

# Learner Handbook

We celebrate differences at Dynamic Training, and request that you do the same. Our own team represent the diversity of our communities, and we are all working together to ensure accessibility and inclusion.

Please respect that anyone whose English is not their first language, who may be experiencing the menopause, who may have impairments, health needs or who maybe neuro divergent will require reasonable adjustments such as extra time to process and respond, may need to have more regular breaks, may use assistive technology and any other adjustments to ensure accessibility and inclusion.

We respect that people communicate in different ways, using different methods and encourage all to recognise this, learn and adapt.

We encourage those who wish to share their lived experience to do so, whilst also recognising that some will prefer not to and that we are all respectful of this and mindful.

Thank you

**The Dynamic Team**

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# Introduction

## Welcome

We are thrilled you've chosen to advance your career with Dynamic Training. This marks the start of an exciting journey of personal and professional growth, and we're here to support you every step of the way.

At Dynamic Training, we provide an inclusive and enriching environment to equip you with the skills, knowledge, and confidence needed to excel in your chosen field.

This handbook outlines what you can expect from us and our expectations of you during your time with us. We are committed to delivering tailored training, assessment, and support to help you successfully complete your course. Together, we'll work towards your goals, and we look forward to celebrating your achievements.

**Claire Gardner**

**Managing Director  
Dynamic Training**

## About Dynamic Training

Dynamic Training specialises in apprenticeships and bespoke training, working across diverse sectors. Our reputation for high-quality, tailored training is built on the dedication of our passionate and experienced team.

As an approved provider on the Apprenticeship Provider and Assessment Register (APAR), we deliver relevant and impactful training in collaboration with industry leaders. Our innovative methods, including workshops and online platforms, engage learners and enhance their experience.

We are committed to continuous improvement, inclusivity, and accessibility, offering reasonable adjustments to support diverse needs. By celebrating differences and fostering respect, we create an environment where everyone can thrive and succeed.

## Our Achievements

Our commitment to excellence is reflected in the recognition we have received:

- Our programmes were rated Good in our Ofsted inspection (September 2021), highlighting our adherence to rigorous educational standards.
- We have been awarded the Skills for Health Quality Mark, demonstrating our dedication to delivering high-quality training.
- We are a Matrix Accredited provider, underscoring the quality of our information, advice, and guidance services.
- As a Disability Confident Committed employer and provider, we actively promote inclusivity and accessibility in all that we do.



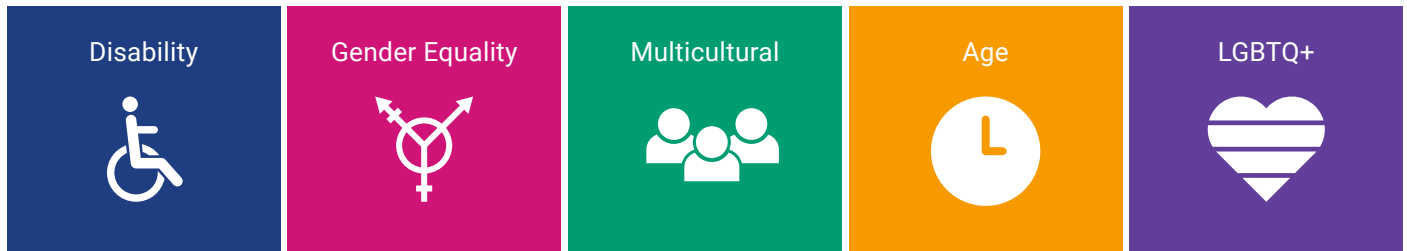
## Our Mission

To deliver high-quality, inclusive education that empowers future healthcare professionals to act with integrity, accountability, and teamwork, ensuring the delivery of compassionate and effective care across a diverse and evolving healthcare landscape.

## Our Values

Integrity • Transparency • Accountability • Teamwork • Sustainability • Inclusivity

### *Inclusive Provider*



## Our Customer Charter

### 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.

## What We Ask of You

- **Inform Us of Support Needs:** Let us know if you require additional support or adjustments to participate in your course. Providing advance notice allows us to arrange appropriate assistance.
- **Report Absences or Challenges:** Notify your Skills Development Coach if you are struggling with your workload, falling behind, or unable to meet deadlines so we can provide timely support. Inform us if you are unwell or unable to attend due to sickness.
- **Attendance Expectations:** Aim for at least 90% attendance at all sessions, including online workshops, meetings with your Skills Development Coach or tutor, and progress reviews with your line manager. Punctuality is crucial to making the most of your training.
- **Report Cancellations Promptly:** If you cannot attend a session you've booked, notify us as soon as possible via the attendance button on your Learner Portal. This ensures the place can be offered to someone else.
- **Respect and Consideration:** Treat everyone with respect always.
- **Address Concerns:** Immediately report any inappropriate behaviour you witness or experience.
- **Follow Policies and Procedures:** These guidelines are in place to ensure your safety and well-being throughout your training.
- **Engage Fully:** Attend all workshops, coaching sessions, progress reviews, and support sessions to maximize the benefits of your course.

