



Learner Handbook



Introduction

Welcome

We are delighted that you have chosen to further your learning and enhance your career prospects by enrolling on a programme with Dynamic Training UK.

This handbook explains what you can expect from us and what we expect from you. We hope that you find it helpful.






Our role is to ensure that you receive the new skills and knowledge via training, assessment and support that you need to successfully complete your course within the time-scale that has been agreed.

Who are we?






Dynamic Training is an apprenticeship and bespoke training specialist. We work with a diverse customer base across a variety of sectors.

We have grown from strength to strength through recommendations and our reputation for providing high quality training, by an enthusiastic and committed team, offering tailored training solutions.

Our credentials

-  We are an approved training provider on the Register of apprenticeships training providers (ROATP).
-  We are experts in our field, we have a dedicated and experienced staff team who underpin our success.
-  All our team are occupationally competent practitioners in their own fields.
-  We have been graded Good at our Ofsted inspection (September 2021)
-  We passionately believe in delivering the right programme for both employers and learners, therefore we offer a choice of programmes, covering a wide range of job roles and responsibilities.

Our achievements

-  We are a Health Education England Preferred Provider and a delivery partner for National Skills Academy for Health
-  We have been awarded the Skills for Health Quality Mark
-  We are a Skills for Care Endorsed provider
-  We are a Matrix Accredited provider
-  We are a Disability Confident Committed employer and provider

Our customer charter

Dynamic is passionate about nurturing talent through quality education and enablement within a diverse, inclusive and creative culture, to help realise aspirations and broaden horizons

Our Guiding Principles

- We act with uncompromising integrity and honesty, valuing customer service and professionalism highly.
- We operate without discrimination and promote diversity and inclusion.
- We are an open and transparent organisation, promoting transparency across all channels.
- We provide impartial information, advice and guidance to support progression.
- We are accountable for all that we do, it is what our customers expect and deserve.
- We foster partnership working, in order to deliver and develop our services to meet the needs of our customers.

Standards of Service

- We believe in effective and timely communication with all.
- We respond to all requests and messages within 72 hours of receipt.
- We continuously review and improve our communication, service and delivery to provide the highest standard of customer service at all times.
- We actively seek and act on feedback and suggestions from staff, partners and learners to enhance our standard of service.

Well-being and Safeguarding

- We promote a welcoming and safe environment for all to work and learn in.
- We promote British Values.
- We ensure all information is securely held and not be passed on without prior consent in line with current Data Protection legislation and good practice.
- We ensure all members of staff are trained in Safeguarding and the government Prevent strategy.

Quality Assurance

- We aim to continuously improve our services to ensure our customers receive the service they deserve.
- We ensure every individual receives quality time with their Skills & Development Coach.
- We keep up to date records of progress and communications to ensure development is on track.
- We provide qualified staff and ensure wrap around support is available to every individual.
- We respect the diversity of our students and deliver our services with integrity, impartiality and confidentiality.
- We provide quality training to ensure a high standard of service and to uphold our reputation.

Your obligation to us

- Advise us if you have any special needs or require additional support to enable you to participate in a course. If we know your requirements in advance, we will provide appropriate assistance.
- Advise us as soon as possible if you are no longer able to attend a session that you have booked so that someone else can take your place.
- Arrive on time for your training sessions.
- Treat everyone with respect and consideration at all times.
- Tell us if you witness or experience any inappropriate behaviour.
- Comply with our policies and procedures, they are there to keep you safe and happy whilst you train with us.
- Ensure you attend regularly to get the best from your course.

People involved in your apprenticeship programme



Your learner journey in 9 steps

Starting an apprenticeship is an exciting and challenging undertaking. We have summarised some of the main aspects of your apprenticeship journey below:



Information, advice and guidance and eligibility

Prior to completing the application process, you will be directed to an information, advice and guidance video to watch and to read through the apprenticeship programme overview to help you make an informed choice as to whether an apprenticeship is right for you. You will also be asked to complete some basic eligibility questions.



Skills scan

As you need to show that you require significant learning to complete an apprenticeship, you will be asked to complete a skills scan which will be sent to your line manager for approval/comment. Should you score over 65% on your skills scan you will need to contact our team to discuss. If you score is below 65%, you will be invited to book your initial assessment session.



