

**Sheffield
Hallam
University**

Higher and degree apprenticeships



shu.ac.uk/apprenticeships

Safeguarding Adults Lessons from the Pandemic

Sam Moorwood, Head of Work Based Learning
Apprenticeship Safeguarding Officer

Contact: s.moorwood@shu.ac.uk

This session may be recorded

Safeguarding Adults Lessons from the Pandemic

- A bit about Sheffield Hallam University
- Prevent and BV in Context
- Action Research for a Safeguarding Culture
- Conclusion – a Question

**We will be
the world's
leading
applied
university.**

**Our mission
is simple:
we transform
lives.**

**We make a real impact in our
community and in the world**

**We open opportunities for
those who study or work
with and in the University**

**We are a community of
staff, students, alumni and
partners who work together
to achieve success**

**We show integrity and
professionalism in everything
we do**

**We will be
the world's
leading
applied
university.**

**Our mission
is simple:
we transform
lives.**

**Work Based
Learning**

**Higher and
Degree
Apprenticeships**

Leadership & Management

- Operations/Departmental Mgr
- Chartered Manager
- Senior Leader
- Supply Chain Leader

Academic Professional

- Post Graduate Academic Award

Digital & Technology

Digital & Tech Solutions Professional

- Software Engineer
- Business Analyst
- Cyber Security Analyst
- Data Analyst
- IT Consultant
- Network Engineer

Digital & Tech Solutions Specialist

- Software Engineer
- Data Analyst

Building & Surveying

- Quantity Surveyor
- Building Surveyor
- Commercial Property / Valuation Surveyor
- Chartered Town Planner
- Construction Site Supervisor & Manager
- Construction Design Manager
- Architect
- Town Planner

Policing

- Police Constable DA

Engineering

- Mechanical
- Electrical
- Manufacturing
- Materials
- Rail Engineering

Health & Social Care

- Health and Social Care
- Social Worker
- Occupational Therapy
- Physiotherapy
- Healthcare Science Practitioner
- Advanced Clinical Practitioner
- Diagnostic Radiography

Food & Drink Sectors

- Food Technologist
- Food Engineering
- Packaging Professional

Under development

(subject to approval)

- Paramedic Practice
- Registered Nurse
- Teacher
- Creative Digital

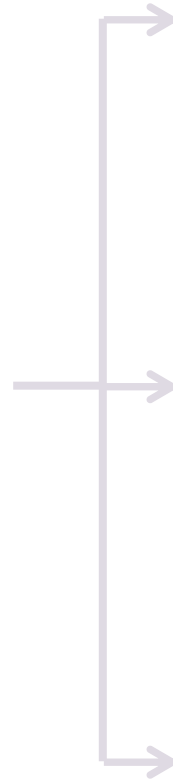
Apprenticeship Support Triangles



SHU Delivery Guide states:
The Scheme to Embed Essentials (SEE) is through integrated 3 methods:

The Essentials are structured for implementation under 6 themes

- On-Boarding
- Wellbeing and Safeguarding
- Succeeding in your OTJT
- Equality Diversity and Inclusion
- British Values and Prevent
- Careers Guidance

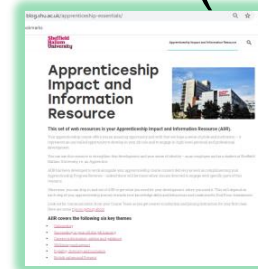


Curriculum

Year	Credits	Month				
		1	2	3	4	5
Module 1SPD	20	█	█	█	█	█
Module 2Project 20140						█
Module 3	20			█	█	█
Module 4	20					█
Module 5	20					█
Module 6	20					█

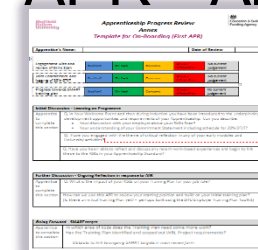
Essentials contextualised by subject

AIR (on-line resource)



Developmental tools, linked to job role

APR - Annex documents



Discussion
Reflection
Action

Prevent and British Values



Contextualised Safeguarding



- [Staying Safe On-Line including sexual harrasment](#)
- <https://blog.shu.ac.uk/apprenticeship-resources/wellbeing-and-support/staying-safe-online/>
- <https://sheffieldhallam.sharepoint.com/sites/3007/SitePages/Sexual-Violence.aspx>
- [Active Bystander Training \(Students\)](#)

Possible signs to look out for in adults

(N.B. You need the whole picture)

- Indiscriminate contact or affection-seeking.
- Being over-friendly to strangers.
- Excessive clinginess and persistently seeking attention.
- Habitual body rocking.
- Being withdrawn and reluctant to communicate.
- Dislike or lack of cooperation.
- Lack of interest or low responsiveness.
- High levels of anger or annoyance.
- That they are passive or withdrawn.
- Excessive cash or expensive gifts



Apprentice Well-being During Covid

17 interviews, 20 Case studies

3 X Thematic Groups to Consider Statements...

To what extent do you associate with each comment below, does the principle of the reflective statement resonate with your own coaching experiences during Covid?