# People Involved In Your Training Programme

At Dynamic Training, we are committed to providing you with the best possible support throughout your learning journey. To ensure your success, a variety of people will play a key role in guiding, supporting, and assessing your development. Each individual involved in your programme has a specific role to help you achieve your goals, whether you are completing an apprenticeship, supported employment, or other training initiatives. Below is an overview of the key people who will contribute to your learning experience:

## ■ Skills & Development Coach

Your Skills & Development Coach will work closely with you to enhance your knowledge, skills, and behaviours. They will provide tailored coaching to help you reach your full potential and succeed in your training programme.

## ■ Functional Skills Tutor (Apprenticeship Only)

If you are completing an apprenticeship, your Functional Skills Tutor will support you in developing essential English and maths skills. These skills are crucial for both your personal and professional growth.

## ■ Your Employer, Line Manager, or Supervisor

Throughout your training, your employer, line manager, or supervisor will provide valuable feedback, encouragement, and support. They will play a central role in helping you apply your learning in the workplace.

## ■ End Point Assessor (Apprenticeship Only)

At the end of your apprenticeship, an End Point Assessor from an independent organisation chosen by your employer will evaluate your competency. This assessment ensures you meet the required standards for your role.

## ■ Job Coach (Supported Employment)

For individuals in supported employment, a Job Coach will provide on-the-job training, ongoing guidance, and support. They will help you develop essential workplace skills, overcome barriers, and achieve long-term employment success.

## ■ Workplace Mentor (Apprenticeship)

Your Workplace Mentor will offer practical guidance and feedback to help you apply your learning in real-world scenarios. They will also support your integration into the workplace culture and encourage your professional growth.

## ■ Internal Quality Assurer (IQA)

The Internal Quality Assurer ensures the quality of your training and assessment by providing feedback to assessors and monitoring your progress.

## ■ External Quality Assurer (EQA)

To maintain high standards, the External Quality Assurer will review and validate the quality of your training and assessment.

Each of these roles is designed to support your development and ensure you achieve success in your training programme. By working together, we aim to provide you with a positive, enriching, and empowering learning experience.

# Your Learner Journey with Dynamic Training

- 1. Choose The Right Course:** Review the full programme details and ensure that it is right for the learner.
- 2. Initial Assessments:** The learner completes English and maths evaluations to determine their starting level.
- 3. Application:** This stage consists of a comprehensive application, which includes providing proof of qualifications and right-to-reside documents.
- 4. Induction:** The learner will be walked through building their portfolio, British values, their Individual Training Plan (ITP), and how to use tools like OneFile and Cognassist.
- 5. Steps To Success:** The Learner will be assessed to identify gaps in knowledge and define their learning goals. They will also be given guidance on plagiarism and referencing, and be taught vital time management and critical thinking skills.
- 6. Planning Meeting:** The learner will meet with their skills and development coach, as well as their line manager, to plan their off-the-job activities and training.
- 7. Programme Orientation Workshop:** This meeting covers safeguarding, using Microsoft Teams, and reflective practices, whilst also diving deeper into plagiarism awareness and using programme tools such as OneFile, Cognassist and Skills Builder.
- 8. Learner Safeguarding Journey:** Our safeguarding programme ensures that learners understand their responsibilities, even as an adult learner.
- 9. On-Programme Phase:** During this phase of the apprenticeship, the learner will meet regularly with their skills & development coach, complete their off-the-job training, take part in relevant workshops, complete relevant assessments and attend progress reviews.
- 10. Assessment Gateway:** The learner meets with their coach and line manager to determine if they are ready for End Point Assessment.
- 11. End Point Assessment:** The learner is assessed by a third-party assessor.
- 12. Achievement & Certification!** The learner will receive their certification within 12 weeks, and will also discuss further progression opportunities.

## Off-The-Job Training (Apprenticeships Only)

Off-the-job training is a critical component of apprenticeships, focused on building the skills, knowledge, and behaviours outlined in your apprenticeship standard. It takes place outside your routine job duties and includes activities such as:

- Attending workshops or courses
- Engaging in online learning
- Shadowing colleagues



- Working on projects relevant to your role

### Eligibility of Activities

To qualify as off-the-job training, activities must directly contribute to your learning objectives and develop new skills or knowledge applicable to your job.