Initial assessments (2.5 hours)

Everyone wishing to complete an apprenticeship will need to complete Initial assessments for English and maths. This applies to individuals who have already gained qualifications in English and maths. The assessments show us the level you are currently working at and the areas in which you need more support. In some cases, the level may be too low to complete the apprenticeship.



Your apprenticeship application

After the initial assessments have been completed you will be asked to complete the application process. The application is comprehensive and needs to be fully completed, in order for your application to progress. Once completed, our compliance team will check it is all in order.

You will be required to provide evidence of any previous academic achievements (qualification certificates) that help determine whether you are exempt from the Functional Skills requirement of an apprenticeship. Additionally, learners need to provide evidence of their right to reside in the UK (i.e. birth certificate, passport etc.). Learners will then be invited to an induction; these are also rolling throughout the months to enable flexibility.



Induction (3.5 hours)

You will receive an in-depth induction onto your apprenticeship, which will provide you with all the information that you need in order to commence your programme. The objective of your induction is to:

- Understand the Apprenticeship Standard
- Identify how to manage study time and skills
- How to develop maths, English and prepare you for speaking and listening
- Explain the apprentice role and responsibilities in Safeguarding, Prevent and British Values
- Cognassist diagnostic
- Individual training plan



Skills and Development Coach

Within two weeks of your induction, your Skills and Development Coach will meet with you and your line manager remotely to confirm any recognition of prior learning and to plan your off-the-job activity. Your Skills and Development Coach will support and guide you for the duration of your apprenticeship.



On programme

During the on programme phase of your apprenticeship, you will achieve your off the job training, study for your qualification and achieve your English, maths (and in some cases ICT) Functional Skills qualifications. This will involve regular meetings with your Skills and Development Coach who will plan to stretch and challenge your learning. You will also be learning and developing new skills/competencies and knowledge in the workplace.

Training and development is delivered virtually through live remote sessions, typically monthly. Observations of competence maybe planned and carried out by the Skills and Development Coach in the workplace. You must attend online sessions 10 minutes early in case of technical difficulties. We commence the session promptly and will only admit individuals up to 10 minutes after the session has started, if you have informed the tutor that you are running late. Please note if you are late and have technical difficulties, we will not be able to support you as it will disrupt your colleagues who have arrived on time.

A sequence of taught sessions specific to your apprenticeship standard will be provided to you at the start of your programme which you will need to attend.

You will be given submission deadlines for assessments and will be expected to submit work that has been set by your Skills and Development Coach, providing evidence of competence and knowledge via your OneFile eportfolio. As an apprentice, you must show progress throughout your programme by evidencing progress of your skills, knowledge and behaviours every four weeks as a minimum.



Assessment gateway

Upon completion of your apprenticeship programme, you will go through gateway. This is a 3 way meeting with you, your line manager, and Skills and Development Coach, confirming the mandatory aspects of the apprenticeship is completed and you are ready to undertake the end point assessment phase of the apprenticeship with the independent End Point Assessment Organisation.



End Point Assessment (EPA)

The End Point Assessment will occur 8 - 12 weeks following assessment gateway and will incorporate different assessment components such as, interview, observation, presentation, multiple choice questions, scenario based questions. The assessment components will vary, depending on the apprenticeship you are undertaking. The independent assessor will determine your overall grade. Subject to achievement, you will be graded pass, merit or distinction.



Certification

On successful completion of the end point assessment, you will receive certification of your achievement. Certification takes around 12 weeks.

Off-the-job training

If your normal working hours are 30 hours or above per week, you are required to complete a minimum of 6 hours of off-the-job training each week of your apprenticeship programme (excluding End Point Assessment).

If you are an apprentice working part time (working less than 30 hours per week), your off-the-job training hours are calculated at 20% of your normal working hours over the extended duration of your apprenticeship programme.

