

LEARNER NEWSLETTER

HOT TOPICS

AUGUST 2022

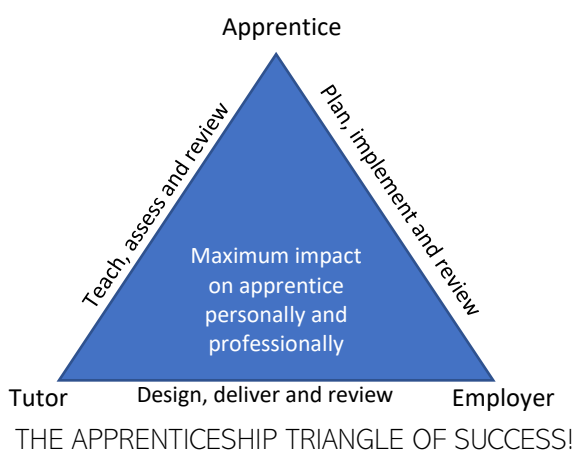
THE TRIANGLE OF SUCCESS!

Around 25 years ago I introduced the 'Shuttleworth Triangle of Love, or success' as part of some voluntary work I was doing. Working in communities we were trying to strengthen families and relationships. As I was recently thinking about apprenticeships it made me think of my triangle of love/success!

Here at Achieving Excellence, we consistently reiterate what an apprenticeship is, and its benefits. Putting aside all the different parts of an apprenticeship, at the heart of our philosophy is you. You, as students, learners or apprentices are why we all do what we do. Your success is our success!

Our programmes and tutors are designed to consistently strengthen your day-to-day knowledge, skills and behaviours. It is to elevate you in your job role for the benefit of yourself, your employer, and your service users or clients.

The most successful programmes, where apprentices successfully complete, and even achieve distinctions, are when the following connected triangle just works!



As you, your tutor and employer work hard together to plan, teach and progress, the impact of your programme will be immense. You and your employer we receive added value. You will become what you are being taught!



Please work closely with your tutor and employer to develop a relationship that embeds and elevates your off the job teaching, learning and assessment. As your knowledge, skills and behaviours are stretched, by definition, you become stronger. You become 'distinction' ready! In partnership we will deliver an excellent curriculum and provide the platform for your success! We want you to attend consistently, feel safe and be inspired! We expect great communication and persistent progression!

Central to this success is PRIDE:

- Professionalism
- Respect
- Integrity
- Determination
- Empathy

At Achieving Excellence, we strive for excellence every day. When we don't reach it, we learn and grow. Striving allows that to happen. We invite all of you to engage in the pursuit of excellence in your apprenticeship programme, your work and personal life!

Please make time for your pursuit of excellence by embracing the "Apprenticeship Triangle of Success", and PRIDE!

Rick Shuttleworth, Director
Achieving Excellence UK Ltd

Addendum:

Mid-August we received an incredibly pleasing but also inspiring OFSTED visit. We will excitedly share our report once published. Thank you to those who were required to be involved and contributed so well!

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PREVENT – GANG MENTALITY

'Herd mentality, mob mentality or pack mentality describes how people can be influenced by their peers to adopt certain behaviours on a largely emotional, rather than rational, basis. When individuals are affected by mob mentality, they may make different decisions than they would have individually.'

Anyone, of any age, can be part of a gang. As humans, we are social beings and thrive as being part of a group however, unfortunately, some groups do not always adhere to rules and laws. Gangs can be a group of individuals who value the same ideologies such as causing harm to others, political views or moral views.

Gang culture started to increase after child labour was regulated in 1833 and because of this young children could not get jobs in factories and therefore contribute towards household costs, this saw an increase in crime rates as children were stealing to provide for their families and children were seen working together to commit crimes. Throughout history there have been 'famous' gangs in various areas of the UK such as the Peaky Blinders and the Birmingham Boys in Birmingham which has formed the basis of the popular TV show.

London was the first city noted to have major problems with criminal gangs and 9 different gangs were present in 1888, by 2007 this had risen to 169 different criminal groups being known to the Metropolitan Police.

There are many reasons why an individual may join a gang, this can include; enhance prestige or status among friends (Baccaglini, 1993), Gangs provide other attractive opportunities such as the chance for excitement (Pennell et al., 1994) by selling drugs and making money (Decker and Van Winkle, 1996). Thus, many youth see themselves as making a rational choice in deciding to join a gang: They see personal advantages to gang membership (Sanchez-Jankowski, 1991).

What are the signs of someone joining a gang?

- Withdrawing from family.
- Declining school attendance.
- Staying out late without reason.
- Displaying an unusual desire for secrecy.
- Exhibiting signs of drug use.
- Breaking rules consistently.
- Speaking in gang-style slang.