### Hours Requirement

Full-Time Apprentices (working 30hrs plus per week): Complete a minimum of 6 hours per week during normal working hours (excluding the End Point Assessment phase).

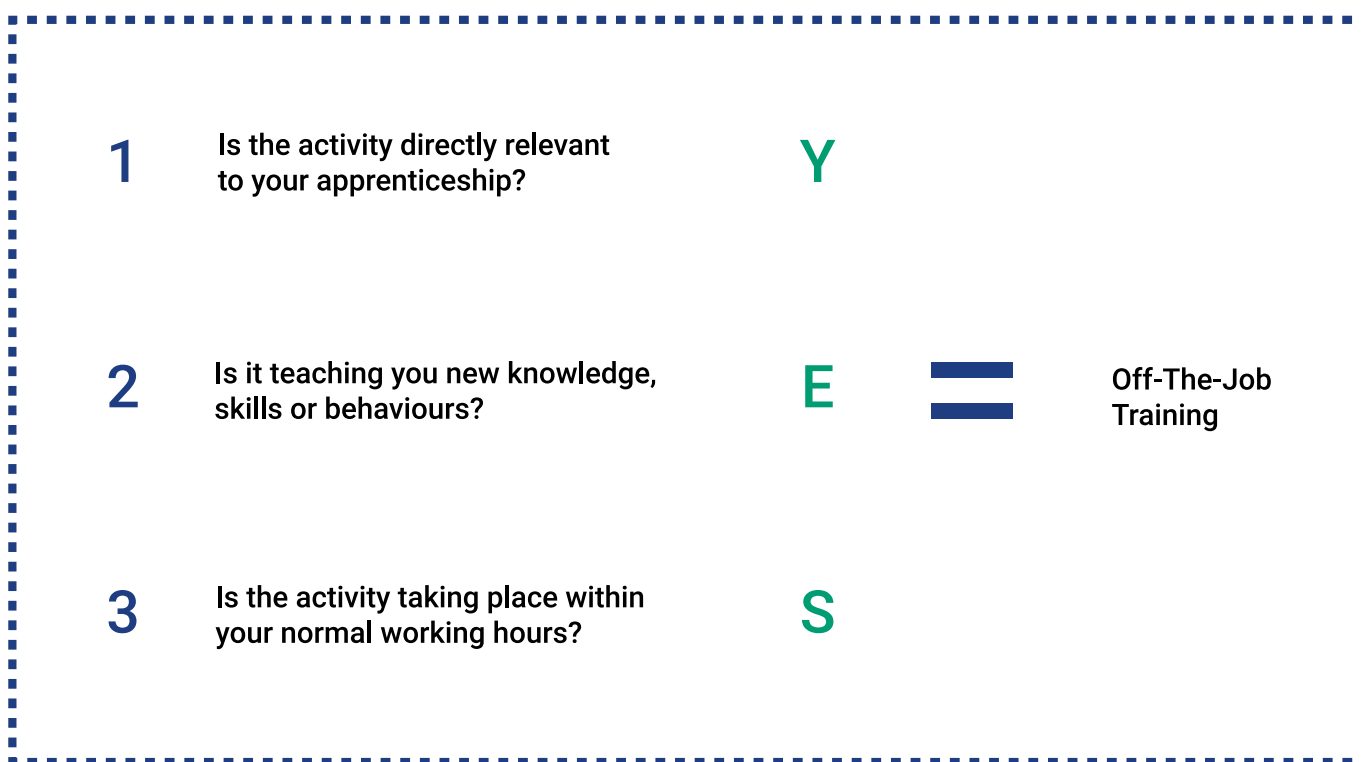
Part-Time Apprentices (working less than 30hrs per week): Off-the-job training is calculated as 20% of your standard weekly working hours, spread over the extended apprenticeship duration.

Off-the-job training must occur during your regular working hours and cannot include overtime.

For further details, consult the guide on [our website](#).

This structure ensures a balanced approach, combining practical experience with meaningful learning.

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



### Logging Off The Job Learning

You will need to log 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 or team meetings where you are learning new knowledge skills, 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 include but not exclusively Dynamic delivery that is relevant to your learning programme that gives you new knowledge and skills
- Time spent on your Weekly Reflection in your OneFile Journal
- Research and e-learning

## Blended Learning

Our training programmes use a blended learning approach, combining various online and face-to-face methods to deliver a comprehensive educational experience:

- OneFile e-portfolio platform for learner and programme management.
- Padlet (for select programmes) as a collaborative tool bringing all content together.
- SkillsBuilder for Functional Skills e-learning.
- Workshops, coaching sessions, and progress reviews via MS Teams.
- Cognassist to personalize learning by identifying cognitive strengths and providing tailored support.
- All resources, including news bulletins, guides, and up-to-date information, are available through our Learner Portal.

