?

The process by which a person comes to support terrorism and extremist ideologies. "Radicalisation is a vague and non-specific word which different people may use to mean different things... this nation and our culture are tolerant of religious diversity..."

**Justice Holman, 2014**



#### Potential indicators may include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

#### What to do

If you suspect someone is being targeted to extremism and radicalisation, contact our safeguarding team. They can offer advice and support networks such as Prevent referrals, Action Counter Terrorism (ACT) Early support helpline and the Channel programme. Or visit the ACT Early website.

If it's somebody that you know well, try talking to them about what you've noticed if you feel comfortable doing so – advice on how to do this is available through the ACT website.

The earlier you ask for advice, the sooner you can help to stop that person from becoming a danger to themselves or others. Anything you share will always be in confidence.

After talking to someone about your worries, you may be asked to help create a referral to the Prevent programme, which may lead to further support provided by the Channel programme, which may include:

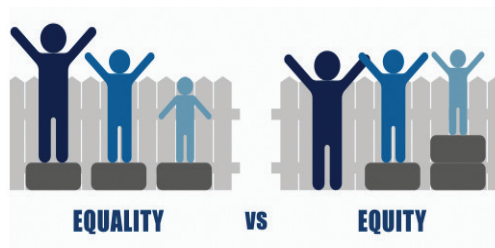
- mentoring
- mental health support such as counselling
- education or career development support
- online safety training for parents

## EQUALITY, DIVERSITY AND INCLUSION

### Equality, Diversity and Inclusion (EDI)

#### Equality

The core of equality is fairness, meaning everyone should be treated equally regardless of individual characteristics. Equality also means equality of opportunity. SeaRegs and your business are responsible for ensuring no apprentice is disadvantaged from accessing the same fair opportunities as their peers.



#### Equity

Whilst Equality means each individual or group of people is given the same resources or opportunities. Equity recognises that each person has different circumstances, and allocates the exact resources and opportunities needed to reach an equal outcome.

#### Diversity

Diversity is recognising, respecting, and celebrating our differences. A diverse working environment will include people from a wide range of backgrounds, identities, and mindsets. Workplace diversity enables an empowered culture for creativity and innovation.

#### Inclusion

Inclusion in the workplace means creating an environment where all staff feel valued, welcome, and safe. Your business must work to ensure all employees feel comfortable contributing different ideas, raising issues and offering suggestions without the risk of discrimination.

#### What Are Protected Characteristics

Discrimination on the grounds of a 'protected characteristic' is illegal under the Equality Act 2010. Discrimination can take many forms, including direct and indirect discrimination, violence, bullying, harassment, and victimisation.



The 'protected characteristics' are:

- Age
- Disability
- Gender Reassignment
- Religion or Belief
- Pregnancy and Maternity
- Race
- Sex
- Marriage and Civil Partnership
- Sexual Orientation

#### Embracing protected characteristics

- Improves staff morale, motivation and retention.
- Allows overlooked talent to come to light during recruitment drives.
- Prevent serious or legal issues arising, including bullying or harassment.
- Share ideas, develop problem-solving skills, and foster innovation.

#### Workplace policy

An equal opportunities policy helps employees feel confident that everyone is treated



## EQUALITY, DIVERSITY AND INCLUSION

fairly at work. It is also an opportunity to outline the type of behaviour that is expected, guidance about discrimination and extra services in the workplace, such as staff support networks

When developing an equal opportunities policy, it is crucial to consult with a range of employees and representatives, especially those from diverse or under-represented groups from which your policy intends to support.

### Key EDI areas to uphold within the workplace

#### - Inclusive recruitment

Inclusive advertising of job vacancies, ensuring accessibility and flexibility across all stages of the recruitment process and the use of positive action.

#### - Leadership

Managers, mentors, and trainees should act as role models for inclusive behaviour, and work to create a culture of openness and honesty.

#### - Reasonable adjustments

Employers are legally required to offer reasonable adjustments to support disabled employees to manage their disability in the workplace. It is also worth noting that an ENG1 or ML5 medical is required before an apprenticeship can start.

#### - Flexible working

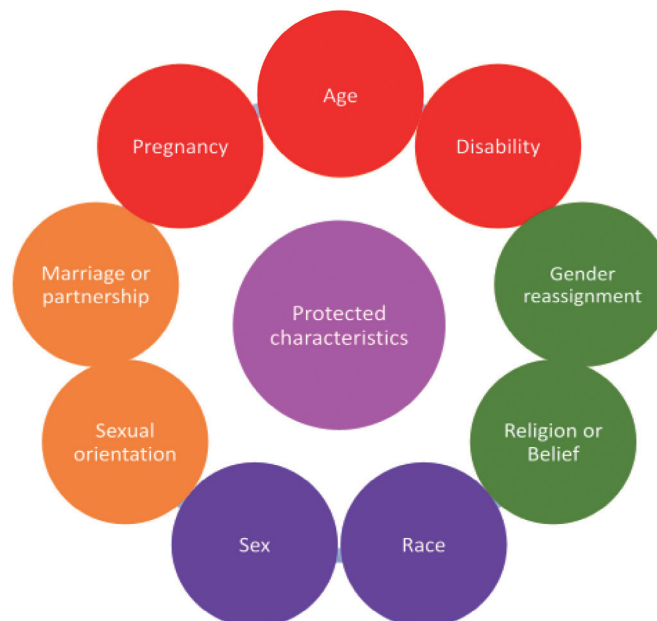
Allowing flexible working could avoid the risk of discrimination against an employee because of a protected characteristic, such as disability or pregnancy.