As apprenticeships are work based programmes, the off-the-job-training must take place within your normal working hours (excluding overtime). You can find further information on off-the-job training in our [Guide to off-the-job training](#)

When you are unsure if an activity can be counted as off-the-job training, think



1 Is the activity directly relevant to your apprenticeship standard? **Y**

2 Is it teaching new knowledge, skills or behaviours? **E =**

3 Is the activity taking place within your normal working hours (paid hours excluding overtime?) **S**

Off-the-job training

You will need to log your off the job training activities in your OneFile e-portfolio. Activities that can be included are:

- Training such as Safeguarding, Health and Safety
- Coaching and/or mentoring in the workplace
- 1-2-1, Appraisal or Supervision meetings
- Team meetings that include a new work procedure or improvements to an existing process
- Shadowing another member of staff to get a better understanding of how another department works
- Attending conferences/ reading work related publications/ blogs or information on internal websites or Intranet
- External training days including Dynamic delivery
- Time spent on your Weekly Reflection and OneFile Journal
- Research and e-learning

A successful student v a struggling student

Successful students:

- Execute purposeful decisions to reach their desired goals and life outcomes
- Develop self, are disciplined and committed to achieving their goals
- Actively use planning tools and resources to stay on track with goals



Struggling students:

- Live disorganised lives and don't set goals
- Don't have an action plan and often move from project to project without completion
- Act impatiently and often quit when their actions do not result in immediate success



The skills required for effective time management?



Prior learning and achievement

You may have already completed qualifications that offer a direct exemption from parts of your course. For example, you may have already achieved GCSE grades in English, mathematics and/or ICT that provide exemption from Functional Skills, or you may have evidence of competence gained from qualifications that you completed at school or college.

Any parts of the course from which you are exempt are shown in your Individual Learning Plan. To ensure that you do not duplicate parts of the course that you have already achieved, you will need to provide your Skills & Development Coach with original certificate(s). This may help you progress to a higher level in some parts of your course such as English for example.

We ask you complete a skills scan relevant to your area of work/apprenticeship. From this skills scan you will be able to identify areas for your development and you and your Skills & Development Coach and line manager will meet on the first visit (within 2 - 3 weeks from today) to plan how you develop in your workplace. This is called your 20% plan and will be reviewed every 10-12 weeks with all 3 parties. You will be expected to provide evidence of all planned development activity.

Programme duration

The duration of your training will depend on the programme you've enrolled on. The minimum duration for an apprenticeship is 1 year for the delivery of core curriculum by Dynamic followed by up to 90 days for the End Point Assessment activities, **however** it does depend on the type of apprenticeship, the level and the number of working hours you are contracted for. Before you start a course with us you will know exactly what the commitment is going to be. There will be times that you will be expected to work independently on your learning and you will be supported on how to manage your time effectively. If you are already in the workplace there will be times that you will be expected to attend workshops or off the job training. These sessions will be planned and agreed in advance with your employer so you both know what the expectation will be.

Functional Skills



You will complete your Functional Skills training via our online learning platform – SkillsBuilder (NCFE). Your Skills & Development Coach will confirm to you the level and functional skills qualifications you will need to undertake.

In addition to learning on SkillsBuilder, you will be offered virtual interactive taught sessions. When you have completed 60% progress, you can be invited to Functional Skills support sessions.

Level 2 apprentices (unless exempt) will need to pass Level 1 Functional Skills and attempt Level 2 Functional Skills.

Level 3 apprentices and above (unless exempt) will need to pass Level 2 Functional Skills

Learners with an Education and Health Care plan may achieve entry Level 3

When you have completed your Functional Skills training and you are ready for your exams, you will be booked to take your exams either online or by paper.



Online exam preparation - 48 hours prior to the exam date

To avoid technical issues, please check your equipment to ensure:

1. You have a laptop/PC with a forward facing camera and microphone. It should be windows 7 or higher/ Mac OS 8.0 or higher.
2. Google chrome must be available on your laptop/pc
3. You will also need a secondary device with a camera: smart phone/tablet (Android phone on 4.1 or higher, IOS phones on 8.0 or higher)
4. The two devices will be used throughout the exam to observe you. Do not switch your camera's off.
5. You will need a strong internet connection.
 - Minimum requirement:
 - Ping of 25ms or less
 - 10Mbit/s Download
 - 1.5Mbit/s upload
 - To check your internet speed, use <https://www.speedtest.net/>.

Online exam preparation - 48 hours prior to the exam date

1. Ensure you switch your PC/laptop on at 45 minutes before the exam start time. Double check your internet speed.
2. Ensure you are in a quiet room on your own
3. Ensure no one will disturb you or walk in while you are doing the exam. This will result in voiding your exam
4. Ensure you do not have add-ons of websites that check your spelling or gramme, e.g, Grammarly. Accessing this during the exams will result in voiding your exam. You may use a non-electronic dictionary during the reading exam only.