If more personalised support is needed, you can request face-to-face sessions with your Skills & Development Coach, ensuring flexibility throughout your learning journey.

This integrated approach is designed to cater to your individual learning needs.

For more details, visit our [Learner Portal](#).

## Programme Duration

The length of your training varies depending on your programme. For apprenticeships, the core curriculum with Dynamic Training lasts at least one year, followed by up to 90 days for End Point Assessment. The exact duration depends on the apprenticeship type, level, and your contracted hours.

Before starting, you'll know the specific commitment required. You'll need to work independently at times, manage your time effectively, and attend scheduled workshops or off-the-job training sessions, which will be planned with you and your employer.

Details of each of our apprenticeship programmes and each duration can also be found on [our website](#).

Details of our accredited short courses can be found [on our website](#).

## Prior Learning & Achievement

Prior learning and achievements refer to the skills, knowledge, and qualifications you already have before starting your programme. Recognising prior learning helps tailor your programme to your existing competencies, ensuring you focus on new development areas rather than repeating what you already know.

This will be discussed in your planning meeting (Step 6) with your Skills & Development Coach, line manager, and workplace mentor, where previous qualifications and skills will be reviewed for possible course exemptions. For example, existing GCSEs in English or Maths may exempt you from Functional Skills (apprenticeship). Other qualifications or prior work training may also lead to exemptions.

Your Individual Learning Plan will document these exemptions, and you'll need to provide original certificates. Additionally, you'll complete a skills scan to identify areas for further development and avoid duplication. Your plan will be reviewed every 10 weeks during Progress Reviews, where you'll provide evidence of development activities.

# Functional Skills (Apprenticeships Only)

## Introduction

Functional Skills are a key requirement for your apprenticeship. You must achieve the required level or have exemptions to progress to the End Point Assessment. It is crucial to begin your Functional Skills training early in your apprenticeship to ensure successful completion and avoid delays in your progress.

You will complete your Functional Skills training via our online learning platform SkillsBuilder (NCFE). Dependent on your individual needs you may also want / need to attend support sessions with our functional skills tutors to help you progress and achieve. Your Skills & Development Coach will confirm the level and specific Functional Skills qualifications you need to undertake as part of your planning meeting.

Please note that Functional Skills learning is not included in Off the Job training hours.

## Functional Skills Levels

For Level 2 apprentices (unless exempt), you will need to pass Level 1 Functional Skills and attempt Level 2 Functional Skills in Maths and English.

For Level 3 apprentices and above (unless exempt), you will need to pass Level 2 Functional Skills in Maths and English.

Learners with an Education and Health Care plan or other evidence of an additional learning need may achieve below the required level of Functional Skills to a minimum of Entry Level 3, subject to individual needs.

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

## Preparing for Your Functional Skills Exam

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 off.
5. You will need a strong internet connection.
6. Minimum requirement:
7. Ping of 25ms or less

8. 10Mbit/s Download
9. 1.5Mbit/s upload
10. To check your internet speed [online](#).
11. Ensure you switch your PC/laptop on at 45 minutes before the exam start time. Double check your internet speed.
12. Ensure you are in a quiet room on your own
13. Ensure no one will disturb you or walk in while you are doing the exam. This will result in voiding your exam
14. Ensure you do not have add-ons of websites that check your spelling or grammar, 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.

## Study Tools: Understanding Task Words – Key to Navigating Assignment Instructions

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 phrases mean.