#### - Training

Training managers and senior staff should help raise awareness of why it's important to value everyone's differences and how to do this in the workplace

#### - Redundancy / Dismissal

When dismissing an employee or selecting staff for redundancy, ensure decisions aren't affected by unconscious bias and protected characteristics



#### - Equality of pay

Regular checks should ensure all employees doing work have equal pay, benefits and employment contract terms.

#### - Dress codes

Check your workplace dress code does not discriminate protected characteristics.

## BRITISH VALUES

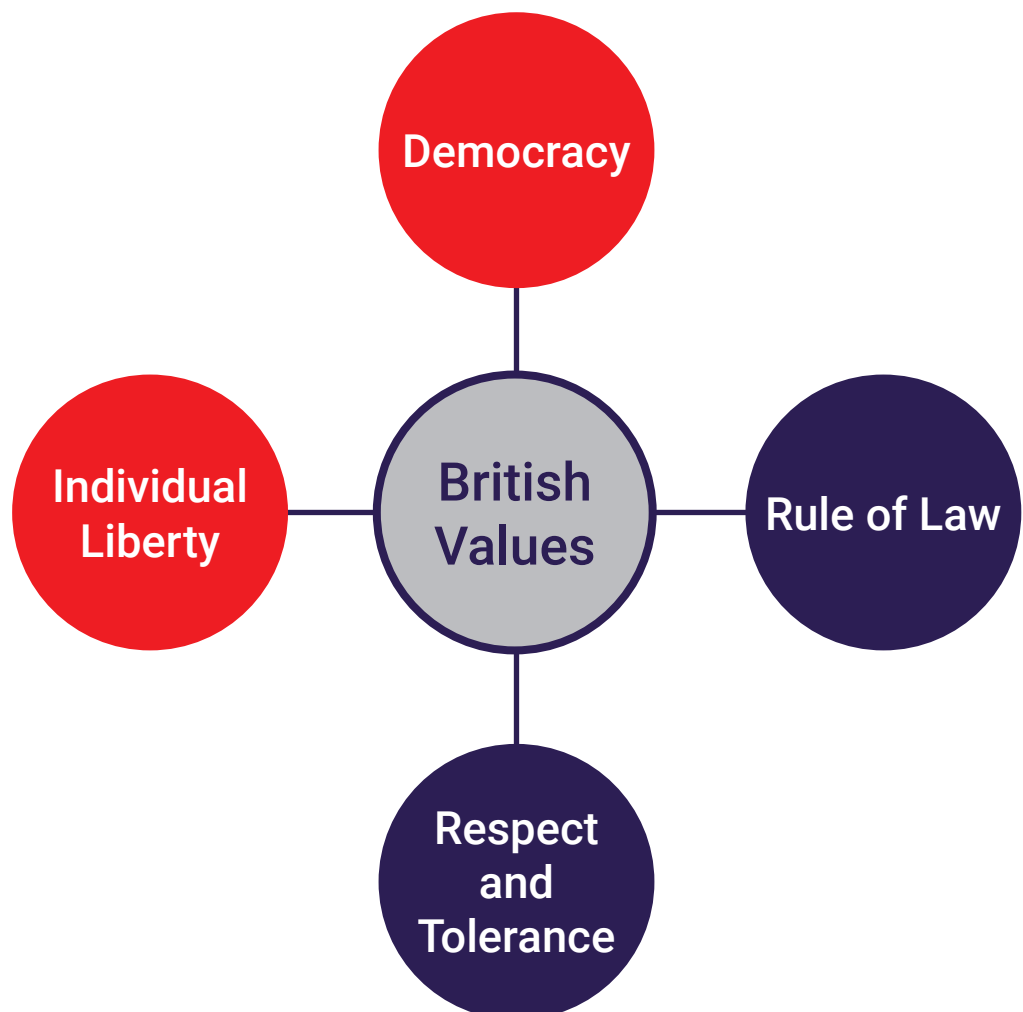
### British values

Ofsted requires training providers to 'promote the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs'.

SeaRegs recognise the positive contribution we can make towards helping our apprentices have a good understanding of these values and how they form an important part of our culture in modern Britain. We give resources to apprentices to help embed these values into our apprenticeships.

