

# LEARNER NEWSLETTER

January 2023

REMEMBER TO REVIEW PROGRESS AGAINST YOUR INDIVIDUAL LEARNING PLAN WITH YOUR TUTOR!

## LOOK AFTER YOUR MENTAL HEALTH!

As we start this New Year many of us set resolutions, often targeted at improving ourselves in some way and having a “fresh start”. We may want to improve our physical fitness, increase our knowledge, work on our relationships with others. All worthwhile resolutions. However, one crucial area we should aim to improve that is often neglected by so many of us, is our mental health.

Looking after our mental health is not only something we can struggle with, it is one goal that does not necessarily benefit from having a fresh start and forget the past. With most other goals we may set ourselves, we often feel a clean slate is the best thing. It doesn't matter what we did the year before, just what we do from now.

This is not so simple when it comes to our mental health. Forgetting those things that have gone before, that are affecting us today, often means those mental scars begin to affect our lives going forward. We may have to deal with those things of the past to be able to look after our mental wellbeing.

Men especially (though not exclusively) are known to struggle with dealing with these issues as they may not want to talk about it and feel that isn't what a man does. I myself have struggled with this in the past. Many years ago, I had some personal traumas that I hadn't realised had affected me. I dealt with them by blocking them out and throwing myself into work so I didn't have to think about those things.



Years later I was encouraged to talk to a professional about my struggles mentally in certain situations. This is something I had never been comfortable with, but by speaking to a therapist those things I had tried to just forget about and move on were still affecting me. By talking about them and understanding how they affected me in the present I was able to move on properly.

So, as we progress through 2023, let's prioritise our mental health by learning and healing from the past and getting support from sources like those mentioned in our Hot Topic below. This will enable you to be able to get the most from your Apprenticeship programme and be successful this new year.

**Mike Austin**

**Director**

**For more information:**

[Mental health - NHS \(www.nhs.uk\)](https://www.nhs.uk)

[Home - Mind](#)

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

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## PREVENT – TERRORISM AND EXTREMISM

Terrorism is an action or threat designed to influence the government or intimidate the public. In the UK it is defined as a violent action that:

- Endangers a person's life
- Involves serious violence against a person
- Causes serious damage to property
- Creates a serious risk to the public's health and safety
- Interferes with or seriously disrupts an electronic system

Whereas 'The counter extremism strategy 2015' outlines extremism as 'The vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and respect and tolerance for different faiths and beliefs'.

The Government's Prevent strategy has three key objectives:

- tackle the causes of radicalisation and respond to the ideological challenge of terrorism
- safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support
- enable those who have already engaged in terrorism to disengage and rehabilitate.

The Channel programme forms part of the Prevent strategy. It is an initiative that provides a multi-agency approach to support people vulnerable to the risk of radicalisation.

Channel uses a multi-agency approach to:

- identify individuals at risk
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

<https://www.justiceinspectors.gov.uk/>

There has also been an update to the Prevent duty in 2022 to include how to safeguard learners who are vulnerable to radicalisation.

<https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>

If you suspect anyone of terrorism or extremism, it is your responsibility to report this through the counter terrorism prevent strategy channel so that it can be investigated and minimise risk of harm to others.

Additional resources:

[https://youtu.be/DoHgFs\\_1v1Y](https://youtu.be/DoHgFs_1v1Y)  
<https://educateagainsthate.com/>

## BRITISH VALUES – MORAL RESPONSIBILITY!



We have moral responsibility. What moral obligations and responsibilities we have is contentious. Some relatively uncontroversial ones are moral obligations we have towards our friends, family, and to any moral agent in virtue of their being a moral agent. For example, one may have a moral obligation to help a friend, to support a parent in old age.

We also have moral responsibilities in society and within our work, for example, a police officer has moral responsibility to carry out their duties without prejudice. As citizens within the UK we also have the moral responsibility to adhere to British Values and treat everyone equally.

You may have additional moral responsibilities within your job role and how you conduct your daily conduct with others. Can you think of any moral responsibilities that you have in your work setting or within your own life?

