

British values and the curriculum

Travel and Tourism

The Prevent duty requires providers and practitioners to exemplify British values in their practice and to use opportunities to explore British values and to challenge extremism.

British values are defined as including:

“democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”.

This includes complying with the Equality Act 2010 and preventing discrimination against those with protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Prevent duty also includes an expectation that staff will encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Behaviour in classrooms, workshops and workplaces

Effective learning and work takes place in the workplace and classrooms where there is tolerance and mutual respect for different faiths and beliefs as well as respect for people with protected characteristics as set out in the Equality Act.

Learners in the workplace should also be aware of the need to ensure that no one in protected groups is discriminated against. Those employers who allow discrimination to take place have been prosecuted using the Equality duty.

By maintaining high standards of behaviour, including mutual respect and tolerance for different faiths and beliefs and encouraging learners to respect the protected characteristics, class teachers, lecturers and trainers will be promoting British values.

The law

In any area of employment regulation is very important:

- As part of Travel and Tourism courses, legal requirements will be taught, e.g., importance of health and safety and also in terms of visa requirements for different countries, including the UK for international travel.
- Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.
- Data protection legislation will also impact on most employees.

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Democracy

Legislation that directly impacts on learners' work can provide an opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change.

Examples for this might be:

Trade union pressure to introduce health and safety laws and employment protection laws.

- Businesses that want changes to legislation to make it easier to trade.
- Politicians' pressure that often comes from constituents contacting them about issues.
- Public pressure such as demonstrations and letter writing campaigns and petitions.
- Newspaper, TV, radio and social media campaigns to introduce new laws.

Individual liberty

Learners will usually have considered what their options were and selected from them before they chose their course or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course.

Challenging extremism

The Prevent duty is not intended to stop students or apprentices debating controversial ideas.

If students or apprentices make comments that could be regarded as extremist, staff should encourage the student or apprentices to consider:

- what they have said
- where the views they are expressing came from
- whether the evidence they have is accurate and full
- whether they have received a partial or incorrect interpretation of evidence
- alternative interpretations and views
- whether they need to make a referral to the designated safeguarding lead

Staff should use opportunities to challenge extremist narratives through discussions with students or apprentices. If staff do not feel confident in challenging extremist ideas with their students or apprentices, they should ask for support.

If students or apprentices behave in a way which contravenes the equality and diversity aspects of the code of conduct that they have signed, then this is a disciplinary issue, e.g., refusing to work with a gay student or apprentice or a student or apprentice of a different ethnicity.

Applying British values to your subject area: Travel and Tourism	
British values	Examples from: Pearson BTEC Level 3 National Diploma in Travel and Tourism
Rule of law	<p>Government legislation in both the UK and in destinations, relating to:</p> <ul style="list-style-type: none"> • health and safety • airport tax/APD (air passenger duty) • passport and visa requirements • data protection requirements
Democracy	<p>How have the laws come about, e.g., pressure from the public for safe working practices?</p> <p>Examples of how IATO, ABTA, ANTOR, AITO lobby and influence government.</p> <p>Pressure on and from MPs on ensuring that holidays are safe.</p> <p>Roles of Department for Culture, Media and Sport, Foreign and Commonwealth Office.</p>
Individual liberty	<p>Choices in terms of education, employment and careers.</p> <p>Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations.</p>
Tolerance and mutual respect for different faiths and beliefs and compliance with the Equality duty	<p>Complying with the Equality Act – this will include, among other protected characteristics: Understanding disability, e.g., physical, sensory, intellectual/cognitive, mental health, emotional, visible and non-visible, temporary, engaging with people with disabilities, creating an accessible environment, appropriate communication methods to suit the disability, key issues of the Equality Act 2010.</p>

Applying British values to your subject area: Level 2 Certificate in Introduction to Cabin Crew (4883)	
British values	
Rule of Law	<ol style="list-style-type: none"> 1. Outline current legislation and regulations related to airline health and safety. 2. Identify key points of the Air Navigation Order (ANO) used to protect the health and safety of the airlines crew, aircraft and passengers. 3. Identify documents airlines use to record health and safety events on board an aircraft. <p>This should include: IATA regulations (e.g., dangerous goods), HASAWA 1974, COSHH Regulation 2002, Manual Handling Operation Regulations 1992, Health, Safety and Welfare Regulations 1992, Department of Transport and the Air Navigation Order, Disability and Discrimination Act (DDA) 1995, Food Hygiene</p>

	Regulations 1996, EU-OPS
Democracy	How have the laws come about, e.g., pressure from the public for safe working practices? Trade union and public pressure for health and safety legislation. Role of Department of Transport in setting the the National Aviation Security Programme.
Individual liberty	Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations.
Tolerance and mutual respect for different faiths and beliefs and compliance with the Equality duty	<p>Student or apprentice code of conduct. Good working relationships and customer service.</p> <p>Examples include: Passenger needs relating to types of airline passengers</p> <p>Brief a blind passenger Braille safety card, distance and location of exits, description of door (e.g., width, height), oxygen mask, life jacket, location of blind passengers' escort during evacuation, using the slide, using the slide with a guide dog; requirements for guide dogs: location, harness, passenger allergies, guide dog welfare i.e., feeding, toilet facilities, petting.</p> <p>Brief a deaf passenger Communication (e.g., lip reading, sign or written language, level of voice), PA book, observation of crew and other passengers during an emergency.</p> <p>Requirements for the carriage of pregnant women Airline specific, travel up to 36 weeks if pregnancy has been straightforward, IATA guidelines for travel in weeks 36 to 38 if flying time does not exceed four hours, medical certificate.</p> <p>Onboard considerations for unaccompanied minors Seating near to galley, seating next to men, airline responsibility for the child.</p> <p>Requirements for passengers with reduced mobility (PRMs) Location of seating, location of movement aids (i.e., crutches, sticks and prosthesis), ratio of PRMs to ABPs onboard, passenger assist harness.</p>