



# **Shockout Arts Policies and Procedures**

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## **Admissions and Auditions Policy and Procedure**

### 1. Admissions

1.1 Shockout Arts marketing and publicity consists of social media, website, local newspapers. The school also take part in a number of events to reach the wider community as follows:

- Auditions held in Cardiff and soon in Scotland.
- Open days where potential applicants are able to observe classes, meet tutors and current students.
- Potential students who attend Shockout Academy.
- Workshops are carried out throughout the year in High Schools throughout Manchester.
- Attendance and participation in the largest dance event at MOVE IT exhibition in London.
- Opportunities are given to students to participate in a full day of classes during the week timetable.
- Competitions attended by Shockout Academy
- Yearly CDC Summer Camp

1.2 Funding issues are explained and opportunity is given to address any queries.

1.3 Information regarding the course are online, along with the admissions process. All our documentation is available in large print upon request.

### 2. Audition Procedure and Selection

2.1 Shockout aims to provide the opportunity to include as many young people as possible in the audition process for full-time professional training. It is not a requirement for entry that applicants have considerable previous experience and training. All candidates are assessed on their employment potential.

2.2 Applicants are asked to disclose any disability through questions in the medical questionnaire and equal opportunities questionnaire. There will be a

member of staff available for anyone with a disability in order to complete the audition without any disadvantage.

2.3 Shockout will always work in depth with an applicant to meet their needs and will liaise with the relevant agencies to further that support.

2.4 The audition criterion is reviewed annually.

### 3. Criteria

3.1 Each candidate is assessed on ability and potential in ballet, jazz, commercial and solo dance performance, followed by an interview. The completed applicant Medical Questionnaire is checked and will be discussed with the candidate if necessary to ensure that the needs of perspective students can realistically be met.

3.2 The audition process is documented and recorded by video. The auditions are assessed by Heads of Departments and Principal to ensure the consistency of the audition process is upheld.

3.3 The audition comprises of four areas of competence: technical understanding, physical ability, Stamina, Enthusiasm and potential.

### 4. Degree Course Pre-offer Audition

4.1 All degree applicants who do not successfully meet the required competence levels but show great enthusiasm are invited to return for a second in-depth audition with the Head of Dance and Principal.

4.2 If degree applicants are not successful in gaining a place on the Degree Course they will be offered a place on the Foundation course.

### 5. Offer Review Panel

5.1 The Head of Jazz, Head of Ballet, Programme Leader, Artistic Director and Principal form the Offer Review Panel. The reports from the Heads of Department and Principal, and the achievements/competence levels in the above areas relating to each applicant are reviewed by the Panel when making a final decision in making a conditional offer.

### 6. Degree Programme

6.1 The conditions of an offer are as follows:

- BA Hons 3 Years - evidence that the applicant either has or is 'A' level or equivalent qualification to reach 260 UCAS tariff points and 'C' and above in GCSE English.

- Foundation 2 Years – evidence that the applicant either has or is 'A' level or equivalent qualification to reach 120 UCAS tariff points.

- BA Hons with Year 0 (4 Years Degree) – 120 UCAS tariff points

6.2 Three 'A' levels at Grades A-E or equivalent: this could include BTEC, and GNVQ.

## 7. Successful Applicants

7.1 Successful applicants are emailed a conditional offer letter. Once a student has met the conditions of the offer their place will be confirmed by Shockout.

## 8. Unsuccessful Applicants

8.1 Applicants who are unsuccessful are informed as soon as possible after the first audition

8.2 There are occasions where a student is just not yet ready for vocational training and audition successfully again after further training.

8.3 We always recommend where possible that applicants seek further training elsewhere or attend our weekend Academy to further their training and assist them in improvement, and this is offered at a discounted rate.

8.4 Shockout has an appeal procedure in place and the applicant is made aware of this.

## 9. Appeals Procedure

9.1 Appeals will only be considered in the case of the audition procedure not being followed correctly. The applicant should submit their appeal within 7 working days of the result notification.

9.2 The Appeals Committee comprises of the Principal, Artistic Director and Heads of Department.

9.3 The Appeals Committee will respond to the applicant within 14 working days of receipt of the appeal.

# **Student Attendance Guidance and Procedure**

## Student Attendance Guidance and Procedure

### 1. Introduction

1.1 In order to progress and achieve the award for which a student is registered, they must attend the classes for each individual module regularly and in accordance with any compulsory attendance requirements defined for such modules.

1.2 This guidance and procedure document outlines the attendance requirements and procedure of absences for each student attending the Foundation and BA (Hons) Professional & Commercial Dance Course.

### 2. Attendance and Recording

On the Foundation and BA (Hons) programme it is considered unlikely that a student will have achieved the learning outcomes with less than 95% attendance.

2.1 Attendance to all classes should be 100%. Any student that fall below 80% attendance without prior permission or extenuating circumstances will face disciplinary action (please refer to Disciplinary and misconduct policy: Students)

2.2 Attendance categories are as follows;

- Present
- Absent without Permission
- Absent with Permission.

2.3 The attendance is monitored from the class registers for each lesson. If a student has not signed in the register or is not recorded as present on the class register, they will be marked absent without permission.

2.4 As Church Street and Newton Street premises students must sign in and out at reception each time they enter in and out of the buildings.

2.5 A class register for any guest teachers will be taken by Operations Manager.

### 3. Late Students

3.1 Students are expected to be at their classes on time.

3.2 If a student is late for their first class of the day, for any reason, in the first instance they must phone the Admin office and explain the reason for their lateness. The Admin Office will record the details and send to the Head of Administration and relevant Tutor.

3.3 Students are not allowed to enter a class once the register has been taken and will be marked as absent without permission.

3.4 Students who continue to be late or miss classes will be met by the Principal and may face disciplinary procedures (refer to Disciplinary and Misconduct Policy: Students).

#### 4. Absent without Permission

4.1 If a student cannot attend college/university for any reason, and they have not been given permission prior to the date of their absence they will be marked as absent without permission.

4.2 Student that have not been given permission for an absence must phone between 08:00 and 08:30 to inform the college/university of their absence with the reason why they are absent. An email or voicemail is only acceptable if there is no reply via the phone.

4.3 In some instances the Admin Office may inform the student that their reason for absence is not valid and they must come into the college/university.