Additional information:

<https://theconversation.com/why-do-young-people-join-gangs-members-explain-the-appeal-of-risk-taking-120844>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

BRITISH VALUES – GENDER IDENTITY

Gender identity is a way to describe how someone feels about their gender if it is something different from their biological sex or gender at birth.

In 2020/21 Childline delivered over 5,000 sessions about sexuality and gender identity for children and common themes for children contacting childline with questions about their gender identity are anxiety about their feelings, the fear of not being accepted, the lack of available support and the time that it takes for them to access services.



An individual may change the way they dress, what they would like to be called or their pronouns, whereas others may start to transition to the gender that they identify with. This involves hormone therapy and potentially surgery.

There are several different recognised gender identities and some of the most common are:

- Cisgender – This describes someone whose gender matches what they were assigned at birth
- Transgender – Someone whose gender identity is different from the one they were assigned at birth
- Non-Binary – Someone who does not identify as a man or a woman, or solely as one of those two genders.
- Gender Fluid – This may refer to gender which varies over time.
- Gender Neutral – Someone who feels they are neither male or female

With the use of pronouns, it is always best to ask someone what their preferred pronouns are. They could include:

He/She -- Zie, Sie, Ey, Ve, Tey, E
Him/Her -- Zim, Sie, Em, Ver, Ter, Em
His/Her -- Zir, Hir, Eir, Vis, Tem, Eir
His/Hers -- Zis, Hirs, Eirs, Vers, Ters, Eirs
Himself/Herself -- Zieself, Hirsself, Eirself, Verself, Terself, Emself

Gender is one of the protected characteristics which means that it is illegal to discriminate against someone due to their gender and one of the core British Values is respect and tolerance and this includes people of differing genders.

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SAFEGUARDING – ANTI-BULLYING

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyberbullying
- sexualised bullying

(<https://www.familylives.org.uk/advice/bullying/general-advice/what-is-bullying>)

What are the impacts of bullying?

Bullying can be very upsetting to the person who experiences this, and the impact can be long term, bullying can lead to low self-esteem, isolation or mental health difficulties such as self-harm or suicidal thoughts.

Who is bullied?

Bullying can happen to anyone and in any place, we often think that children are the only ones who can be bullied but this is not the case, adults can be bullied in the workplace and it is vital that you understand how to recognise signs of this in your work place and report any concerns that you have to look after the welfare of yourself and your colleagues.

Who can help?

If you feel that you are being bullied at work then speak to your line manager, your tutor at Achieving Excellence or one of our safeguarding team (safeguarding@achievingexcellenceukltd.com)

If you need support with your mental health please contact your GP or access support services such as The Samaritans.



HEALTH AND WELL-BEING – COMMONWEALTH GAMES 2022

The Commonwealth Games hosts sport activities for 72 nations and territories and happens every 4 years.

In 1930 the British Empire Games were held, and this later became known as the Commonwealth games, there was also the Commonwealth Paraplegic Games



where athletes who had disabilities could compete, this was initially started in 1962 with those athletes who had spinal injuries or polio, and this was disestablished in 1974 before the Commonwealth games then reintroduced the International Paralympic committee working with the Commonwealth Games for athletes with disabilities in 2007.

This year England are the hosts of the Commonwealth Games and have previously hosted the games in 1911, 1934, and 2002. The event is expected to have a total cost of around £778 million and will host 6,500 athletes.

The investment in the Games will create a positive economic and social impact for Birmingham and the West Midlands; including:

- 40,000 new jobs and volunteering opportunities;
- A £38 million investment to kickstart a range of innovative programmes in the West Midlands to help those who need the most support to get physically active;
- A Business and Tourism Programme, supported by £21 million government investment, to attract more visitors and investors to the West Midlands, including a two-week UK House programme drawing global business leaders to Birmingham;
- A brand new aquatics centre in Sandwell, that will be used by the local people as a state-of-the-art sport and leisure facility for decades to come;
- The redevelopment of Alexander Stadium to transform it into a world-class sporting facility that will attract future major events to the region;
- The Birmingham 2022 Festival - the biggest celebration of creativity ever staged in the West Midlands with free events open to the public.

(<https://www.gov.uk/government/news/birmingham-ready-to-open-biggest-ever-commonwealth-games-which-will-leave-lasting-legacy-for-region>)

With £38 million being invested in health and wellbeing in the midlands it is hopeful that the impact of the Commonwealth Games will reach a wide audience.

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EQUALITY AND DIVERSITY – LEFT HANDERS DAY

This year celebrates the 30th annual left handers day, the day aims to raise awareness of the everyday issues that left-handed people face as they live in a world designed for right handed people.



Being right-handed is more common than being left-handed, with only 10% of the population being left-handed. Your dominant hand can be viewed from in the womb as Peter Hepper studied several hundred baby scans where the baby was sucking its thumb and 90% of babies who sucked their right thumb became right hand dominant, whereas 75% of left thumb suckers became left-handed.