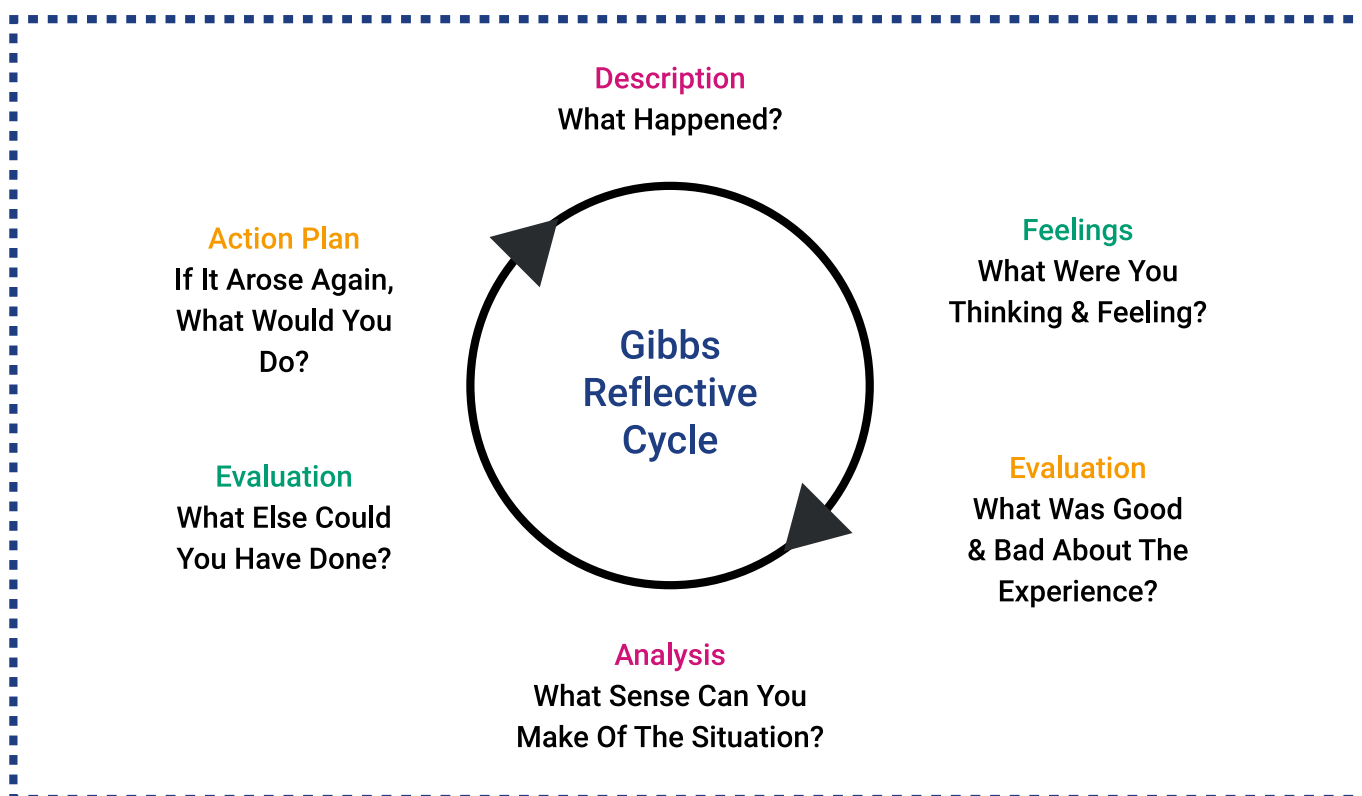
<b>Account for</b>	Similar to explain.
<b>Analyse</b>	Identify separate factors, say how they are related and how each one contributes to the topic.
<b>Appraise</b>	Consider the positive and negative points and give a reasonable judgement.
<b>Assess</b>	Give careful consideration to all the factors or events that apply and identify which were the most important or relevant.
<b>Comment</b>	Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects.
<b>Compare</b>	Identify the main factors that apply in two or more situations and explain similarities and differences or advantages and disadvantages.
<b>Contrast</b>	Show how two or more things are different.
<b>Critically analyse</b>	As per 'analyse' but questioning and testing the strength of your and others' analyses from different perspectives, it often means using the process of analysis to make the whole message an objective, reasoned argument (an overall case).
<b>Critically assess</b>	As per 'assess' but emphasizing 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.

<b>Critically evaluate</b>	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.
<b>Criticise</b>	Review a topic or issue objectively and weigh up both positive and negative points before deciding.
<b>Describe</b>	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.
<b>Define</b>	Clearly explain what a particular term means and give an example, if appropriate, to show that you mean.
<b>Demonstrate</b>	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills.
<b>Design</b>	Create a plan, proposal or outline to illustrate a straightforward concept or idea.
<b>Draw conclusions</b>	Use the evidence you have provided to reach a reasoned judgement.
<b>Evaluate</b>	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.'
<b>Examine</b>	Look closely at something, thinking and writing about the details, and questioning it where appropriate.
<b>Explain</b>	Set out in detail the meaning of something, with reasons. More difficult than describing 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.
<b>Explore</b>	Consider a topic or idea broadly, hunting' for related and / or particularly relevant, interesting or debatable points.
<b>Identify</b>	Point out or choose the right one/give a list of the main features.
<b>Illustrate</b>	Give selected examples of something to help describe or explain it, or use diagrams or other visuals to help describe or explain something.
<b>Interpret</b>	Define or explain the meaning of something (words, actions, etc.).
<b>Justify</b>	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions.
<b>List</b>	Provide the information in a list, rather than in continuous writing.
<b>Outline</b>	Write a clear description; give a summary of/a general plan showing essential features but no detail.
<b>Plan</b>	Work out and plan how you would carry out a task or activity.
<b>State</b>	Express briefly or clearly.
<b>Summarise</b>	Write down or articulate briefly the main points or essential features.