Impact of Covid on Apprenticeships

- 1 "Covid situation continuing to create significant work pressure for many employers".
- 2 "Covid has been a major distraction to business as usual, so continued request for more frequent meetings between APRs [for furloughed Apprentice]".
- 3 "Unclear whether some Apprentices are benefitting from increased KSB development in the workplace, or simply increased workload".
- 4 "Covid and work pressure often make it hard to get hold of apprentices or mentors".
- 5 "It may have taken longer to identify the level of concern because of the lack of contact".
- 6 "Covid may have been relevant in terms of isolation, but unclear whether this exacerbated an existing situation".
- 7 "Time management worsened once she was working from home. The cohort as a whole experienced a diverse impact on their time management".
- 8 "...time spent away from work may (possibly) have led to some of the opening [well-being] conversations".
- 9 "During Covid, balancing sensitivity with the need to review action planning is difficult".

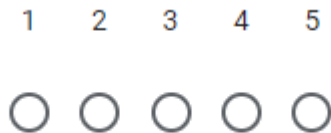
Digitally-hosted / Remote Apprenticeship Progress Reviews

- 1 "The use of telephone may have actually been an enabler, in the sense it felt more anonymised for the apprentice".
- 2 "In some respects Zoom can create greater comfort zones and easier control of APR meetings".
- 3 "Taking the Travel time out is a real benefit".
- 4 "Building on previous learner relationships and rapport make it easier to build trust in the on-line meetings to gauge any issues, or problems".
- 5 "...not found any problems communicating and interpreting situations with apprentices working in Zoom"
- 6 "Not meeting in person leaves me as a coach uncertain about my judgement".
- 7 "Head and shoulders show less and Apprentices are very stationary, body language is hidden"
- 8 "Visible signs of potential abuse are more hidden".

Developing Coaching Skills and Interventions

- 1 "Coaching solution can just be about helping the Apprentice to hold a difficult conversation".
- 2 "PPD module is semi-diagnostic" and supports an "open dialogue about home truths regarding professionalism".
- 3 "STARE approach will be a strong opportunity to gauge the target setting, motivation and learning through job role".
- 4 "I have discussed time management and a mindful approach to self-regulation and decision /actions within current issues"
- 5 "As a WBL Coach I am aware of on-line packages in the Skills Centre and Linked in Learning, but try to take an individual approach"
- 6 "A mentor's lower technical capability may leave the Apprentice feeling unsupported"
- 7 "Along with the other learners she is considered a valuable resource to the company"
- 8 "There is a "fuzzy grey line" when it comes to these [well-being] conversations and the limitations of the WBL Coach role and training"

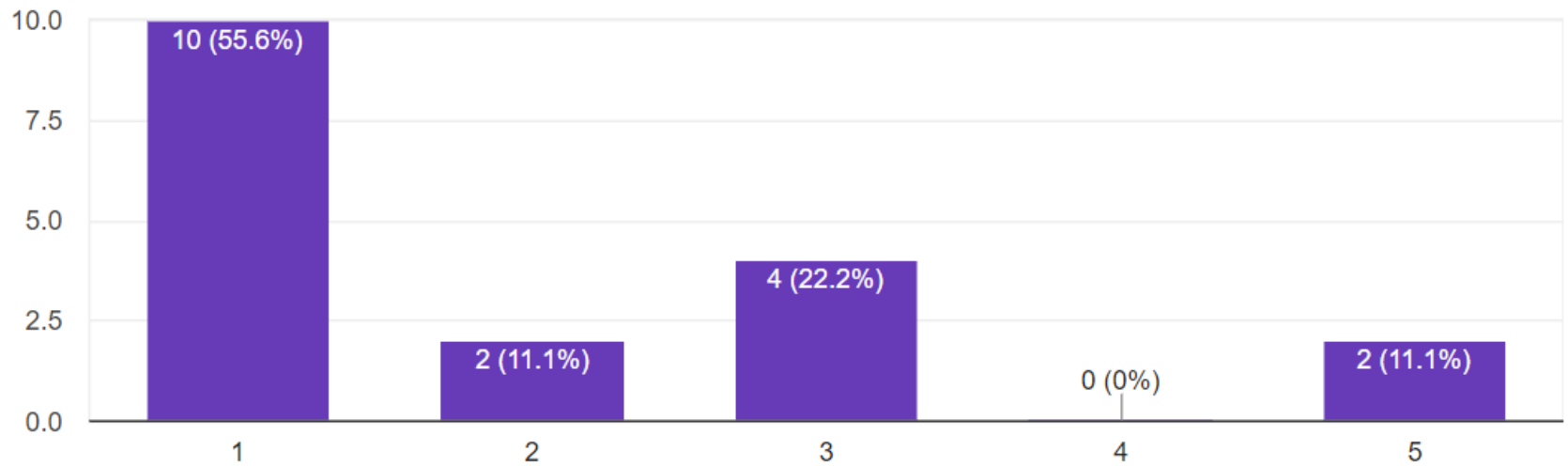
I Don't agree / recognise this
at all from my experiences