Key information to adhere to



Submission dates - will either be pre-set on your programme or you will set them with your Skills & Development Coach. It is vital that you manage your time effectively in order to progress and achieve your programme within the set timeframe. In order to manage assessment, we request that on any submission day, you upload your work/evidence by midday (12 o'clock).

Extension requests - our extension request policy requires you to request an extension via your Skills & Development Coach five working days before the submission date. Extensions will only be given in emergency situations such as bereavement and ill health.

Cause for concern - we will report on your progress to your employer every month and work with your employer to take action should you fall behind. We will send you and your line manager a cause for concern email, requesting you submit your work within a weeks timeframe. Should you miss this deadline we will send you and your line manager a lacking in progress email requesting an immediate meeting. We will then agree an action plan for you to meet. Failure to meet this final action plan may lead to withdrawal from your apprenticeship programme.

Resubmission - on occasion you maybe asked to resubmit your work. Read the feedback provided carefully. You will only be required to address the assessment criteria you have not fully covered, you are not required to start again. All resubmissions will be given 10 days to resubmit. Please follow the submission guidelines by submitting by midday on the date requested.

Training session non attendance - whilst we understand ill health and external influences are outside of people's control, we do require that both your Skills & Development Coach and your line manager are advised in advance of any non attendance. To do this, please ensure you copy (cc) your line manager into an email to your allocated Skills & Development Coach confirming that you will not be attending an upcoming training session (including date and time of training session). Unfortunately we cannot accept non-attendance unless this process is followed

Break in learning - sometimes, due to unforeseen circumstances, it may be necessary to take a break in learning. E.g. long- term sickness, Maternity and bereavement). A break in learning has to be approved by your employer.

Length of study completion date - final pieces of evidence must be submitted on time as defined by the Length of study completion date. If a learner passes their expected end date, does not submit their final pieces of evidence, nor make an application for extension, and this is not resolved within one calendar month, it will result in the termination of a learner's studies.

Withdrawal from programme - Failure to meet submission deadlines, poor progress or poor attendance may lead to your withdrawal from the programme.

Feedback - one of our commitments to you is to provide constructive / developmental feedback in five working days of the set submission date. Please note this does not apply to late submissions or resubmissions. On occasions due to annual leave or exams, your feedback may fall outside this scope, however your Skills & Development Coach will inform you of this.

Change of details - should you have a change in circumstances, such as name, address, employer, job role, you must advise your Skills & Development Coach.