**Additional resources:**

<https://link.springer.com/article/10.1007/s10677-020-10104-0#Fn1>

<https://www.youtube.com/watch?v=WB019P5UIFY>

Remember to contact us at [safeguarding@achievingexcellenceukltd.com](mailto:safeguarding@achievingexcellenceukltd.com) with any health, safeguarding or welling concerns!

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## SAFEGUARDING – MENTAL HEALTH



Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

We can all, at times, find our mental health needs support, this can be due to an event such as a bereavement in the family, stress at work or experiences that have happened to us or can be due to hormone imbalance such as post-natal depression, adolescents or the menopause. It is important with mental health that we acknowledge when we need additional support to be able to manage our mental health in an effective way that will improve how we are feeling and ensure that we are safe from harm.

With the cost of living crisis, it is understandable that people are becoming anxious about potential financial difficulties. It is important to reach out to those around you should you need support.

If you feel that you need support with your mental health, there are lots of places to contact including; your employer, GP, mental health charities such as The Samaritans, you can also talk to your tutor at Achieving Excellence if you feel that we can support you in any way.

### Additional information:

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

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

<https://www.nhs.uk/nhs-services/mental-health-services/>

## HEALTH AND WELL-BEING – WELLNESS

The mind, body and soul connection plays an integral role in our overall health and well-being. Our emotions, purpose, spirituality, experiences, goals, beliefs, habits and actions all have an important impact on mind-body harmony and overall health. WELL Mindset:

W – Work-life balance  
E – Expect/Enable Excellence  
L – Live your purpose  
L – Love, not fear.

Ensure that your work-life balance is measured, we may all work long shifts and have little time off, but it is important to listen to your body and mind as to when you need to rest, ensure that you have time away from work and are able to maintain relationships outside of the work environment.

Expect excellence – If we set goals for ourselves that are achievable and ensure that we can push ourselves in a way that will showcase our skills and reach fulfilment.

Live your purpose – This could be anything that is your purpose, from being a good friend to achieving a specific qualification, if you have a purpose, you remain focused and are likely to feel that you have accomplished.

Love, not fear – If we live our lives with love as the most important thing, we are likely to be happier, this could be loving your job role, and believing in yourself to be able to achieve greatness in your career or being part of a family or friendship group that makes you feel loved and secure.

Take time out from a busy environment to ensure that your taking into account your mind-body wellness, this could be doing meditation, exercise or having a good nights sleep.



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## EQUALITY AND DIVERSITY – LEARNING DIFFICULTIES AND INCLUSIVITY

**Inclusive practice** is ensuring that everyone can have the opportunity to take part in education, activities and all parts of society. For example, an individual with ADHD may need more frequent breaks during teaching due to not being able to concentrate for long periods of time, someone with dyslexia may find it easier to read if they have a coloured film over the paper and those who have physical disabilities may need access to a lift in shops so that they can access the same goods as others.

Inclusive practice means that individuals feel valued, understood and part of society rather than ostracised and unable to achieve their goals.

A **learning disability** constitutes a condition which affects learning and intelligence across all areas of life, whereas a learning difficulty constitutes a condition which creates an obstacle to a specific form of learning but does not affect the overall IQ of an individual.

Up to 10% of the UK population have a learning difficulty such as dyslexia, dyscalculia, or autism. If we do not implement inclusive practice that is putting 10% of our population at a bigger disadvantage.

Although it can be an extra challenge to have a learning difficulty, it does not mean that an individual cannot achieve what they set out to do if they have enough support, for example, Michael Phelps has ADHD, Steven Spielberg and Whoopi Goldberg have dyslexia and David Beckham has OCD.

How do you support inclusive practice in your work setting?

If you need additional support due to a learning difficulty, do you know who to contact?

Additional information

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

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

<https://www.highspeedtraining.co.uk/hub/what-is-inclusive-practice/>

## YOUR PROGRAMME – PLANNED END DATE

During your induction, and throughout your programme we stress the importance of planning, time management and communication. What is important is:

- Remembering what you learn (knowledge)
- Embedding what you learn into your practice (skills)
- Demonstrating stronger behaviours
- Understanding your progress
- Agreeing SMART targets for remainder of your programme

Your programmes follow modern schemes of work that allows successful achievement within your planned end date. We understand factors can affect this, however its important we work together to achieve within, or as soon after this planned end date.