I completely agree - this hits
the nail on the head

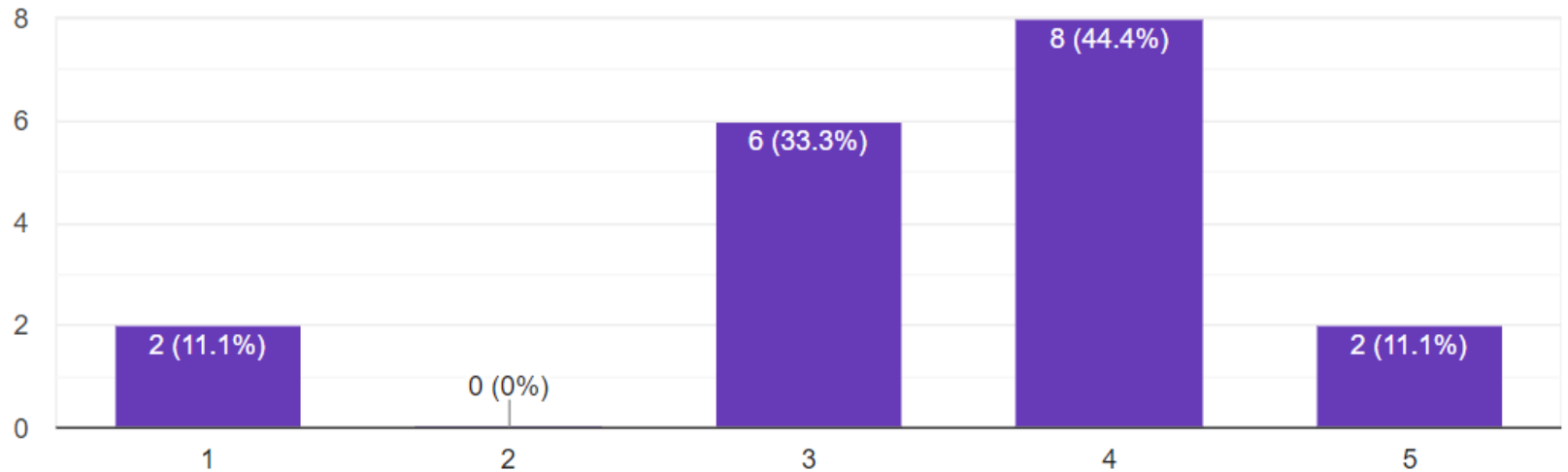
Statement 4: "Prior to the release of full Government advice employers had advised their Furlough Apprentices to completely switch off any laptop etc to avoid risk to Furlough moneys"