# Study Tools: Gibbs Reflective Practice

Effective study skills are essential for learners to successfully navigate and complete their programme. These skills not only enhance learning and retention but also empower learners to engage deeply in their subjects, fostering personal and professional growth. Among the various study tools available, the Gibbs Reflective Cycle stands out as a valuable method for developing critical thinking and self-awareness.

By encouraging you to reflect on your experiences systematically, this tool helps you understand your emotions, evaluate your actions, and draw insightful conclusions. This process of reflection is crucial in adapting to new challenges and improving future performance. As you explore the Gibbs Reflective Cycle, you'll discover how structured reflection can lead to meaningful learning and continuous improvement throughout your learning journey.



The Gibbs Reflective Cycle is a tool that emphasizes 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 was 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 the 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.



# Study Tip Remote Session Best Practice for Learners

Participating in remote learning sessions offers flexibility and convenience, but it also requires careful preparation and etiquette to ensure a productive experience for everyone involved. As a learner, understanding and implementing best practices before and during your online sessions can significantly enhance your engagement and interaction. This section outlines essential guidelines to help you optimize your remote learning environment, from testing your technology and setting up your space to maintaining focus and courtesy during the session. By following these recommendations, you can contribute to a smooth and effective learning experience for yourself and your peers.

## 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 sit 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 minimising apps, muting your smartphone and not eating.

# Top Tips For Being Cyber-Secure

In today's digital age, everyone is vulnerable to cyber threats, and the consequences can be severe for both personal and financial well-being. Cybersecurity is a shared responsibility, and by staying informed and vigilant, you can help protect yourself and others from malicious attacks. This section provides essential tips from the National Cyber Security Centre to enhance your online security. By implementing these practices, such as keeping your software updated, recognising



phishing scams, and using strong passwords, you can significantly reduce your risk of falling victim to cybercrime. For more detailed information, visit the National Cyber Security Centre at [www.ncsc.gov.uk](http://www.ncsc.gov.uk).

## 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 receive 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](mailto: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?

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

Use additional authentication options 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,

Leaving your devices on their own is a risk, 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.

## British Values

British values are core principles that reflect the diverse and inclusive nature of modern Britain. At Dynamic Training, we promote these values to foster respect, openness, and inclusion. They are essential for creating a positive learning environment and upholding shared responsibilities.

The five British values are:

**Democracy:** The right to participate in decision-making and influence laws through elected representatives.

**Individual Liberty:** Freedom to express oneself and pursue personal beliefs without infringing on others' rights.

**Mutual Respect:** Recognizing and respecting others' beliefs and values, fostering harmonious relationships.

**Tolerance of Different Faiths and Beliefs:** Respecting diverse faiths and beliefs, promoting an accepting environment.

**Rule of Law:** Ensuring fairness and accountability under the law, where everyone is treated equally.

By embracing these values, we prepare learners to be active, responsible members of society, contributing to a more inclusive and respectful world.

## Your Health, Safety, and Wellbeing

At Dynamic Training, your health, safety, and wellbeing are our top priorities. We understand that personal challenges can affect your learning, so we provide support to help you manage any difficulties. Our services cover physical safety, mental health support, and overall wellbeing.

If you need advice or assistance, whether it's for personal matters, mental health concerns, or safety, please contact your Skills & Development Coach or our safeguarding team. We also offer mental wellbeing workshops, access to safeguarding leads, and various external resources to support you throughout your journey. Our goal is to ensure you feel secure and supported as you work towards achieving your goals. Below are links to key services and resources available to assist you.

### Safeguarding

Safeguarding is a proactive process of protecting and ensuring the safety and well-being of young and vulnerable learners. Safeguarding may involve instances in which a young or vulnerable learner is suffering or likely to suffer from harm or be at risk.

Dynamic Training is dedicated to safeguarding all learners participating in our training and education programmes, with a particular focus on those under the age of 18 and vulnerable adults over the age of 18.

### Why is Safeguarding Necessary?

Work based learning providers have a common law duty of care to take such steps that the young/vulnerable adult/learner is safe at all times. This does not just mean within the workplace, but also

means to be able to identify and act on problems outside of the learners' work.