4.4 Students who do not follow the procedure outlined in 4.2 and 4.3 will be subject to disciplinary action.

4.5 Students who provide evidence for the reason of their absence eg. Doctor's certificate or hospital note, may be able to have their absence changed from absent without permission to absent with permission retrospectively at the discretion of the Principal.

#### 5. Absent with Permission

5.1 Students must get prior permission beforehand from the Admin Office for doctors, hospital, dental appoints. Student will complete an Absence Report Form for any of the aforementioned reasons.

5.2 Absences for more than one day to be obtained from the Principal. The process will then be as follows:

5.2.1.1 Principal will authorise the absence

5.2.1.2 Principal will decline the absence

5.2.1.3 Principal will request further information or

5.2.1.4 Principal will request a meeting with the student.

5.3 If a student is ill, injured or has some other emergency during college times which means they will miss a class or leave early, they must complete an Absence Form from the Admin Office. If the Admin Office is not available then permission can be obtained from any of the following members of staff.

5.3.1.1 Principal (Sue Luke)

5.3.1.2 Head of Technical Studies (Eric Carpenter)

5.3.1.3 Head of Commercial Dance (Emer Walsh)

5.3.1.4 Operations Manager (Yvonne Angie McCrae)

5.3.1.5 Course Co-ordinator/Principal PA (Nicole Ferris)

5.4 The above staff members are the only people that can authorise absences. If any of the above staff members of staff are unavailable, the student must wait until such time as one is available. The staff member will then issue the permission note to the student for the specific class, decline the permission or send the student home and record the attendance calendar as absent with permission.

5.5 Any student who leaves early or miss a class without first speaking to a designated member of staff will be marked absent without permission and may face disciplinary action.

## 6. Reasons Acceptable for Absence

6.1 The examples below are acceptable reasons for absence, each request for permission to be absent is assessed on a case by case basis. If a student's current attendance has fallen below 80% permission may be denied. In all instances the student must get permission in advance and provide supporting evidence. A student may be able to gain permission retrospectively as outlined in paragraph 4.5. Failure to do so will result in the absence being recorded as absent without permission.

6.1.1 Illness

6.1.2 Immediate family death/emergency

6.1.3 Funerals

6.1.4 Severe injury

6.1.5 Doctor or hospital appointment

6.1.6 Court appearances

6.1.7 Auditions

6.1.8 Appointments with official government bodies



## 7. Unacceptable Reasons for Absence

7.1 Unacceptable reasons for absence are listed below and are not exhaustive as each request for permission is assessed on a case by case basis. Any student who is declined a request to be absent and then do not attend will face disciplinary action. (See Student Disciplinary Policy).

7.1.1 External Performances

7.1.2 Work Commitments excluding job interviews

7.1.3 Holiday

7.1.4 Light injury

7.1.5 Bank appointments

7.1.6 Landlord appointments

7.1.7 Fatigue

Note the above is just a guide and is not exhaustive.

## 8. Amendments to attendance policy (refer to Attendance Policy)

8.1 The Attendance policy will be reviewed in August before the start of each academic year; it is to be noted that amendments to the policy as outlined above maybe implemented at any time throughout the year in accordance with the needs of the College/University.

8.2 Any amendments to the attendance policy as outlined above must be agreed by the Heads of Department Committee before they are implemented.

8.3 Amendments to the attendance policy will be notified to students via email with one week's notice.

## **Assessment and Feedback Policy**

### 1. Introduction and Purpose of Assessment and Feedback

1.1. The assessment and feedback are important to the student learning experience.

1.2. From a student perspective assessment is the tool for receiving feedback on their progress in their learning which in turn will enable them to improve.

### 2. Assessment

This policy below is based on the Assessment Regulations for Undergraduates Programme 2015-2016 and applies to Shockout Arts in partnership with the University of Bolton. The University of Bolton full policy can be obtained <http://www.bolton.ac.uk/policies>

2.1 All modules shall be assessed in accordance with the University of Bolton's agreed marking criteria, either by:

- in-course assessment conducted during the semester(s) in which the module(s) is/are completed; or
- examination during an examination period; or
- a combination of both.

2.1 The method of assessment for each module, including the weighting for each element of the assessment, shall be notified to students.

2.2 In exceptional circumstances, with the approval of the Chair of the relevant Assessment Board, an alternate form of assessment to that outlined in the approved programme documentation, which covers the same Learning Outcomes, may be approved for students with individual needs, where this is supported by appropriate evidence and where such adjustments are deemed to be reasonable and can be made without endangering the safety of the award or unduly providing any student with an advantage or disadvantage.

2.3 The minimum mark for a pass in each module shall be 40%. Where a student satisfies the examiners in a module, he/she shall be awarded the appropriate credits at the specified level. This shall normally be calculated through a simple weighted mean of the assessment components, so long as an attempt has been made in each component. Where a PSRB requires a pass mark in each component, this shall be recorded in the relevant module specification and notified to students.

2.4 A student who passes a module in which he/she has previously failed, shall be credited with the minimum mark for a pass irrespective of the actual mark achieved, unless the Assessment Board has deemed the reassessment to be a first attempt.

2.5 A student shall normally be permitted one attempt to redeem unsatisfactory performance in a module. At the discretion of the Assessment Board, one further final attempt may be made to redeem unsatisfactory performance.

2.6 Only University modules may be used to calculate the classification of an award.

2.7 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience either in UK or abroad, the student's performance may also be assessed in these periods and may contribute to the final assessment. Such periods shall be detailed in the relevant programme specification.

2.8 A student who has been awarded credit in a module shall not be permitted to be reassessed in that module with a view to improving his/her mark.

2.9 If students (by reason of absence, non-submission of work, or poor performance) do not satisfy an Assessment Board in assessment components for any modules and it is established to the satisfaction of the Assessment Board via the University's Mitigating Circumstances procedure that this was due to proven illness or other circumstances found valid on production of evidence, then the Board shall use its discretion to ensure that the students are not disadvantaged or advantaged as a result.