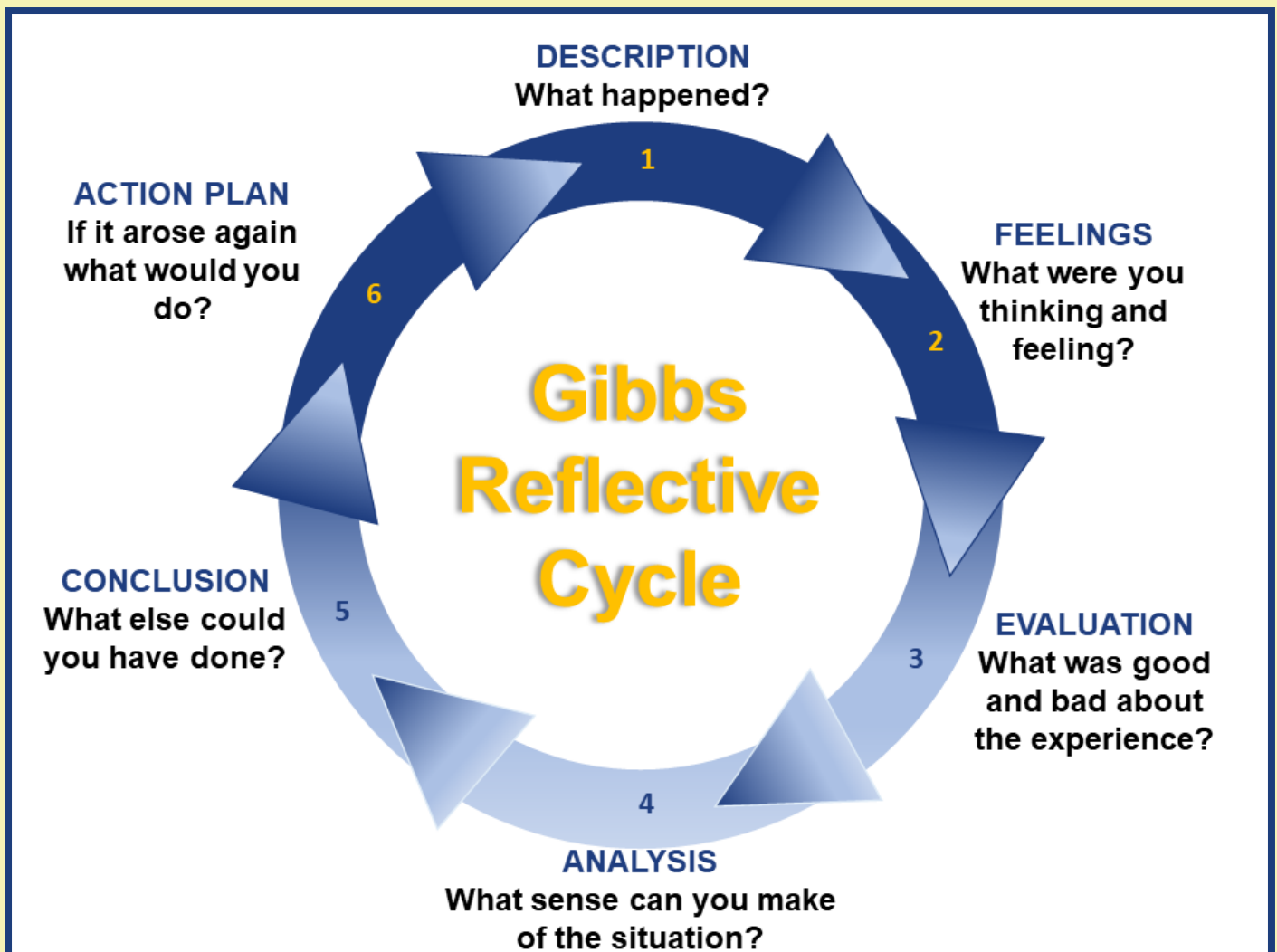
Study tools

Task words are the words or phrases used in assignment titles that tell you what to do. (These words are also used in marking criteria). Common examples include 'discuss', 'evaluate', 'compare and contrast' and 'critically analyse'. It is important of course, to have a clear idea of what these words and phrased mean.

Account for	Similar to explain
Analyse	Identify separate factors, say how they are related and how each one contributes to the topic
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Give careful consideration to all the factors or events that apply and identify which were the most important or relevant
Comment	Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Compare	Identify the main factors that apply in two or more situations and explain similarities and differences or advantages and disadvantages
Contrast	Show how two or more things are different
Critically analyse	As per 'analyse' but questioning and testing the strength of your and others' analyses from different perspectives; often means using the process of analysis to make the whole message an objective, reasoned argument (an overall case)
Critically assess	As per 'assess' but emphasising the scrutiny from different perspectives of arguments made by others about the assessed quality; often means making the whole message an objective, reasoned argument (an overall case), based on your assessment
Critically evaluate	As per 'evaluate' but showing how judgements vary from different perspectives and how some judgements are stronger than others; often means creating an objective, reasoned argument (an overall case) based on the evaluation from different perspectives
Criticise	Review a topic or issue objectively and weigh up both positive and negative points before making a decision
Describe	Say or write what something is like (its relevant qualities); depending on the nature of the task, descriptions may need to be brief or they may need to be very detailed
Define	Clearly explain what a particular term means and give an example, if appropriate, to show that you mean