British Values are closely linked to equality of opportunity, and we promote inclusion, respect, fairness, and the rights of individuals. Working with employers is an important part of helping apprentices gain an understanding of these values and relate to them in their everyday lives.

The Government set out the following 'British Values' as part of the Prevent Strategy in 2011:



## BRITISH VALUES

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### Democracy

Democracy is the belief in freedom and equality between people. It literally means 'Rule by the people', and we typically do this by voting to elect representatives to speak on our behalf. Being a democratic country means we can make our voices heard, debate and discuss issues safely, be involved in decision-making, and bring about change through voting.

Examples in the workplace might be: knowing your views count, making decisions as a team, staff suggestion schemes and feedback questionnaires; electing staff representatives; collaboration and having input into training decisions.

### The Rule of Law

All people and organisations, elected governments and officials, are subject to and accountable to the same laws. No-one is above the law and it should be applied equally and fairly to everyone. People are innocent until proved guilty and laws are there essentially to protect our rights.

Examples in the workplace might be: having and adhering to policies and procedures to ensure a safe and professionally run working environment; everyone following the same rules equally; feeling safe and protected; knowing what is expected.



### Individual Liberty

This is our individual right to express our views in a way that is free from unjust control, coercion, or the violence of others, including the government. Examples are freedom of speech and freedom of choice, although these still need to be within the law and contractual agreements.

Examples in the workplace might be: choosing our hair style or work clothes (within company dress standards); being able to express our views responsibly; having the freedom to choose from a range of training and career path options.

### Mutual Respect and Tolerance

Achieving mutual respect and tolerance in our culturally diverse society is possible when we can value our differences and recognise that we do not all share the same beliefs and values.

We may not agree with another person's beliefs or opinions, but we can respect them and not try to impose our own.

*Examples in the workplace might be: being considerate towards our colleagues; understanding customers' needs so that we can give them the best service; respecting individual and cultural differences and not judging or stereotyping.*

## HOW SEAREGS SUPPORT APPRENTICES AND EMPLOYERS

### How SeaRegs support apprentices and employers

This booklet explains the elements of Health and Safety, Safeguarding, Prevent and British Values and should stay part of the employers and apprentices' resources. It is also available online as a PDF, via our website. Apprentices should bring it along to training sessions. The apprentices are given a card with SeaRegs safeguarding information and contact details. This is business card size so that they can have it with them at any time should they need to contact us.

At the start of an apprenticeship, apprentices will be given an assessment about Safeguarding, Prevent and British Values to check learning and understanding.



During the apprenticeship, SeaRegs conduct regular reviews. At this time we will ask the apprentice if there are any issues on these subjects Safeguarding, Prevent and British Values. Employers also have an opportunity to feed back to us at any time or also during these reviews.

#### SeaRegs commitment:

- Providing a safe environment for all apprentices, ensuring appropriate procedures are in place and a safeguarding team is accessible
- Informing apprentices about safeguarding and the dangers of radicalisation
- Working with employers to prioritise the safety of all apprentices
- Ensuring that apprentices and employers know how to raise any safeguarding concerns
- Identifying any apprentice who may be suffering or likely to suffer significant harm
- Taking the appropriate action to ensure our apprentices are safe within the workplace
- Working with the appropriate agencies to ensure the correct support is provided, if required

#### Employer and apprentice responsibilities?

- To understand the meaning of safeguarding promote the welfare and wellbeing
- Employers are to be aware of your statutory duties towards the welfare of young people and adults at risk
- To be familiar with SeaRegs guidance
- To understand what is meant by PREVENT and the signs to look out for, which may indicate that a person is being radicalised.

#### Need advice?

Talk to our Safeguarding Lead for guidance and advice on any concerns you may have about the welfare of your apprentice.

Vicky Jinks	Safeguarding lead/Director	01752 408270/07768 383356
Simon Chapman	Deputy Safeguarding lead	01752 408270
Simon Jinks	Director/Chief Instructor	07711 022003



## USEFUL CONTACTS

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### Useful contacts:

**NSPCC**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Childline**

[www.childline.org.uk](http://www.childline.org.uk)

**Samaritans**

[www.samaritans.org](http://www.samaritans.org)

**MIND (Mental Health)**

[www.mind.org.uk](http://www.mind.org.uk)

**Prevent**

[www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance)

**Action Counter Terrorism (ACT)**

[www.actearly.uk](http://www.actearly.uk)

**British values**

[www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published](http://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published)

**Code of safe working practices**

[www.gov.uk/government/publications/code-of-safe-working-practices-for-merchant-seafarers-coswp-2021](http://www.gov.uk/government/publications/code-of-safe-working-practices-for-merchant-seafarers-coswp-2021)

**Health and Safety**

[www.hse.gov.uk](http://www.hse.gov.uk)

**Risk assessment**

[www.hse.gov.uk/simple-health-safety/risk/steps-needed-to-manage-risk.htm](http://www.hse.gov.uk/simple-health-safety/risk/steps-needed-to-manage-risk.htm)





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