#### Extensions

2.10 In the case of coursework assessments, programme leaders have, in cases of proven illness or other circumstances found valid on production of convincing evidence by the student, discretion to allow the assessments to be submitted late and for them to be marked as if submitted on time. The cases shall then be submitted to the Head of School in the School who shall monitor and regulate the circumstances in which short term extensions are granted. The maximum extension to be granted under these circumstances is seven calendar days. Any request for an extension to a submission deadline must normally be made by the student, and decided upon by the programme leader, before the original submission date.

2.11 Requests for extensions for periods longer than 7 calendar days must be made using the University's Mitigating Circumstances procedures.

2.12 Students who fail to submit assessments by the prescribed date, or the revised date, as outlined in 2.10 and 2.11 shall be subject to the following penalties.

Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.

More than 10 calendar days late = 1 mark awarded.

2.13 All assessed work should be submitted as specified in the Student Handbook, or equivalent. Coursework not submitted will be recorded as unsatisfactory.

#### Word Limit

2.14 Any relevant word limit for an assessment component shall be specified in the assessment brief. Students shall be informed in the programme handbook of any penalties to be applied if they exceed the specified word limit in a written assessment. This limit shall not include references cited in the text, rubric associated with tables, figures, diagrams or appendices and reference lists at the end of the assessment but will include any direct quotations.

2.15 Where a word limit is specified for a written assessment, students shall include the number of words at the end of the assessment.

2.16 Students who exceed a specified word limit for a written assessment shall be subject to the following penalty system.

Up to 10% over the specified word length = no penalty

10 – 20% over the specified indicative word length = 5 marks subtracted but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment.

More than 20% over the indicative word length = if the assessment would normally gain a pass mark, then the final mark to be the pass mark for the assessment.

### 3. Engagement

3.2 Students shall be required to submit and/or attend each assessment component at the dates and times prescribed. Failure to submit in an assessment component without good reason shall result in the student being deemed unsatisfactory in the particular module and a mark of 0 will be recorded.

3.3 Attendance shall be recorded for all elements of a programme of study. Students with poor attendance shall be reported to the relevant personal tutor, for action who will pursue this in line with University and/or PSRB policy.

3.4 Students who fail to give formal notice in writing of their intention to withdraw from their programme or its elements and who do not complete assessments will normally be deemed to have failed the programme or its specific elements.

3.5 Students must formally request permission from their Head of School in writing if they wish temporarily to suspend their studies.

### 4. Determination of results and action to be taken

4.1 The relevant Assessment Board shall determine for FHEQ Level 3, FHEQ Level 4 and FHEQ Level 5:

- i. the student's mark for each module; and that
- ii. the student has achieved 120 credits at the relevant FHEQ Level and is therefore permitted to progress to the next academic stage of the programme, or
- iii. the student be awarded the end qualification and with what classification, if any; or
- iv. the student has achieved 80 credits and is therefore permitted to proceed to the next academic stage of the programme, or
- v. the student not be permitted to proceed to the next academic stage of the programme; or vi. the student not be awarded the end qualification; and/or
- vii. the student be awarded an intermediate qualification and be deemed to have completed their studies; or viii. the student not be awarded a qualification and be deemed to have completed their studies.

4.2 The relevant Assessment Board shall determine for FHEQ Level 6;

- i. the student's marks for each module; and that
- ii. the student has achieved 120 credits at FHEQ Level 6 and is therefore permitted to progress to the next academic stage of the programme; or
- iii. the student be awarded the end qualification and with what classification, if any; or
- iv. the student not be awarded the end qualification; and/or
- v. the student be awarded an intermediate qualification and be deemed to have completed their studies; or
- vi. the student not be awarded a qualification and be deemed to have completed their studies.

4.3 The relevant Assessment Board shall determine for FHEQ Level 7:

- i. the student's mark for each module; and that
- ii. the student be awarded the end qualification and with what classification, if any; or
- iii. the student not be awarded the end qualification; and/or
- iv. the student be awarded an intermediate qualification and be deemed to 13 have completed their studies; or
- v. the student not be awarded the end qualification and be deemed to have completed their studies.

4.4 A student shall only be permitted to continue to pursue a programme of study provided that it remains possible for him/her to complete the programme within the approved time-limit. In addition:

i. a student who has failed one or more core modules within a programme on two occasions may be offered a third, final attempt. If the student fails to satisfy the examiners then the student shall be deemed to have failed and finished the programme;

ii. no student may proceed to FHEQ Level 6 who has not gained 120 credits at FHEQ Level 4 and at least 80 credits at FHEQ Level 5;

iii. no student may proceed to FHEQ Level 7 who has not gained 120 credits at FHEQ Level 5 and 120 credits at FHEQ Level 6.

4.5 The relevant Assessment Board shall determine whether a student who:

i. has not been permitted to progress or proceed; or

ii. has not been recommended for the award of the end qualification and is not deemed to have completed their studies;

iii. be required either to: repeat the year with part time attendance or reassessment only, in which case the student will retain the credits for each passed module and retrieve each failed module by undertaking one of the following:

a. re-assessment in the failed module(s) at the next opportunity (a 'refer' decision);  
or

b. re-assessment in the failed module(s) without attendance on the module(s) during the following session (a 'refer' decision); or

c. re-assessment in the failed module(s) with attendance on the module(s) during the following session (a 'repeat' decision).

4.6 An Assessment Board may decide that a student's profile of module results may be amended by the following process prior to arriving at one of the decisions above.

#### Compensation

To decide that satisfactory overall performance (including attendance and conduct where appropriate) can compensate for unsatisfactory performance in a module with a mark normally no lower than 35 percent in any assessment component such that the positive aspects of the overall performance outweigh the area of unsatisfactory performance. The mark is not adjusted and a pass is recorded and credit awarded but with a note that compensation has been applied. This is discretionary and will not be utilised where the module is deemed to be essential to the fulfilment of the learning outcomes for the programme nor where there is evidence that no serious attempt has been made to fulfil the assessment requirements or where PSRB requirements deem that this may not be used. A maximum of modules worth one

sixth of the total credits constituting a particular Stage of a student's programme may be compensated.

## 5. Structure and content of re-assessments

5.1 Where a student is required to be re-assessed in one or more assessment components, the re-assessment shall be of the same structure as the assessment at the time of the initial failure, unless: i. an alternate form of re-assessment has been approved for the purpose in which case this shall be stated in the relevant module specification; or ii. the relevant

Assessment Board decides that this is not practical. Re-assessments shall be based upon the same syllabus as the original assessment.