18 responses



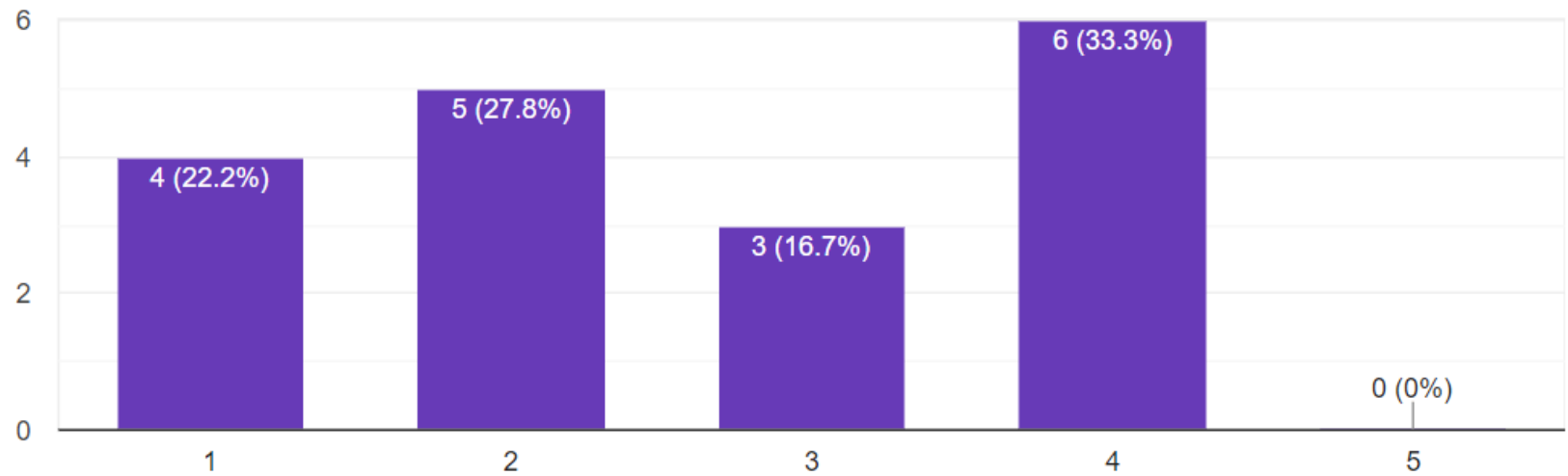
Statement 5: "It is unclear whether some Apprentices are benefiting from increased KSB development in the workplace, or simply increased workload".

18 responses



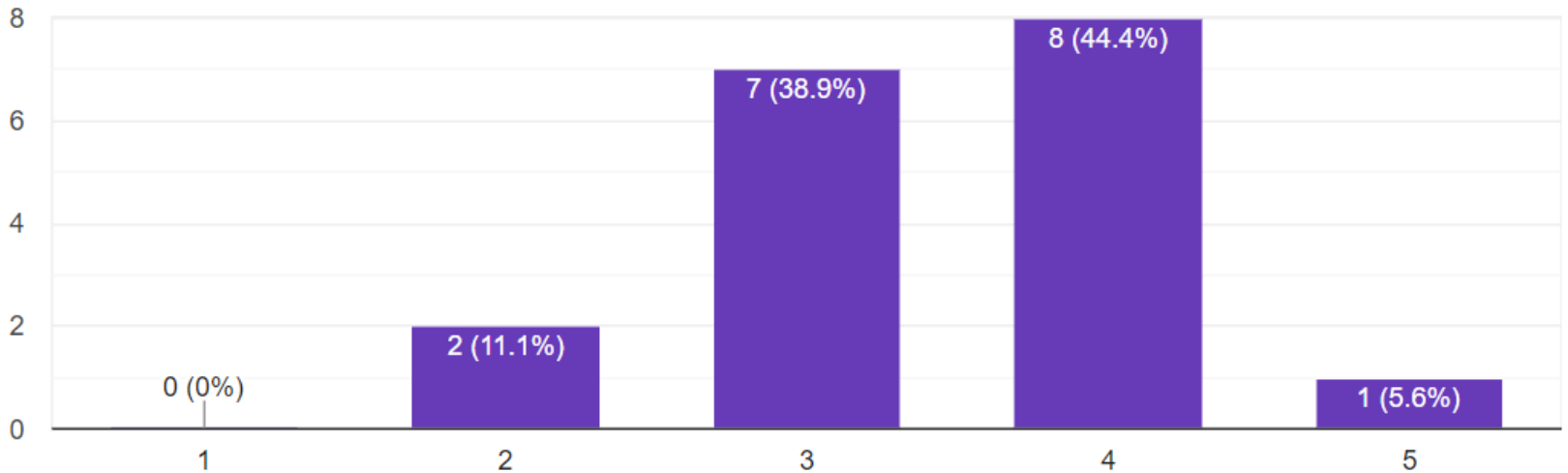
Statement 8: "It may have taken longer to identify the level of concern because of the lack of contact".

