

# Short inspection of Dynamic Training UK Ltd

Inspection dates:

29 and 30 September 2021

## **Outcome**

Dynamic Training UK Ltd continues to be a good provider.

## **Information about this provider**

Dynamic Training UK Limited offer training for learners and apprentices employed by National Health Service trusts to develop their skills and progress in their careers. Apprentices and learners work in a wide range of healthcare support roles. Since the outbreak of the pandemic, all the training is taught online.

At the time of the inspection, there were 463 apprentices studying at level 2 to level 5. Of these, nearly all are studying on health care apprenticeships. Over half study as senior adult health care support worker apprentices at levels 2 and 3. A few apprentices study in other areas, such as business administration and assistant project manager. There were 246 learners studying English and mathematics, mostly at level 2.

## **What is it like to be a learner with this provider?**

As a result of their training, apprentices become confident employees who espouse the sectors' core values, such as respect, dignity and compassion, in their professional practice. They gain the qualifications and the skills, knowledge and behaviours they need to further their careers.

Apprentices and learners benefit throughout their training from the helpful support that coaches provide. They develop a positive attitude to their learning and work cooperatively in classes.

Most apprentices and learners enjoy their online classes because lessons are well structured and help build their knowledge and skills effectively. However, others are weary of learning online and would prefer to take their classes face to face.

Apprentices have good opportunities to extend their knowledge beyond the limits of the chosen pathway. For example, apprentices in paediatrics can follow the adult pathway to broaden their professional knowledge.

Apprentices feel safe and know who to speak to if they have concerns. They are aware of the support available to meet their mental health needs and how to recognise signs of work-related stress.

## **What does the provider do well and what does it need to do better?**

Leaders and managers ensure that apprentices and learners benefit from a well-structured curriculum. This helps learners and apprentices to develop their knowledge, skills and behaviours over time. For example, those studying as senior health care support workers first learn about the core standards within the sector, such as their duty of candour and person-centred care. They then learn specialist content, such as pathology, and the clinical skills they need, including how to take physiological measurements.

Coaches are suitably qualified and experienced in the subjects they teach. They are adept at using this knowledge and their skills to teach the content of the training. For example, they use examples from their own experience to explain complex and new topics to apprentices. Coaches very effectively use repetition, recall and practice exercises to enable apprentices and learners to remember what they have been taught.

Leaders and managers have taken effective action to improve the skills of coaches to teach online through frequent training and development activities. As a result, coaches are skilled at teaching online using a variety of methods. For example, coaches demonstrate concepts well by scribing key points live online within sections of text, they create live polls, and they use the breakout room functions for tasks. However, coaches do not consistently provide adequate feedback to help apprentices improve. As a result, too many apprentices produce written work which meets the minimum requirements of the qualification but is not of a high standard.

Coaches skilfully teach apprentices and learners with special educational needs (SEN) and education and health care (EHC) plans. Apprentices with SEN receive effective additional support from job coaches and mentors in the workplace. As a result, these apprentices make good progress and work independently in the workplace. Leaders and managers have successfully introduced an 'inclusive' apprenticeship for a small number of apprentices with EHC plans. All those who have completed this apprenticeship have done so successfully.

Senior leaders in governance roles understand the strengths and weaknesses of the provision well. They meet frequently and consider a suitable breadth of information to help them understand performance, identify the areas for development and implement effective actions for continuous improvement.

Most learners and apprentices receive effective careers advice and guidance. The large majority of apprentices stay in employment once they complete their training. Many gain more responsibility at work. Over half of learners on English and mathematics programmes progress on to higher-level programmes. However, a

minority of apprentices are not made aware of potential healthcare pathways for them. A few learners whose English reading comprehension is poor need more help to understand the careers information they are provided with.

## **Safeguarding**

The arrangements for safeguarding are effective.

A suitably trained and experienced safeguarding team is in place. When staff need to act to protect learner's welfare they do so effectively. Leaders and managers ensure that learners and apprentices are appropriately informed about safeguarding.

Senior leaders and managers have effective oversight of safeguarding, and they review any concerns frequently. This ensures, for example, that staff follow the right procedures when they identify safeguarding issues among apprentices and learners.

## **What does the provider need to do to improve?**

- Leaders and managers should ensure that all learners and apprentices receive comprehensive careers advice and guidance so that they are fully informed of the opportunities available for them when they complete their studies.
- Coaches should provide feedback to apprentices that helps them improve the standard of their written work.

## **Provider details**

<b>Unique reference number</b>	58830
<b>Address</b>	Ashley House 86-94 High Street Hounslow TW3 1NH
<b>Contact number</b>	07860 759620
<b>Website</b>	<a href="http://www.dynamictraining.org.uk">www.dynamictraining.org.uk</a>
<b>Principal</b>	Caron Keys
<b>Provider type</b>	Independent learning provider
<b>Dates of previous inspection</b>	7 and 8 April 2016

## Information about this inspection

The inspection was the second short inspection carried out since Dynamic Training UK Ltd was judged to be good in April 2016.

The inspection team was assisted by the head of quality, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

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