

HEALTH, SAFETY AND WELLBEING RESOURCES

WELLBEING MAPPING GUIDANCE

MAY 2024

Introduction

What is this resource for

This document is the starting block of a series of resources to look at how to improve and implement Health, Safety and Wellbeing as part of your Apprenticeship Curriculum. The examples used are aimed at Levels 2 and 3, however, they can be easily adapted to suit higher levels of apprenticeships by using the same concepts.

What Is included?

Step 1 - 1x Health, Safety and Wellbeing Resources Inc. 5 top tips, suggested topics for embedding, 3 key considerations and practical methods of application.

Step 2 - 1x Health, Safety and Wellbeing planner

This document is designed to give a clear structure of when to embed core topics across an entire year. The topics and the flow can change to suit your organisation. Its core purpose is to support your curriculum design to start to successfully embed health, safety, and wellbeing throughout the year.

Step 3 - 1x Health, Safety and Wellbeing SOW template (January 2025)

Upon completion of steps 1 and 2. You can now see a worked example of a singular month of how these editable topics can be implemented into your curriculum. Within this fictitious example of January, the focus is on Resilience in this month as per the Health, Safety and Wellbeing planner. As this topic is broad it can then be linked to the topic of Nutrition in the month of February.

Step 4 – 1x Nutrition PowerPoint (February 2025)

This PowerPoint is an example of how Nutrition can be taught within the planned month of February. This PowerPoint includes a lesson plan including its intended impact and notes to support the facilitator's delivery.

Step 5 – 1x Wellbeing Poster (a template for display or to share online)

This document is to integrate into your delivery/display around your apprenticeship base to support the messaging for your apprentices in terms of their wellbeing and who to contact.

Step 6 – 1x Health, Safety and Wellbeing Interim Progress review

This final document is used to help capture the impact of the topics covered within the Health and Safety and Wellbeing planner while also looking at the wider care of the individual, including their levels of confidence within work and overall safety. Actions are then given accordingly. This documentation can be carried out remotely in between reviews to ensure consistency of overall process.

Special notes:

- These resources are designed to support your current offer of wider personal and professional development. Therefore, working in alignment with your current structure of delivering safeguarding, PREVENT, BV etc.

Health and wellbeing mapping guidance

Your learner's wellbeing is crucial to the success of your programme. A mentally and physically healthy learner will be in the best state to learn, develop and achieve. Our curriculum needs to reflect these opportunities and provide clear opportunities to learn for all the stakeholders involved in apprenticeships.

As a result, we must educate a wide variety of personal development based upon prior knowledge and the sector that the learner works in. For example:

- **Level 2 Large goods vehicle (LGV) driver C+E** – Lorry drivers spend a large amount of time driving solo. Therefore, education supporting understanding nutrition and exercise, lone working and the risks of radicalisation would need to be considered because of the risks/dangers associated.
- **Level 6 Cyber security technical professional** - Apprentices operate with a considerable degree of autonomy and will lead teams which research, analyse, model, assess and manage cyber security risks. Therefore, education regarding PREVENT, radicalisation, Nutrition and exercise, Stress managing techniques, building appropriate relationships etc would be a fundamental part of your early curriculum delivery.

Health and Wellbeing are described within the EIF (para.265) as:

- *developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy*
- *developing learners' understanding of how to keep physically healthy and maintain an active lifestyle*
- *developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education*

What considerations should we make Initially?

1. Understand your learner demographics inc. age, sex, ethnic background, etc. Do you map your health and wellbeing accordingly?
2. Contextualisation is core to success – learners need to be able to relate to learning and will not 'buy-in' to learning definitions.
3. Carry out a risk assessment of your standards, work with your employers and decide the largest risks that your apprentices face.

Suggested topics to input into your Health and Wellbeing overview and curriculum

Step 1: Pick and choose topics from the options below or add your examples in the spaces provided.

Step 2: Once selected, analyse where these fit already or could fit within your apprenticeship curriculum. Noting how many times and where they fit. What gaps can you see? How can we ensure this knowledge is retained until EPA?

Additional points to consider: Are they transparent for all stakeholders? Do learners and/or employers' benefit from this inclusion? Will learners be able to explain these topics? Do employers understand the benefits?

Health, Safety and Wellbeing topics	How often does this feature in our curriculum and where?	Where in the curriculum? (i.e. Month 4 of 15)
<i>Example. Online Safety</i>	<i>1 – During Lesson 1</i>	<i>Month 1 of 15</i>
British Values		
Prevent		
Contest		
Radicalisation		
Safeguarding		
'Looking after me and my colleagues around me' – Mental health.		
Consent within relationships		
Nutrition		
Exercise		
Cuckooing		
Cyber Crime		
Sexual violence		
Sexual harassment		

Considerations of how to apply your Health, Safety and Wellbeing Scheme of Work into practice

Upon working through all the attachments to this guide, consider the points below before implementing change and improvement:

- Trial new ideas and curriculum concepts on smaller scales/cohorts before implementing them to the entirety of your provision. Constantly changing your curriculum can be confusing for all stakeholders.
- Develop your partnerships – for example, find guest speakers who are nutrition experts to talk during your lessons.
- Make short, sharp, and bespoke learning resources. For example, a video made by one of your staff will be engaging for your learners. Reinforce videos with quizzes to check for understanding, remembering to ask them for contextualised examples.
- Monthly e-shots of 'hot topics' via e-mail, monthly newsletters, or e-portfolio bulletins
- Ask your delivery staff to subscribe to Education Against Hate and download their calendar, encourage staff to use the topics to embed within their daily teaching/learning sessions or at progress reviews - <https://www.educateagainsthate.com/resources/educate-against-hate-calendar-2023-24>

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