5.2 Where a student is permitted to be re-assessed in one or more failed modules without attendance on the module(s), the following arrangements shall apply:

i. for re-assessment within one year of the initial failure, the reassessment shall be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure unless;

a. an alternate form of re-assessment has been approved for the purpose in which case this shall be stated in the relevant module specification; or

b. the relevant Assessment Board decides that this is not practical;

ii. for re-assessment beyond one year of the initial failure, where the structure of the assessment is different from that at the time of the initial failure and/or the re-assessment is to be based upon a different syllabus, the Head of School concerned shall make arrangements for the student to be:

a. informed of changes in the structure of the assessment and the syllabus content; and

b. offered, for an appropriate fee, the opportunity of attending relevant classes.

## 6. Award

6.1 Students will only be eligible for any particular award defined below if it is defined as available within their programme specification; each award will only be issued under the circumstances defined in the regulations on the Awards of the University.

6.2 To qualify for an award, a candidate must:

i. have enrolled with the University before proceeding to the prescribed programme of study; and

ii. have paid all prescribed fees and charges; and

iii. in accordance with 11.2, 11.3, 11.4 and 11.5 below have satisfactorily completed a full-time or part-time programme of study, within the maximum period of time defined above.

6.3 A student who has satisfied the examiners in at least 120 credits at FHEQ Level 3 or higher, in accordance with the Assessment Regulations for Undergraduate Programme policy 3.1 (UoB website) shall be eligible for the award of a University Foundation Certificate which is an unclassified award.

6.4 A student who has satisfied the examiners in at least 120 credits at FHEQ Level 4 or higher, in accordance with Assessment Regulations for Undergraduate Programme policy 3.3 (UoB website), shall be eligible for the award of a University Certificate of Higher Education which is an unclassified award or a Higher National Certificate which is a classified award and uses the classification outlined in 7.4 below.

6.5 A student who has satisfied the examiners in at least 240 credits including a minimum of 120 credits at FHEQ Level 4 or higher and a minimum of 120 credits at FHEQ Level 5 or higher in accordance with Assessment Regulations for Undergraduate Programme policy 3.4 (UoB website), shall be eligible for the award of a University Diploma of Higher Education which is an unclassified award or a Higher National Diploma which is a classified award and uses the classification outlined in 7.4 below.

6.6 A student who has pursued a programme of study consisting of at least 360 credits in accordance with 3.4 above and who has satisfied the examiners in: a minimum of 120 credits at FHEQ Level 4 or higher; and a minimum of 120 credits at FHEQ Level 5 or higher; and a minimum of 120 credits at FHEQ Level 6 shall where he or she satisfies the requirements of the classification scheme as approved by Senate (cf. 7.6 below) be recommended to Senate for the award of a University Honours Degree. A student who has satisfied the examiners in at least 300 credits in accordance with Assessment Regulations for Undergraduate Programme policy 3.4 (UoB website) and who has a minimum of 60 credits at FHEQ Level 6 may be awarded an Ordinary Degree, which is an unclassified award.

6.7 Students who register for certain end qualifications may be required by the course regulations to satisfy the Assessment Board in all those modules identified as requirements for the purposes of professional exemption.

6.8 Unless otherwise agreed by Senate in respect of specific courses, no student may receive more than one award for study on a course.

## 7. Classification

7.1 Higher National Certificates shall be accorded an overall grade based on the average mark for modules worth 120 credits at FHEQ Levels 4 and 5, which represent the best marks achieved by a student at those Levels, using the scheme in 7.4 below.



7.2 Higher National Diplomas and Foundation Degrees shall be accorded an overall grade based on the average mark for all modules at FHEQ Level 5, using the scheme in 7.4 below.

7.3 Integrated Masters Degrees shall be accorded an overall grade based on the average mark for all modules at FHEQ Level 7, using the scheme in 7.4 below.

7.4 The following scheme shall be used for the classification of Higher National Certificates, Higher National Diplomas, Foundation Degrees and Integrated.

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# **Attendance Policy and Procedure**

## **1. Introduction**

The Student Attendance Policy has been developed as part of Shockout Art's commitment to providing a supportive learning environment which enables all students who have chosen to study with Shockout Art to achieve their full potential. Shockout Arts recognises the investment that students and their sponsors make when a student enrolls on our courses and considers that it has responsibility to act on non-attendance, so that students can be supported to complete their Programmes of study successfully.

## **2. Policy Statement**

- . 2.1 Attendance is a key component in student retention, progression, achievement and employability. Regular attendance and academic achievement are closely linked. Students who actively participate in their learning by attending and participating in classes and other scheduled activities regularly are more likely to:
  - enjoy a rewarding experience in which their knowledge, skills and abilities are developed
  - successfully complete their course,
  - achieve better results.
- . 2.2 We expect students to attend all learning and teaching sessions associated with the Programme on which they are enrolled. The learning and teaching methods for each Programme and component module are set out in the Programme Handbook. Examples of learning and teaching sessions include (but are not confined to) lectures, seminars, tutorials, workshops, laboratory and practical sessions, professional placements, field trips and industrial visits, and in the case of research students, scheduled meetings with supervisors. They also include compulsory information sessions e.g. induction events, health and safety briefings, fire lectures.
- . 2.3 As outlined in the Student Handbook under Student Guidance and Procedure students should arrive on time for classes and remain for the duration of the

teaching session. The tutor has the right to refuse admission to students who arrive late and to refuse early exit from class.

- . 2.4 Unsatisfactory attendance includes failure to attend learning and teaching sessions on a regular basis without providing a satisfactory reason to tutors for absence. It also includes repeated late arrival at, or early departure from, learning and teaching sessions.
- . 2.5 Authorised absence which significantly affects a student's understanding and grasp of course material, causes them to miss lectures, tutorials and deadlines should be treated in the same way as unauthorised absence. (See Student Guidance and Procedure).
- . 2.6 Students who are unable to attend examinations because of severe sudden illness, because of a flare up of an existing condition or because of exceptional and unforeseen personal difficulties should be referred to the Mitigating Circumstances Procedures, this can be found on the University of Bolton website.  
<http://www.bolton.ac.uk/Everything/StudentInfoPolicyZone/Mitigating-Circumstances-Regulations-and-Procedures-2015-16.pdf>
- . 2.7 Where a student's attendance is unsatisfactory, one or more of the following actions may be taken. This list is not exhaustive.
  - a. Seek an explanation from the student for their unsatisfactory attendance, discuss how their attendance must improve and recommend appropriate support.
  - b. Issue the student with a formal written warning about their attendance.
  - c. Require those students who fail to respond to warnings about their attendance to enter into a Formal Attendance Agreement. (Appendix 1)
  - d. Inform the student that Assessment Boards may take into account a student's attendance in relation to progression and awards.
  - e. Advise the student that staff, when writing references, may take a student's attendance into account.
  - f. Inform the student that a formal report on the student's attendance may be

made to the student's sponsor including an employer and the Student Loan Company.