18 responses



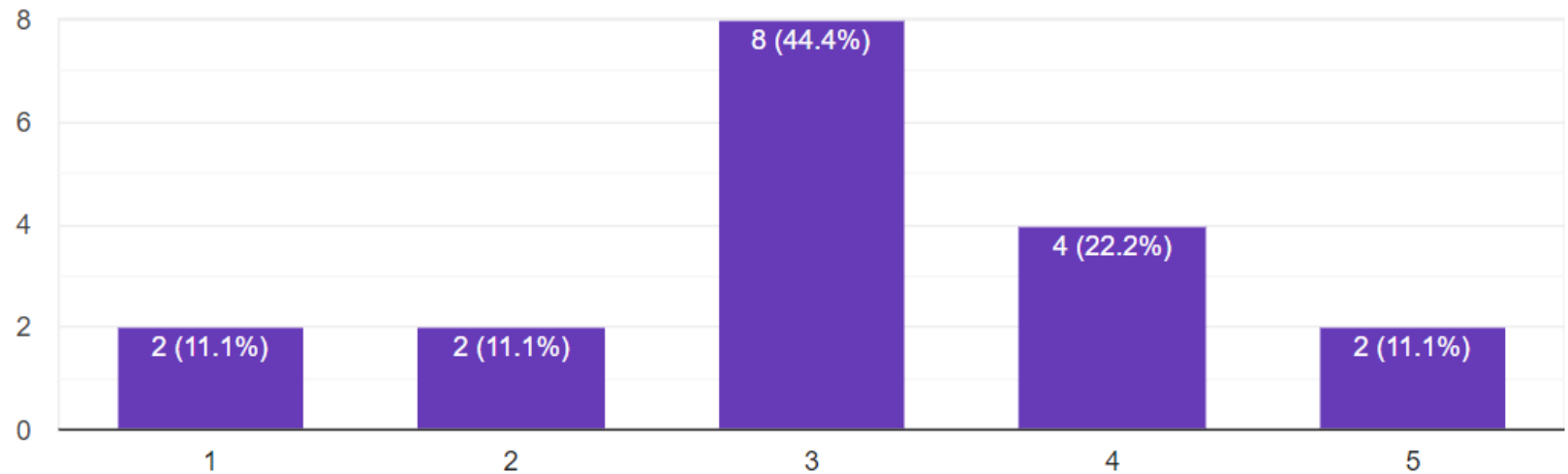
Statement 9: "Covid may have been relevant in terms of isolation, but unclear whether this exacerbated an existing situation".

18 responses



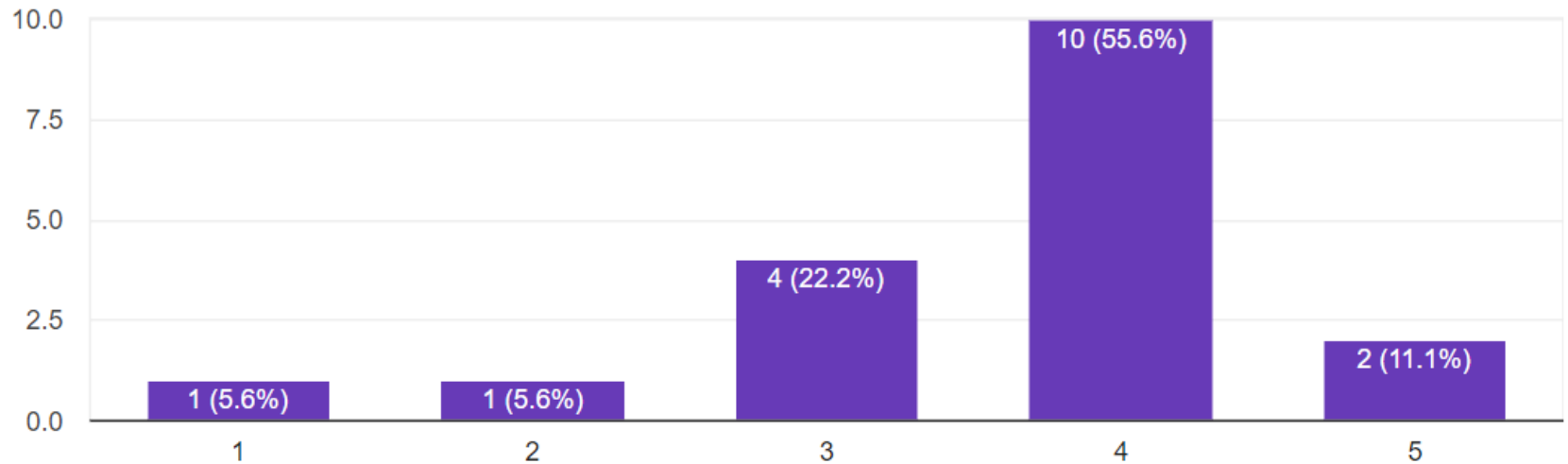
Statement 15: "During Covid, balancing sensitivity with the need to review action planning is difficult".