It is the responsibility of the employer to ensure the employees working alongside any learner are free from convictions, are of sound character and judgement and will not pose any threat or danger to learners.

Further information on what is safeguarding and the different types of abuse or neglect can be found on [our website](#).

If you believe you have been hurt or abused by another learner, staff member, or visitor, it is important to report this as soon as possible. You can contact one of our Designated Safeguarding Leads to share your concerns. You can do this by filling out our [safeguarding concern form](#), emailing us at [safeguarding@dynamictraining.org.uk](mailto:safeguarding@dynamictraining.org.uk), or calling us at **0208 607 7850**. A Designated Safeguarding Lead will then reach out to provide you with the necessary support.

## Our Designated Safeguarding Leads

**Claire Gardner:** Managing Director

**Oliver Hill:** Head of Apprenticeship and Commercial

**Prisca Mwandia:** Functional Skills Curriculum Lead

**Vanessa Cole:** Head of Quality

**James Powell:** Delivery Manager

## 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](mailto:help@nspcc.org.uk)

## Personal Safety

Personal safety is a crucial aspect of a learners journey, encompassing not only the workplace but also travel to and from work and daily life activities. As learners embark on their professional development, it is essential to ensure that they feel safe and supported in all environments. Dynamic Training is committed to fostering a secure learning and working atmospheres for all learners. We implement comprehensive safety measures and provide resources to help learners navigate potential risks. Our approach includes safety training, access to support services, and guidance on personal safety strategies.

[The Suzy Lamplugh Trust](#) is dedicated to promoting personal safety and reducing the risk of violence and aggression. Through its website, the trust offers a wealth of resources, including guidance on personal safety strategies, workplace safety training, and information on dealing

with stalking and harassment. The organisation also advocates policy changes to enhance public safety and provides support services for individuals affected by stalking. By raising awareness and educating the public, the Suzy Lamplugh Trust aims to empower individuals to lead safer lives.

## 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 are readily available.

### Mental Wellbeing Workshops

Ongoing mental wellbeing is important for everyone. Our series of workshops are designed to support the mental health and wellbeing of learners by providing practical tools and guidance for everyday living and professional development. These workshops cover a range of topics including mental preparation for the workplace, effective communication, mindfulness, resilience, and personal awareness.

More information on these workshop as well as links to book onto them are [here](#)

### Every Mind Matters

[Every Mind Matters](#), an initiative by Public Health England, provides individuals with practical tips and resources to improve their mental well-being. The platform offers personalised mental health action plans, helping users identify simple steps to manage stress, anxiety, and other common mental health concerns. It includes expert advice, self-help guides, and information on where to seek further support if needed. Every Mind Matters aims to empower people to take proactive steps towards maintaining their mental health and to promote understanding and resilience in everyday life, helps you manage and maintain your mental health, as good mental health makes such a difference.

### Mind

A leading mental health charity in the UK, [Mind](#) offers a wide range of support services to individuals experiencing mental health challenges. Their website provides valuable resources, including information on various mental health conditions, advice on accessing therapy and treatment, and guidance on managing mental well-being. Mind also offers a supportive online community and a helpline for immediate assistance. Additionally, they advocate for better mental health services and work to raise awareness and reduce stigma surrounding mental health issues. Through these efforts, Mind aims to empower individuals to understand and take control of their mental health.

### Able Futures

Able Futures can help you manage your mental health at work so you can enjoy more good days.

We could give you nine months' advice and guidance from a mental health specialist who can help you learn coping mechanisms, build resilience, access therapy or work with your employer to make adjustments to help your mental health at work.

Call Able Futures free on 0800 321 3137 from 8am to 6pm, Monday to Friday to find out more about our online mental health support. You can also [apply online](#).

### Mates in Mind

[Mates In Mind](#) offers tailored support for apprentices, focusing on mental health awareness and well-being within workplace settings. They provide resources and training designed to help apprentices understand and manage mental health challenges, fostering a supportive environment. Their initiatives include workshops, educational materials, and access to a network of support, aiming to integrate mental health awareness into apprenticeships. By addressing the unique pressures faced by apprentices, Mates in Mind helps promote a culture of openness and

resilience, ensuring that mental health becomes a priority in professional development

### 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.

## Important Information, Policies & Procedures

Policies and procedures are essential in any apprenticeship programme, ensuring a safe, fair, and effective learning environment. They provide a clear framework for learners, staff, and employers, setting expectations and responsibilities. These policies cover topics such as safeguarding, equality, attendance, and academic integrity, helping to prevent misunderstandings. By familiarising yourself with these guidelines, you'll better understand your rights, responsibilities, and the support available to you.