. 2.8 Students **are responsible for:** a. Attending all learning and teaching sessions associated with their Programme of study

- a. Notifying their module tutors/ research supervisor in advance that they are expected to be absent from timetabled classes or meetings. This may be done in person, by 'phone or email.
- b. Obtaining prior permission from their Programme leader/supervisor for planned absences for two or more days during term time.
- c. Notifying Administration Office of unplanned or unforeseen absences from classes within 24 hours and if requested by their personal tutor/supervisor, providing a medical certificate or other evidence in corroboration, to explain their absence.

. 2.9 Module **tutors are responsible for:**

- a. Reminding students of the importance of regular attendance at learning and teaching sessions
- b. Recording student attendance on the Class Register

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c. Keeping alert on tutee progress

. 2.10 Personal **Tutors and/or Research Supervisors are responsible for:**

- a. Checking tutee's record in PULSE once poor attendance issues have been identified.
- b. Carrying out recorded tutorials with tutees to discuss attendance issues.
- c. Referring international students to the Immigration and Welfare Officer in Student Services.
- d. Referring tutees to other sources of support that may be available to them e.g. Student Liaison Officers, Disability Service staff, counselling, financial advice.

- e. Keeping alert on the tutee's progress once the student is attending again.
- f. Referring the tutee to the Programme Leader if the tutee fails to attend.

. 2.11 Programme **Leaders are responsible for:**

- a. Ensuring that all teaching staff maintain an accurate record of student attendance.
- b. Students are informed in writing of the importance of regular attendance at learning and teaching sessions, and through Programme Handbooks of any approved Programme or module specific attendance requirements.
- c. Following up on attendance concerns identified by Personal Tutors or Research Supervisors. d. Liaising with the Immigration and Welfare Officers over international student attendance issues.
- d. Advising Academic Group Leaders or Directors of Studies or students who need to be withdrawn.

. 2.12 Academic Group Leaders are responsible for authorising the withdrawal of students who have failed to attend.

. 2.13 In the case of postgraduate research students Directors of Studies, Main Supervisors and the Postgraduate Research Manager should seek either approval of Board of Study for Research Degrees or confirm by Chair's action, prior to withdrawing a student.

. 2.14 Immigration and Welfare officers are responsible for notifying the UKVI of withdrawn students in accordance with Tier 4 Regulations current at the time of withdrawal. **Equality Impact Assessment**

. 2.15 Shockout Arts are committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.

. 2.16 Other **Related Policies**

- Student Attendance Policy-Guidance for Students
  - General Regulations (UoB)
  - Academic Regulations (UoB)
  - Modular Degree Regulations (UoB)
  - Research Degree Regulations (UoB)
  - Code of Practice for Research Students and Supervisors (UoB)
- . 2.17 Monitoring and Review
- . 2.18 This Policy will be monitored by Shockout Arts.
- . 2.19 The Policy will be reviewed after twelve months. **Dissemination of and Access to the Policy**
- . 2.20 This Policy will be available on Shockout Art's website. Reference to the Student Attendance Policy will be included in Programme Handbooks, the Student Handbook and Terms and Conditions; and that the importance of regular attendance is included in student induction week.

## **Continuing Professional Development (CPD)**

**1. Policy Guidelines** Shockout Arts is a community of learning where staff are involved in a continuous process of improvement and enrichment. We are committed to promoting continuous learning and to motivate and better its staff and students. Continuous Professional Development (CPD) is the means by which this college/university does this. CPD promotes high morale and self-esteem within staff, building a satisfied workforce through personal and professional fulfilment. This is achieved through a variety of levels – through the individual, the team and the whole college/university. This college/university believes in the Department for Education and Skills' (DfES) philosophy that 'effective teachers should take ownership and give a high priority to professional development'. It believes that a clear and progressive opportunity to develop professionally and personally improves standards and raises morale. It also believes that CPD assists recruitment and encourages staff loyalty. All staff are entitled to high-quality induction and continuing support and development. Shockout Arts CPD provision will allow staff to progressively develop skills and abilities, allowing them to build on and reinforce skills and expertise.

**2. Key Points** Continuing Professional Development:

- . a) is the key to improving students' achievement
- . b) is an entitlement for all members of the workforce
- . c) is the professional responsibility of the individual, as well as the college/university at which they are employed
- . d) should be underpinned by the process of self-evaluation
- . e) should be clearly linked to individual needs
- . f) should support all individuals within all areas of the college/university to develop their own practice and update their knowledge, skills and understanding
- . g) should promote professional reflection and enquiry

- . h) should support individual aspirations and career progression
  - . i) involves a wide range of planned learning and development experiences
  - . j) should be evaluated and reviewed by the individual and the college/university
  - . k) provides a role model and enthusiasm for lifelong learning in our students
- l) should be central to a strategy for recruitment and retention, making working within the college/university an attractive career option

### **3. Roles and Responsibilities**

There are two key partners involved within any individual's professional development – the college/university and the individual. This partnership requires trust and clarity of roles and responsibilities. The following provides guidance on these roles.

#### The Role of the College/University

The college/university's commitment to CPD can be demonstrated by both policy and practice in recruiting and retaining a well qualified and well-motivated workforce. This commitment will involve:

- . a) developing a learning culture which promotes professional development opportunities for all staff
- . b) providing induction for all staff new to the school and/or undertaking new roles or responsibilities
- . c) supporting and leading CPD
- . d) providing the chance to discuss career and personal aspirations, and the means to achieve these goals, through annual staff appraisal.
- . e) use of the full range of school and local expertise to improve practice
- . f) access to a wide range of college/university-based and / or external CPD opportunities
- . g) monitoring the success (or failure) of CPD activities by evaluating the outcomes of CPD and its impact on pupil achievement. This is to improve future provision and is a quality assurance process



## The Role of the Individual

The workforce of all teaching college/universities includes a wide range of staff either directly involved in the teaching of students or in supporting their learning either inside or outside the classroom.