Demonstrate	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
Design	Create a plan, proposal or outline to illustrate a straightforward concept or idea
Draw conclusions	Use the evidence you have provided to reach a reasoned judgement
Evaluate	Review the information then bring it together to form a conclusion. Similar to 'assess' often with more emphasis on overall judgement of something i.e. explaining the extent to which something is effective/useful/true etc. Evaluation is thus sometimes more subjective and contestable than some kinds of pure 'assessment'
Examine	Look closely at something, thinking and writing about the detail, and questioning it where appropriate
Explain	Set out in detail the meaning of something, with reasons. More difficult than describe or list; it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why' OR provide details and give reasons and/or evidence to clearly support the argument you are making
Explore	Consider a topic or idea broadly, 'hunting' for related and / or particularly relevant, interesting or debatable points
Identify	Point out or choose the right one/give a list of the main features
Illustrate	Give selected examples of something to help describe or explain it, or use diagrams or other visuals to help describe or explain something
Interpret	Define or explain the meaning of something (words, actions, etc.)
Justify	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions
List	Provide the information in a list, rather than in continuous writing
Outline	Write a clear description; give a summary of/a general plan showing essential features but no detail
Plan	Work out and plan how you would carry out a task or activity
State	Express briefly or clearly
Summarise	Write down or articulate briefly the main points or essential features

Study tools



The Gibbs Reflective Cycle is a tool that emphasises the role of emotions and acknowledges their importance in the reflection process.

Step 1: Describe the situation in detail without drawing conclusions.

Common questions to ask are:

- What happened?
- When did it happen?
- Where did it happen?
- Who were involved?
- What did you do yourself?
- What did other people do?
- What was the result of these actions?

Step 2 What feelings were experienced by the situation

Helpful questions to ask are

- What did you feel leading up to the event?
- What did you feel during the event?
- What did you feel after the event?
- How do you look back on the situation?
- What do you think other people felt during event?
- How do you think others feel about the event now?

Step 3 Evaluate the situation

Useful questions that will help are

- What went well during the event or activity?
- Why was that?
- What didn't go so well?
- Why was that?
- What was your contribution?
- What contribution did other people make?

Step 4 What have you learned from this situation / experience

Due to this situation/experience, you now know what to do in the future. Note down both positive and negative things and analyse these individually. We learn by making mistakes. This step is often undertaken alongside step 3

Step 5 Drawing a conclusion

This step is where you take a step back, look at yourself and what else you could have done in this situation. Using the information gathered in the previous steps is really useful.

Useful questions to ask yourself are

- To what positive experience did the situation lead?
- To what negative experience did the situation lead?
- What will you do differently if the situation were to happen again in the future?
- Which skills do you need to develop yourself in a similar situation

Step 6 Creating an action plan

On the final step, you will create actions to address similar situations in the future and what will be the most effective approach to take.



Blended learning

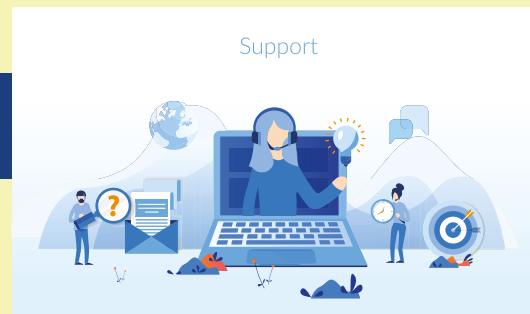
Your apprenticeship programme will be delivered as blended learning. Blended learning is a combination of both online and face to face delivery.



You will need to have good internet access and a suitable device, ideally, a laptop or PC, or a smart phone or tablet. Microsoft Teams is used for coaching sessions and ZOOM is currently used for taught sessions.

To ensure you have don't have issues connecting to the sessions, please check with your employer that access to ZOOM and Microsoft Teams is available and permitted, if you are using a work device to complete your training.

Support services

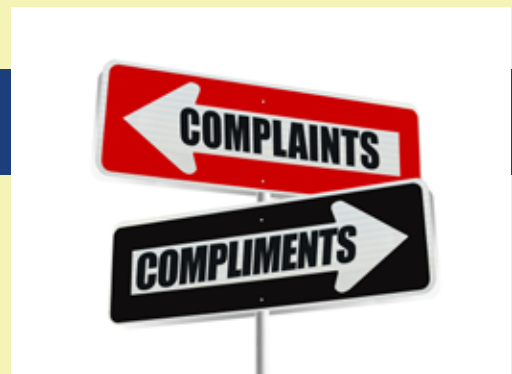


While we want you to have a successful and enjoyable time on your programme we recognise that there are times when some learners may need some advice and support for issues of a more personal nature, including those that may be affecting your work or training.