Which hand is your dominant is also influenced by genetics; if one parent is left handed you are more likely to be left handed and if both parents are left handed then there is one in four chance that their child will be left-handed.

Babies will often use both hands and not show their dominant hand until they are around 2 years old.

In the animal kingdom there are a few animals who show a preference between the right and left hand, two left-handed animals include kangaroos and parrots.

Up until the 1970s children were encouraged not to use their left hand to write with at school, although this article outlines how being left handed still causes difficulties at school and is not supported: <https://www.theguardian.com/education/2017/aug/14/left-handed-children-penalised-by-lack-of-support-in-uk-schools>

What can be difficult for left-handed people?

At school, left-handed children are often asked to move desks so that they do not bump into the person sat next to them, they may also smudge their writing as their hand will go over what they have already written. Left-handed adults may also find it difficult to use daily items such as a tin opener or a pair of scissors.

Fortunately, the prevalence of left-handed individuals and the challenges they may face have been recognised with shops such as www.anythinglefthanded.co.uk selling items to make daily activities easier for those who are left-handed.

PERSONAL DEVELOPMENT - TIME

Whilst one of the greatest assets to us is time, it can also be our greatest weakness. Here are Achieving Excellence we are in awe of individuals who decide to strengthen their CPD with apprenticeships. You are usually very busy at home, personally and then significantly at work. To add another, rather strenuous facet to your life is admirable. Time management becomes critical from a few perspectives:

- 1) Ensuring between you, your employer and tutor you obtain time during working hours for teaching, learning and assessment (off the job hours)
- 2) You plan and prioritise your programme, job and personal life
- 3) You communicate with your tutor and employer about how well or not you are learning, and also feeling!

Some tips include:

- Ensure you have a greater understanding of the 20% off the job rules. As you agree your individual learning plan (which is live and subject to change), understand and formulate a plan for learning off the job, but what else you naturally and normally do day to day that can be included. We learn all the time; so long as it links to your apprenticeship, it can be included!
- With your tutor and employer, plan regular patterns of training but also time for assessment activity.
- Set goals, prioritise, set deadlines and keep to them.
- Take breaks, and manage stress levels.
- Utilise technology and create space for where you can most effectively learn.

Managing our time better allows us to achieve goals, be more productive, improves learning, improve confidence, and will strengthen work and personal relationships.

<https://www.indeed.com/career-advice/career-development/improve-time-management-skills>

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SAFEGUARDING YOU!

Safeguarding is about preventing or protecting those who may be, or are about to be, abused or neglected physically, verbally, sexually, financially, or emotionally. This can include domestic violence, discriminatory abuse, radicalisation, modern slavery, neglect, or financial abuse, etc. It can be at home, in the workplace, in the community or online. For more information, please speak with your tutor or a Designated Safeguarding Officer.

If you are worried about the way another person is treating you or someone else you can talk to your employer, family, Doctors, local safeguarding teams, or your tutor. You can call, text, or email.

Equally, you can privately contact an apprenticeship Designated Safeguarding Officer at Achieving Excellence UK Ltd via:

safeguarding@achievingexcellenceukltd.com

- Richard Shuttleworth, 07792655931 (Designated Safeguarding Officer)
- Charlotte Parman, 07854887817 (Safeguarding Lead)
- Janice Oliver, 07956288049 (Deputy Safeguarding Officer)
- Rachel Olowoporoku, 07593317212 (Deputy Safeguarding Officer)

OTHER IMPORTANT NOTES

- Speak to your tutor about the next Maths or English Functional Skills Surgery's
- Work with your employer and tutor to ensure you are planning sufficient off the job teaching and learning, and assessment!
- Ensure you and your employer attend your 12 weekly Learning Reviews!
- Ask your tutor for Information, Advice and Guidance about your education and career!

WHAT IS AN APPRENTICESHIP: A REMINDER?



During your induction we introduced you to your apprenticeship, as funded by the Education and Skills Funding Agency. The programmes are designed for individuals who need significant new knowledge and skills within their current job role.

Under our Schemes of Work (including our Curriculum Intent), Achieving Excellence seek to offer high quality teaching and learning experiences!

Central to your apprenticeship is some of the following:

- Working against a set apprenticeship standard assessment plan
- Some apprenticeships are underpinned by diplomas
- You are required to work towards and achieve maths and English at level 1 or 2 if you don't already have them. These should be achieved within the first 3-6 months of your programme
- 20% of your contracted hours are required 'off the job' or away from normal day to day duties to learn, develop and grow your knowledge! This will include training, tutorials and many other activities; internal and external!
- Your programme is only complete once internally and externally verified, then also once you have successfully achieved your End Point Assessment (EPA). Everything you work towards is preparing you for this EPA!
- 12 weekly Learning Reviews are critical to understanding your progress and ensuing actions!

Liaise with your tutor on the above, but we want to assist you working towards "distinction" throughout your programme and as a result of your EPA!