All staff within the college/university should:

- . a) engage with the common aim of achieving the most effective education for students
  - . b) take responsibility for their own professional development
  - . c) take an active role in the evaluation and development processes of the college/university
  - . d) support each other and work together to achieve the highest professional standards
  - . e) reflect on their own practice and seek to improve skills and deepen knowledge
  - . f) be fully committed to sharing their expertise in the interests of the students they teach or support
  - . g) be open to learning from the effective practice of their colleagues
  - . h) be prepared to change when new ideas, findings or technologies are introduced
- 
- . i) identify training needs to improve working performance and personal career development
  - . j) maintain a professional development portfolio that includes a record of achievements, self-evaluation and possible future development planning and career progression

## 4. Identifying CPD Needs

- . 4.1 The college/university will have a named CPD leader (usually the principal or manager).
- . 4.2 The CPD leader shall be responsible for identifying and managing the college/university's CPD needs. Such needs will be identified largely through existing mechanisms (e.g. annual staff appraisals and self-evaluations), as well as through informal and formal discussions with individuals.

- . 4.3 Requests for accessing CPD should be addressed to the CPD leader who will decide on the most effective means.
- . 4.4 The CPD leader shall provide information on the range of CPD opportunities available and is responsible for communicating relevant opportunities to appropriate staff. The information will be kept updated and made accessible to staff.
- . 4.5 The opportunities available will fully reflect the Code of Practice produced by the DfES in that they will only be offered if they:
  - . a) are based on good practice – in development activity and in teaching and learning
  - . b) help raise standards of students' achievements
  - . c) respect cultural diversity
  - . d) are provided by those with necessary experience, expertise and skills
  - . e) are based, where appropriate, on relevant standards
  - . f) are provided in a space which is fit for purpose and properly equipped
  - . g) provide value for money
  - . h) have effective monitoring and evaluation systems

## **5. Evaluation**

- . 5.1 Following professional or other development, the participant will discuss with the CPD leader the opportunity to inform the relevant staff about what was learnt. Relevant feedback about the provision and the ideas should be given to the CPD leader. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD leader will be responsible for organising that, e.g. circulating relevant resources, a session at staff or subject meeting, introducing a teaching or learning strategy
  - . 5.2 The CPD leader will review annually whether any aspects of the CPD provision do not represent value for money and make appropriate recommendations.
- 5.3 The CPD leader shall be responsible for assessing the value for money aspect of CPD through the monitoring and evaluation of the impact on the school community. This will be undertaken at a variety of levels including:
- . a) immediate/short term evaluation by participants

- . b) longer term follow up undertaken usually at a period no less than 6 months following the provision
- . c) Informal discussion with colleagues about improved practice

## **Communication for Staff & Students**

### 1. Policy

The purpose of this policy is to outline the how we communicate information to both our students and staff in an effective way.

### 2. Aims & Objectives

2.1 Effective communications enable us to share our aims and values by keeping students, staff and the community well informed about college/university life. This reinforces the important role that students, staff and our partnership universities and college play in supporting Shockout.

2.2 We have various strategies for communicating with students and staff. Some of our communications are in accordance with a statutory requirement; while others reflect what we believe is important for our dance school.

2.3 We make our written communications as accessible and inclusive as possible. We use an easy-to-read font, and add pictures where appropriate. We seek to avoid bias, stereotyping or any form of racial discrimination. We recognise and celebrate the contributions made to our society by all the cultural and other groups represented in our dance school as outlined in our Equal Opportunities Policy.

### 3. Range of Communication Methods

Existing methods of communication include:-

- Noticeboard
- Tutorials
- Emails
- Telephone
- WhatsApp
- Social Media
- Induction Week
- Student Handbook
- Staff Handbook
- Surveys/Questionnaires

- Moodle
- Shockout Website
- Student Representatives
- SSL Meetings
- Word of Mouth
- University of Bolton
- Access to Music
- Classrooms
- Receptionist
- Moodle

#### 4. Marketing Courses

4.1 Information regarding all the courses that we offer are in our published brochures which includes contact details for the administration office.

4.2 Our website also contains course information, contact details and audition dates.

4.3 Shockout Arts and Academy facebook/Twitter/Instagram pages post information on a regular basis on audition dates and course information.

#### 5. Student Handbook

Provides useful information and guidance to students on Shockout Arts/Academy along with a structure and procedures.

#### 6. Internal Communication

6.1 Students will be informed as early as is possible of any changes to any timetables by email, text messages, Facebook and WhatsApp groups.

6.2 Staff are provided with a yearly plan for all meetings at the beginning of Academic Year and will be sent diary request in their calendar.

6.3 Any changes to meetings staff will be informed as early as possible via email, telephone, text, Facebook or WhatsApp groups.

6.4 Written communication to staff will also be placed on the noticeboard in the Staff Room.

6.5 Relevant training is provided to both students and staff regarding Health & Safety.

6.6 Important Dates is also placed on the wipe boards in the administration office and the Head of Department's offices.

6.7 Ad hoc meetings will be arranged for students as and when necessary.

## 7. Electronic Communication

7.1 Photographs of students are used in and around the dance studio for many purposes, including performances of practical work.

7.2 Staff and Students are to ensure that their passwords are kept in strict confidence.

7.3 All staff may communicate through internet with others when necessary but should also be wary of the disadvantages that social media can incur.

7.4 Staff should not have current students on social media as friends on Facebook, Instagram, and Twitter.

7.5 Updated online training courses are provided for staff and students on regular basis ensuring that information they need to know are current.

7.6 Liaison with partnership university and college through emails and meetings.

## 8. School Performances

8.1 We will not allow video recordings of performances from the audience.

8.2 The school will observe the way in which video recordings are made and photographs are taken during performances, and will withdraw the right of anyone to use a camera of any sort if they are felt to be making inappropriate images. For example, photography is forbidden in changing rooms or backstage during school productions.