18 responses



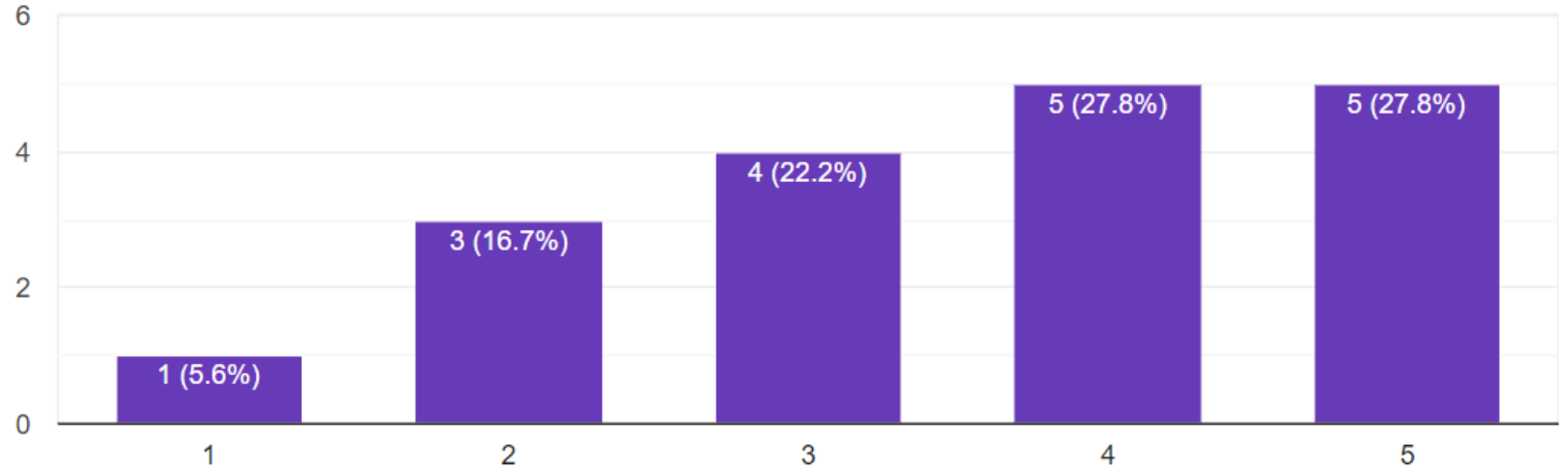
Statement 18: "In some respects Zoom can create greater comfort zones and easier control of APR meetings".

18 responses



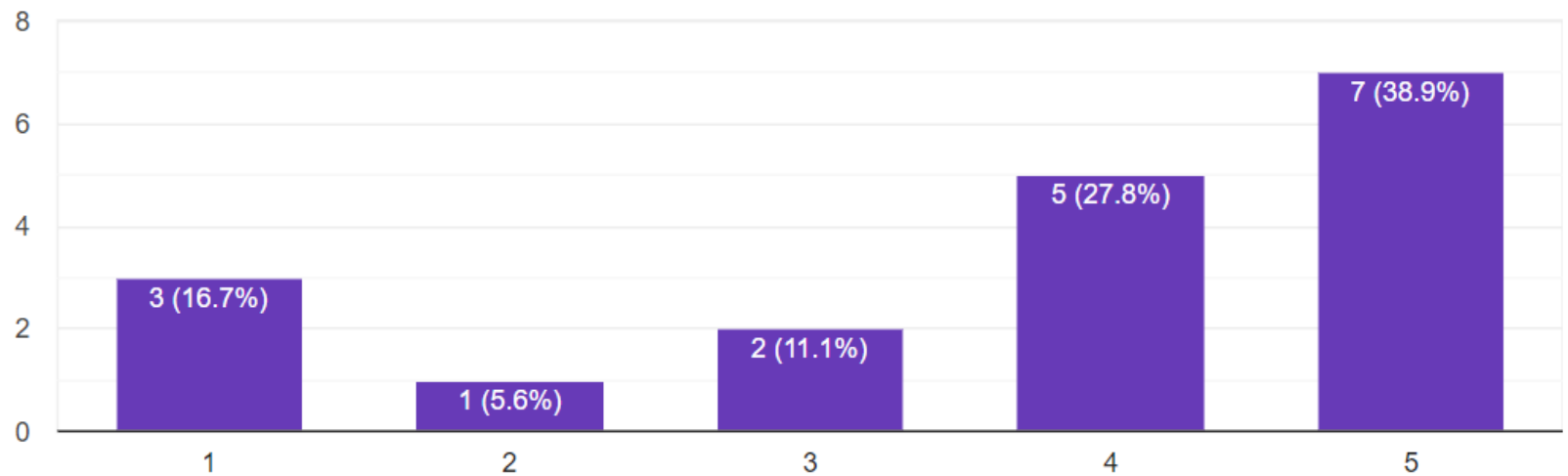
Statement 19: "Taking the Travel time out is a real benefit".