### Key Information and Processes

**Submission dates** - will either be pre-set on your programme or you will set them with your Skills and Development Coach. It is vital that you manage your time effectively in order to progress and achieve your programme within the timeframe set.

**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 week's 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 a plan of support for you to get back on track including set timescales for you to complete work. Failure to meet the actions required may lead to withdrawal from your learning programme.

**Re-submission** - on occasion you may be 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 be resubmitted. Please follow the submission guidelines by submitting by midday on the date requested.

### Training Session Attendance / Non-Attendance Training Session Attendance

Attendance at training sessions is essential for your success in your learning programme. These workshops and sessions are designed to develop your skills and knowledge, and without attending them, you may struggle to progress sufficiently to achieve your learning programme and in turn your career development and ambitions.

Planning for these workshops is confirmed during the planning meeting, ensuring that you and your employer are aware of the schedule and can prioritise these sessions.

While we understand that ill health and external influences can be beyond your control, it is crucial

to communicate any non-attendance in advance. If you are unable to attend a training session, you must inform both your Skills & Development Coach and your line manager. To do this, please send an email to our attendance email address, [attendance@dynamictraining.org.uk](mailto:attendance@dynamictraining.org.uk), confirming that you will not be attending the upcoming training session, including the date and time of the session. Ensure you copy (cc) your line manager in this email.

Unfortunately, we cannot accept non-attendance unless this process is followed. By keeping everyone informed, we can work together to minimize disruptions to your learning and find alternative ways to support your development.

## Breaks in Learning

Sometimes, due to unforeseen circumstances, it may be necessary to take a break in learning. A break in learning is designed to pause your learning programme without disadvantaging you, ensuring that you can return to your studies when you are ready and continue from where you left off. This is particularly applicable in situations such as long-term sickness, maternity leave, or bereavement.

A break in learning must be approved by your employer and cannot be for less than four weeks in total. During this period, your learning is paused, and the duration of your programme is extended accordingly to accommodate the break. This ensures that you have the full opportunity to complete your learning and assessments without being penalised for time taken away due to valid reasons.

It is important to note that a break in learning is not intended for situations such as being too busy at work or not having enough time for learning. These challenges should be addressed through time management and support from your employer and Skills & Development Coach to ensure that your programme remains on track. We can and will happily support you if you are not being given time for study by talking directly with your line manager and/ or the education lead in your organisation and agreeing a plan to support you.

If you believe you need a break in learning, discuss your situation with your employer and Skills & Development Coach to explore your options and ensure the necessary arrangements are made.

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 may 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 after discussion with your line manager and the education lead for learning programmes in your organisation.

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, line manager job role, you must advise your Skills & Development Coach via email who will ensure that your details are updated.

# Polices Relevant To Your Training Programme

[Additional Learning Support in Apprenticeships Policy](#)



[Anti-Bullying Policy](#)

[Appeals Policy and Procedure](#)

[Apprenticeship 20% OTJ Training Policy](#)

[Care Leaver Bursary Policy](#)

[Curriculum Strategy](#)

[Equality and Diversity Policy](#)

[GDPR and Privacy Policy](#)

[Health, Safety & Welfare Policy](#)

[Lacking in Progress Policy and Procedure](#)

[Learner Attendance and Punctuality Policy & Procedure](#)

[Learner Behaviour Policy](#)

[Information, Advice and Guidance Policy](#)

[Learner Social Media Policy](#)

[Malpractice and Maladministration Policy](#)

[Plagiarism Policy](#)

[Prevent Policy](#)

[Safeguarding Policy](#)

[Special Educational Needs and Disabilities \(SEND\) Policy](#)

[Whistleblowing Policy](#)

[Fundamental British Values & Spiritual, Moral, Social & Cultural \(SMSC\) Policy](#)

## Compliments and Complaints

We are committed to providing excellent service, but if you are dissatisfied with any aspect of our service, please allow us the opportunity to address the issue promptly. We encourage you to discuss your concerns with your Skills & Development Coach, Tutor, or a member of our management team. We will make every effort to resolve your complaint swiftly and satisfactorily.

If you feel that your complaint has not been adequately addressed and wish to escalate the matter, please refer to our complaints procedure on our website, which can be accessed at: [Dynamic Training Complaints Policy](#).

You also have the option to submit a complaint directly through the form available on [our website](#).

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 survey you will complete after each workshop or directly via our [share your experience page](#) of [our website](#).

We hope you found this handbook helpful and would like to take this opportunity to wish you every success.