We will listen and discuss any personal issues that may be causing you a problem and we will try to help you to find more effective ways to cope with them. Please raise any concerns directly with your Skills & Development Coach or speak to our Safeguarding Leads who will be more than happy to help.

Compliments and complaints

Positive feedback is always great to receive. If you would like to highlight the fantastic support of a Skills & Development Coach or let us know what a positive learning experience you have had with Dynamic Training, please feedback via the feedback platform survey monkey, during formal progress reviews and/or after a taught sessions and/or in your exit interview at the end of your programme. You can also provide informal compliments directly via Onefile messaging or via email to your coach or tutor.



If you are unhappy about any aspect of our service, please give us the opportunity to resolve the problem quickly by discussing it with your Skills & Development Coach/Tutor or a member of the management team. We will do our best to settle your complaint promptly. Following this, should you wish to escalate the complaint please go to our complaints procedure on our website, which can be found at <https://www.dynamictraining.org.uk/about-us/our-policies/complaints-policy/> or if you prefer please email your complaint to us via email address complaints@dynamictraining.org.uk.

Remote session best practice for learners



Before your session

DO test your technology to make sure you can access the internet and attend the session.

DO consider your surroundings, it is important that you are sitting comfortably and in a quiet environment where you can concentrate on your session and not be interrupted.

DO look at your background. Is it appropriate for a video call? Is it tidy and devoid of anything that could be distracting to others?

DO attend online sessions 10 minutes early in case of technical difficulties. We commence the session promptly and you will only be admitted up to ten minutes after the session has started if your tutor has received prior notice that you are running late. Please note if you are late and have technical difficulties we will not be able to support you as it will disrupt other learners attending the session, who have arrived on time.



During your session

DO say hello and introduce yourself when you have been admitted to the session.

DO put your camera on - it is good practice to have your camera on, so you can be seen and interact and it helps to keep your focus. It is also to ensure we are inclusive for those who are hard of hearing, enabling lip reading.

Do mute your microphone when you are not talking as this will keep background noise to a minimum which causes distraction.

DO remember to speak to the camera and not to the screen when you are talking.

DO Keep focused.

DO be courteous to other attendees. If you want to ask a question, please don't interrupt the speaker, instead, raise your hand.

DO limit distractions. You can make it easier to focus on the meeting by closing or minimizing apps, muting your smartphone and not eating.

Everyone is at risk from hackers and it CAN happen to you. The stakes can be high for both your personal and financial wellbeing.

Cyber security is everyone's responsibility. By following the tips below from the National Cyber Security Centre and remaining alert, you can help to protect yourself and others. Visit the National Cyber Security Centre www.ncsc.gov.uk for further insight.



Top tips for being cyber secure

Tip 1 Up to date software is crucial

Always ensure you keep your devices protected by installing the latest software updates for your programmes and operating system. Set your devices to receive automatic updates. Use browsers such as Chrome, which receives frequent automatic security updates.

Tip 2 Beware of phishing scams Phishing scams are a constant threat by cyber criminals who pretend to be someone or an organisation you trust. By sending you a scam email or text message, their goal is to convince you to click a link. Once clicked, you may be sent to a dodgy website which could download viruses onto your computer or steal your passwords and personal information.

It is essential to report suspicious messages, by doing so, you'll be helping to protect many more people from being affected.

Emails - forward suspicious emails to the Suspicious Email Reporting Services (SERS) at report@phishing.gov.uk

Text messages - suspicious text messages should be forwarded to 7726. This free of charge short code enables your service provider to investigate the origin of the text and take appropriate action, if it is found to be malicious.

Tip 3 Strong password protection

Do you use the same password for your email account and other accounts you access? DONT!

Cyber criminals try to access your email account to find out vital personal information. By having a strong

separate password for your email account, it means that should they access a less important account, they can't access your email account and your more sensitive personal information.

Never use any of the following personal details for your password. Current partner's name, child's name, pet's name, place of birth, favourite holiday, something related to your favourite sports team.

To create a strong password, use three random words that you will remember (and use numbers and symbols if needed).

Tip 4 Turn on two-factor authentication on your email and other apps if available. In addition to having a strong password, two-factor authentication is the best way you can improve your security.