18 responses



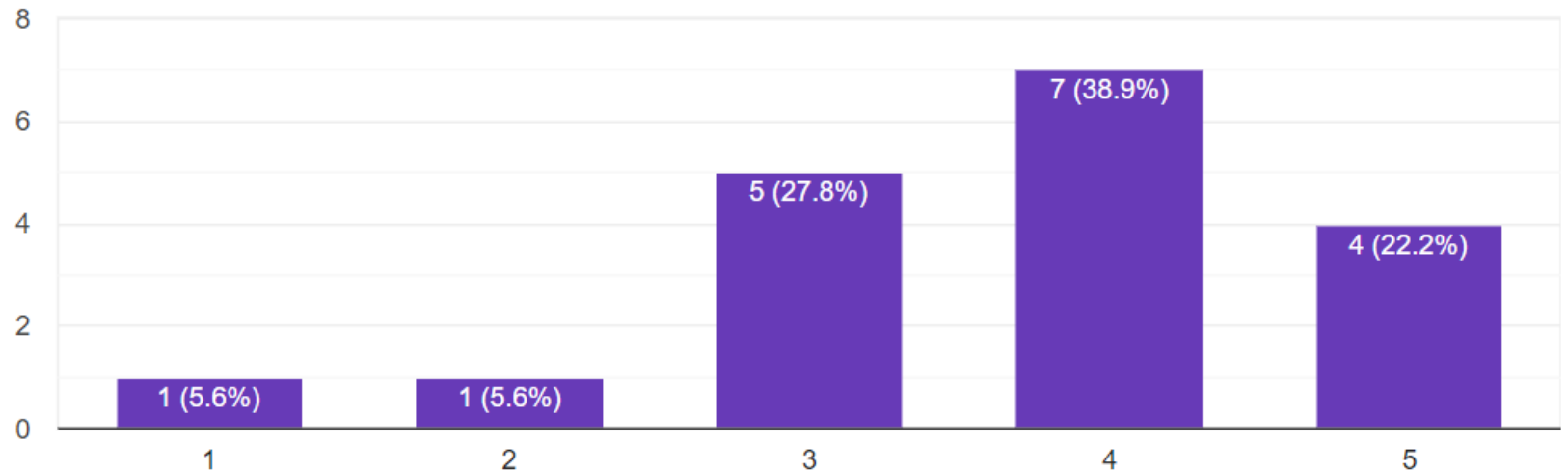
Statement 20: "Building on previous learner relationships and rapport make it easier to build trust in the on-line meetings to gauge any issues, or problems".

18 responses



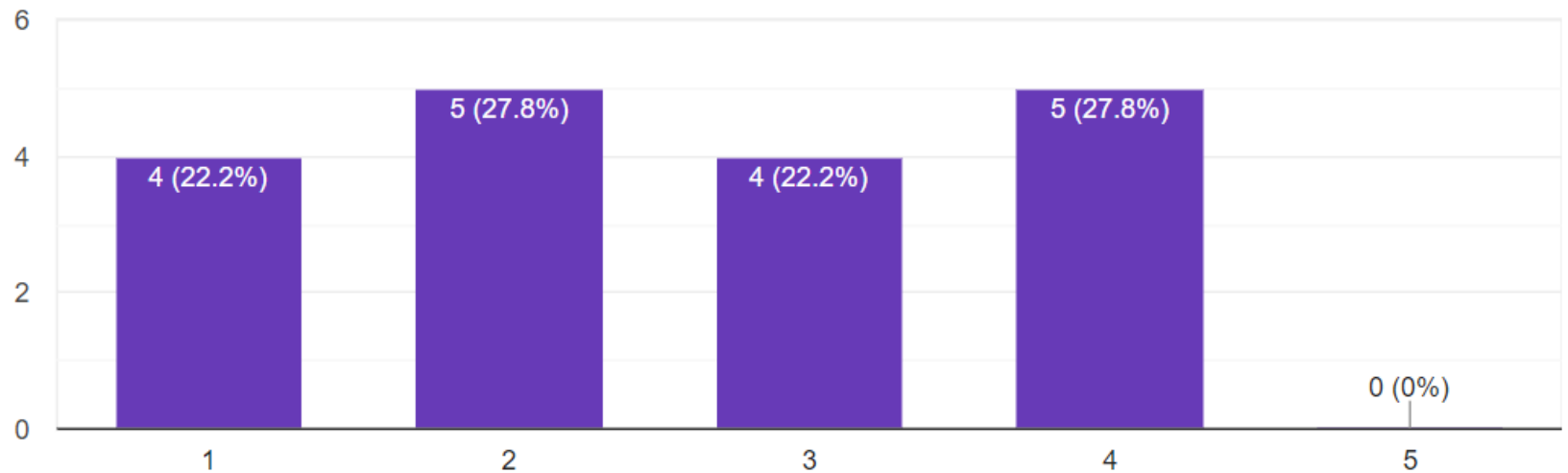
Statement 21: "...not found any problems communicating and interpreting situations with apprentices working in Zoom"