## **Complaints and Appeals Policy**

1. 1.1 Shockout Arts is committed to delivering a student service which is customer focused, fair, transparent, and is in accordance with its Admissions Policy, relevant legislation and best practice guidance.
  2. 1.2 We encourage applicants who experience a problem with the service provided by the Admissions Service to initially raise the matter informally with the Shockout Arts Student services Team directly. Please note applicants may not raise concerns about academic judgement.
  3. 1.3 Should an applicant wish to request a review of the decision made on their application or wish to make a complaint about the audition process having first contacted the student services team on an informal basis, a formal Complaints and Appeals Process is available as detailed in this document.
  4. 1.4 Appeals and complaints are handled separately from the application for entry. An appeal or complaint made in good faith will not prejudice current or future applications. It is important to note most issues are resolved amicably and without recourse to the formal stage of this process.
- 
1. 1.6.1 An appeal is defined as a request by an applicant for a formal review of the outcome of a management decision.
  2. 1.6.2 Applicants may appeal an admissions decision by Shockout if they feel that the Shockout did not appropriately consider their application in accordance with the Audition and admission Policy or other published procedures, or that they did not take account of all the information provided.
  3. 1.6.3 Applicants may not appeal an admissions decision based on the academic judgement of a member of academic staff about their suitability for entry onto that course.

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### 1.7 Complaints

1. 1.7.1 A complaint is defined as an expression of dissatisfaction about Shockout's admissions policies or procedures which have been used to make a decision and/or the actions or lack of action of Shockout staff.
2. 1.7.2 A complaint will not result in the amendment of an admissions decision – applicants should request an appeal if this is the desired outcome.
3. 1.7.3 The Complaints and Appeals Process for Applicants cannot be used in the following circumstances:

2.

2.1

- • Where a decision was taken as a result of failure to fulfil academic or non-academic requirements for admission (for example a satisfactory DBS disclosure or medical clearance
- • Where a decision was taken as a result of feedback provided to Shockout from a third party such as a provider of a work or training placement which forms an integral part of the course which the application has been made.

### **Process for Handling an Appeal or Complaint**

#### ***Stage 1 – Informal feedback***

1. 2.1.1 If applicants are unhappy with an audition decision, or with the way the application has been handled then they are encouraged to initially raise the matter with Student Services directly.
2. 2.1.2 Shockout will provide feedback to unsuccessful applications in response to a request in writing by emailing [admin@shockoutarts.com](mailto:admin@shockoutarts.com). We aim to respond to requests for feedback within 28 working days of receipt of the request. The response will be in writing.

#### 2.2 Stage 2 – Formal Appeal

1. 2.2.1 A request for a formal appeal should be submitted on the Admissions Complaints and Appeals Form at the end of this document or by stating in writing that you are appealing under Stage 2 of the Complaints and Appeals Process for Applicants.
2. 2.2.2 We will acknowledge receipt of your appeal within 5 working days.



3. 2.2.3 Your appeal will be led by the Programme Leader and management who will review the application and other relevant information with the Heads of department.
4. 2.2.4 We will respond to your appeal within 20 working days of receipt of the appeal. If we require further information from you or anticipate a delay in responding we will write to you.
5. 2.2.5 If your appeal is upheld, Shockout will take such reasonable action as is appropriate and you will be informed of the outcome in writing. If your appeal is not upheld, we will communicate the reasons for this decision in writing.

## **Stage 2 – Formal Complaints**

A request for a formal complaint should be submitted on the Admissions Complaints and Appeals Form at the end of this document or by stating in writing that you are complaining under Stage 2 of the Complaints and Appeals Process for Applicants.

We will acknowledge receipt of your complaint within 5 working days.

If you submit a complaint, the Programme Leader will investigate the complaint with input from the Management Team.

As part of your complaint submission applicants should include:

- a) The nature of the complaint, giving as much detail as possible
- b) Any steps that have already been taken to resolve the matter
- c) Details of any responses you have received and a statement of why you feel that response is unsatisfactory
- d) An indication of the outcome you are seeking

We will respond to your complaint within 20 working days of receipt of the appeal. If we require further information from you or anticipate a delay in responding we will write to you.

If your complaint is upheld, Shockout will take such reasonable action as is appropriate and you will be informed of the outcome in writing. If your complaint is not upheld, we will communicate the reasons for this decision in writing.

### ***Stage 3 – Review by Panel***

Applicants who are not satisfied with the decision taken in respect of an appeal or complaint may request that their case be heard by the Review Panel. The Admissions Review Panel for appeals and complaints is led by the Principal, Programme Leader and management.

A request for a case to be heard by the Review Panel must be made within 3 months of the date of the written outcome of Stage 2 stating that a review is requested under Stage 3 of the Complaints and Appeals Process for Applicants.

The Review Panel will carry out the review in private and all relevant facts will be taken into consideration. Applicants may attend the review and be accompanied by a nominated representative who may speak or act on their behalf. Notes of the review will be taken.

If the review panel conclude that there are insufficient grounds to take any further action and concluding the matter under this process

5. 2.4.5 Applicants will be notified by the Principal in writing within 28 working days of receipt of the request.
6. 2.4.6 If you are still unhappy with the outcome you can then take your complaint to University of Bolton and submit your complaint via there Complaints policy found at <http://www.bolton.ac.uk/Everything/StudentInfoPolicyZone/2017-18-Documents/Complaints-and-Appeals-Process-for-Applicants-2017-18.pdf>

### 3. Contact information

Student Services  
[Admin@shockoutarts.com](mailto:Admin@shockoutarts.com)  
0161 833 9937

## Appeals form

This form is for the submission of complaints and appeals relating to the admission of students to at Shockout. This form should be submitted in accordance with the Complaints and Appeals Process for Applicants which should be consulted along with the Student Admissions Policy before completion.

Please submit this form to Student Services, Studio 25, 25 Church Street, Manchester, M41PE

### 1. Personal Information

Title	
Forename/Given Name	
Surname/Family Name	
Date of birth	
Address	
Postcode	
Telephone number	
Email Address	

### 3. Application Information

Provisional student number issued by the University	
---	--

UCAS ID (if relevant)	
Course applied for	
Year of application	

### 3. Nature of Request

I wish to make a formal appeal. An appeal is defined as a request by an applicant for a formal review of the outcome of an admissions decision.