Tip 5 Don't leave your devices unattended, as this leaves your devices open to exploitation. Get into the good cyber security habit of locking your screen and ensuring it is password protected.

Tip 6 To click or not to click

To ensure you don't fall victim to malware, avoid visiting unknown websites and downloading software from untrusted sources. Sites can host malware which will download both automatically and silently and infect your device.

If an email includes a suspicious link or unexpected link, don't click on it.

Our Safeguarding Leads

If you think you have been hurt or abused by another learner, member of staff or visitor, you should report this as soon as possible. Contact one of our Designated Safeguarding Leads and tell them what is happening:

Email: safeguarding@dynamictraining.org.uk

Toni Goodliff - Curriculum Lead/Designated Safeguarding Lead, M: 07827 870402
Vanessa Cole - Head of Operations/Designated Safeguarding Lead, M: 07825 166735
Victoria Lane - Curriculum Lead/Designated Safeguarding Lead, M: 07876 832773
James Powell - Curriculum Lead/Designated Safeguarding Lead, M: 07487 646873

British values

What are British values?

There are five British values and as part of your learning experience with Dynamic Training, we promote and embed fundamental British values. These values reflect life in modern Britain and we all have a responsibility to embrace and uphold them.

At Dynamic we foster a culture that creates an environment of respect, openness and inclusion.



- **Democracy** - is a system of government where citizens are allowed to participate in the proposal and creation of laws
- **Individual liberty** - the right to believe, act and express oneself freely. It is the protection of your rights and the rights of others
- **Mutual respect** - is understanding that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others
- **Tolerance** - of those with different faiths and beliefs, and for those without faith
- **Rule of Law** - all people and institutions are subject to and accountable to law that is fairly applied and enforced

Important information, policies & procedures handbook

Important information, policies and procedures are available in our Handbook, which is available on our website and within your e-portfolio, OneFile. The handbook incorporates information, policies and procedures, covering:

- Learner Code of Conduct
- Safer Learning, Your Rights & Responsibilities
- Safeguarding & Prevent Learner Journey
- Safeguarding Policy
- Prevent Strategy
- Anti-bullying Policy
- Curriculum Strategy
- Information, Advice & Guidance Policy
- Apprenticeship 20% Off The Job Training Policy
- Attendance & Punctuality Procedure Policy
- Lacking In Progress Policy & Procedure
- Appeals Policy & Procedure
- Plagiarism Policy
- Health & Safety Policy
- Equality Policy
- Transgender Policy
- Behaviour Policy
- Complaints Policy
- Special Educational Needs & Disabilities (SEND) Policy
- Learner Social Media Policy
- Additional Learning Support in Apprenticeships Policy Protocol
- Additional Learning Support Plan
- External Whistleblowing Policy
- Malpractice & Maladministration Policy
- Sustainability Policy
- GDPR & Privacy

Your mental health matters

Good mental health helps us to relax more, achieve more and enjoy our lives more. If you are worried about your mental health, information and support is readily available.

<https://www.nhs.uk/oneyou/>

Every Mind Matters helps you manage and maintain your mental health, as good mental health makes such a difference.

The website provides information on

- Anxiety
- Sleep
- Low mood
- Stress
- Possible causes
- Helping others
- Urgent support

<https://www.mind.org.uk/>

Mind provides advice and support to empower anyone with a mental health problem.

Your Doctor

Contact your doctor's surgery and request an emergency appointment. If your doctor's surgery is not open, contact the NHS Out of Hours Medical Service on 111. It is available 24 hours a day, 365 days a year. Calls are free from landlines and mobile phones

If you have a life threatening emergency, call 999

Personal safety

The Suzy Lamplugh Trust provides information on keeping yourself safe in a wide range of situations from dealing with aggression, internet use to running safely and advice on lone working. They also run the national stalking helpline

<https://www.suzylamplugh.org/>

Report abuse in education helpline

A helpline has been created by the NSPCC to report current or non-recent abuse in education.

The helpline is there to help:

- children and young people who want to share current and non-recent experiences of sexual abuse and harassment
- children and young people who want to talk about being involved in or witnessing any incidents
- anyone who works or volunteers in a school setting and needs support and guidance
- adults who have experienced non-recent abuse
- parents and carers who are concerned about their own child or other children.

Young people and adults can contact Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