18 responses



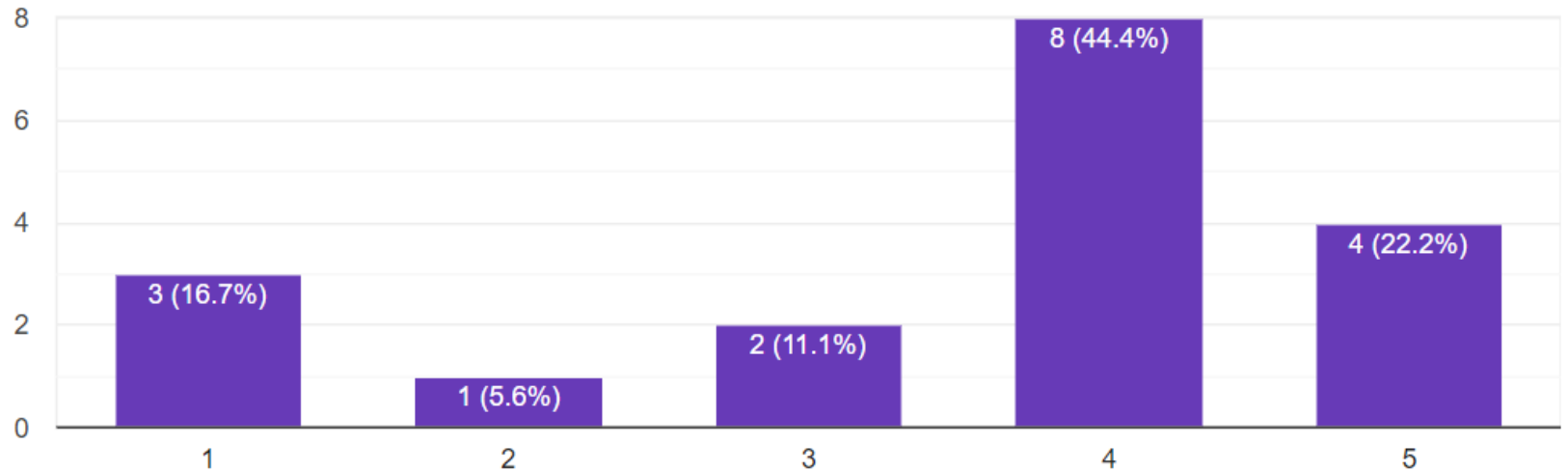
Statement 22: "Not meeting in person leaves me as a coach uncertain about my judgement".

18 responses



Statement 23: "Head and shoulders show less and Apprentices are very stationary, body language is hidden"

18 responses



- "Coaching solution can just be about helping the Apprentice to hold a difficult conversation".
- "The Apprentice learned new professional behaviours and was empowered to challenge back in order to optimise her development and the employer's investment in her".
- "PPD module is semi-diagnostic" and supports an "open dialogue about home truths regarding professionalism".
- "STARE approach will be a strong opportunity to gauge the target setting, motivation and learning through job role".

- "I have discussed time management and a mindful approach to self-regulation"
- "As a WBL Coach I am aware of on-line packages in the Skills Centre and Linked in Learning, but try to take an individual approach" current issues"
- "Along with the other learners she/he is considered a valuable resource to the company"
- "The Apprentice started to re-connect and make the association between her development and her progress at work".
- "There is a "fuzzy grey line" when it comes to these [well-being] conversations and the limitations of the WBL Coach role and training"

How are you today?