If you are close, or have exceeded your planned end date, please work closely with your tutor to put a Rapid Action plan in place. Whilst we want you to agree a 'rapid' action plan, we wil not lose the integrity of your programme, which is learning and growing.

Please take time with your tutor to understand all of the above.

Happy New Year!



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## FUNCTIONAL SKILLS – MATHS: FRACTIONS

We deal with fractions every day. But what exactly is a fraction? How do we get to know them better? Let's explore the basics and practice together, so fractions can become valuable helpers in everyday life and beyond.

### ❖ Fraction as a share

Let's imagine a whole pie divided into 4 equal parts. One part is shaded red. **One** red part out of **four** equal parts means **1/4** of a whole is shaded. The number **1** **above** the line is called a **Numerator**. It shows how many shares are shaded. The number **4** **below** the line is called a **Denominator**. It shows how many **equal** shares a whole is divided into.

### ❖ Simplifying fractions

You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number. By multiplying or dividing both the numerator and denominator by the **same** number, the fraction will stay the same

Six twelfths can be simplified to one half, or 1 over 2 because both numbers are divisible by 6. 6 goes into 6 once and 6 goes into 12 twice.

$$\frac{6}{12} \begin{array}{c} \div 6 \\ = \\ \div 6 \end{array} \frac{1}{2}$$

### ❖ Comparing fractions

There is a simple way of comparing them to each other. Say we need to compare 1/3 and 2/7. Since they have different denominators, they have a different number of parts. So, the **First step** must be to find the **common ground**. We do it by finding a **common denominator**.

One of the methods for finding a common denominator or two or more fractions is to multiply the denominators with each other. **3 times 7 = 21**.

Now that we found the common denominator, we need to replace each fraction's own denominator with the common denominator. The first fraction is 1/3, so we divide 21 by 3 and resulting **7** gets multiplied by that fractions numerator. Since the numerator equals 1, we get **7 times 1 = 7**.

The second fraction is 2/7, so 21 divided by 7 results in 3. Multiplying 3 times this fractions numerator, gives us **3 times 2 = 6**.

Now that the fractions have the same denominator, we can finally compare them. 7 shares are more than 6 shares, therefore 7/21 is greater than 6/21.

Follow the link below for more resources, some top tips and quick Maths tests

[Fractions | Skillsworkshop](#)

[Adult Numeracy, Functional Maths, and GCSE Resources | Skillsworkshop](#)

[Top tips for L2 Functional Skills Maths tests | Skillsworkshop](#)

[Free Functional Skills Maths Online 10-Minute Tests | CGP Books](#)

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## FUNCTIONAL SKILLS – ENGLISH: WRITING



Aim:

**Understand** pieces of writing, compare them, and use them to form opinions and make arguments.

**Create** pieces of writing to get ideas across clearly and persuasively

### Writing Tips:

#### 1. Apply the Correct Format

Along with correct paragraphing, appropriate introductions and conclusions, examiners expect to see:

- Letters – two addresses, a date and correct open and close
- Reports – heading, subheadings/bullets where appropriate
- Articles – heading, subheadings/bullets where appropriate
- Emails – addressee, subject header

#### 2. Proofreading

Allow sufficient time for proofreading and editing your work.

#### 3. SPaG

A significant proportion of marks are awarded for correct spelling, punctuation, and grammar (SPaG).

#### 4. Answer the question set.

A common error is that although you may have written a well-written response in terms of structure and spelling, punctuation and grammar, sometimes it has little relevance to the task set. Therefore, it is important that you read the question with care to ensure you are providing a functional response.

#### 5. Provide a sufficient response.

Aim to write between 250 and 350 words per response for Level 2 and 150-250 at Level 1.

#### 6. Tone/Register

Remember to refer to the task and adopt an appropriate tone. Look at what the writing task is asking and who it is for. Remember to **TAP** the Text

- **T**= What **type of text** are you writing?
- **A**= Who is the **audience**?
- **P**= What is the **purpose**?

#### 7. Time management

Manage your time so that there is enough time to complete tasks as requested and proofread.

Follow the link below for amazing resources and some top tips for exams

[Functional English - writing | Skillsworkshop](#)

[Adult Literacy, Functional English, and GCSE Resources | Skillsworkshop](#)