I wish to make a formal complaint. A complaint is defined as an expression of dissatisfaction about the University's admissions policies or procedures which have been used to make a decision and/or the actions or lack of action of University staff.

### 4. Details of Appeal/Complaint

Please provide details of your case. You may submit additional sheets if necessary

### 5. Desired Resolution

Please tell us how you would like Shockout to resolve your appeal/complaint

### 6. Supporting Information

Please list any documents you have provided with this form in support of your request.

7. Previous Action

Please provide details of any action you have already taken to resolve this matter informally.

8. Declaration

I believe that the information provided in this form is accurate. I consent for the details of this appeal/complaint to be passed on to relevant members of staff for consideration.

I confirm that I am the applicant concerned in this appeal/complaint

Signed

.....  
Name.....

.....  
Date.....

..... OR

I am not the applicant concerned in this appeal/compliant but I have their written permission which is enclosed with this form.

Signed.....

.....

Name.....

.....

Date.....

.....

## **Customer Service Policy**

### 1. Policy

This policy is to provide and maintain the best possible service to our, students, teachers and the public. We take pride in providing a professional service whilst inspiring the highest level of trust.

Staff will be professional at all times and show:

Courtesy in all circumstances

- Accuracy in what they do
- Accountability for the quality of service they deliver
- Integrity in all their dealings
- Consideration for the needs of customers
- Promptness in all their actions, keeping people informed of progress

This Customer Service Policy applies to all permanent, temporary, freelance and casual employees of Shockout Arts and to ourselves if we work alone at any time.

### 2. Responsibilities

- The Principal, , Tutors or Heads of Department or other designated employee shall be responsible for ensuring that this policy is implemented
- It is expected that anyone who works at Shockout Arts shall adopt the communication behaviors outlined in this policy

- This policy is not meant to be all inclusive and additional behaviors, which support the goal of providing good customer service, should be encouraged and supported by the college/university.

Shockout Arts/Staff will play its part by:

- giving student care a high priority
- developing corporate values and practices on student care which are shared across Shockout Arts and communicated effectively
- updating information to all its employees and workers to add to their knowledge and awareness of people and their care
- regularly monitoring its student care strategy to ensure that the needs of all its students, parents, carers and the public are met successfully
- provide a clear, accessible process for any person to comment or complain about any aspect of their own or the organisation's services

### 3. Values

The principles and care values that as an organization or individual we all share are:

3.1 The students, their parents, carers and the public are Shockout Arts most important people. They are the purpose of our work. All people coming into contact with college/university will be treated equally. Everyone will have fair and equal access to all of our services.

3.2 Every person is entitled to:

- A standard of service which is known and agreed
- Be listened to when they comment or complain
- A sensitive response to their needs
- A rapid response to their complaints
- A courteous response to their enquiries
- Continuous attention by us to their satisfaction

3.3 There is a clear and accessible complaints procedure in place

### 3.4 Courtesy

Courtesy will be shown in all circumstances, even in difficult situations where the person may not show similar courtesy in return. Staff will be courteous in their spoken words, body language and demeanour.

### 3.5 Accuracy

Where there is any doubt about the accuracy of any information, the details will be checked and validated prior to release.

### 3.6 Accountability

Staff will look for ways to enhance the quality of service they deliver. Concerns about the quality of service will be referred to the next level of management or Principal.

### 3.7 Integrity

Staff will act with integrity in all their dealings with the public.

## 4. Communication

### Face to Face Contact

4.1 We and our staff will be committed to:

- making sure that our buildings are accessible
- greeting visitors
- making sure our staff identify themselves
- listening to you and responding to your needs
- being welcoming, courteous and helpful at all times

### Telephone

4.2 All telephone calls shall be answered promptly and in a professional and courteous manner. When answering the telephone, use a friendly, professional manner. Our greeting is the first thing heard by callers; you are setting an example and making the first impression for the organisation. Speak distinctly, with a warm welcoming tone. Let your caller know whom he or she is talking with, by telling him or her your name.

### Written Communication

4.3 Communication in the form of a letter shall be written in a professional and courteous manner. The written response to internal or external correspondence shall be clear, informative and timely.

Letters should be written in a professional format. All letters and memoranda should be proof read carefully, not only for spelling and punctuation, but also for consistency and accuracy. The appropriate letterhead should be used. The letter should include the following: date, recipient's complete name and address, salutation, the response



in the body of the letter, the complimentary closing, and handwritten signature.  
Electronic Mail (E-Mail)

4.4 Email access is provided within Shockout Arts, communication via e-mail shall be conducted in a professional and courteous manner. The e-mail response shall be clear, informative and timely.

4.5 Communicate in a professional manner when using the e-mail system. Never put anything in an e-mail message that would be viewed as offensive or inappropriate for the organization. Remember that all information contained in the e-mail message is considered public information.

4.6 The e-mail response should give complete and clear information with the option to use e-mail or call if there are questions. A letter format with a salutation and a complimentary closing should always be used when responding to inquiries. Always check for spelling, punctuation, and formatting errors prior to sending the e-mail message. Care should also be taken to ensure that all responses provide the appropriate information to the customer by checking for consistency and accuracy.

4.7 Your electronic mailbox should be checked frequently for messages. It is your responsibility to always check your electronic mailbox for messages.

## 5. Complaints Procedure

What is Meant by a Complaint?

5.1 A complaint is an expression of dissatisfaction, however made, about the standard of service, actions or lack of action by the organization or its employees affecting an individual person or group of people who are receiving a service.

5.2 A complaint does not include:-

- Requests for service
- Requests for information or explanation of the college/university policy or practice
- Complaints about third parties, who are not working at Shockout Arts.

5.3 These are the two stages for dealing with a complaint:

Stage 1 – At the point of service delivery

The individual receives the initial approach from the complainant and attempts to resolve their concerns to the best of their ability and to the complainant's satisfaction.

Employed teachers or individuals will pass any issues raised to the Heads of Department/Principal/Operations Manager. It is imperative to respond properly, fairly and consistently when a complaint is made. The Complaints Procedure will assist with this.

When a complaint has been dealt with quickly and fairly, the complainant feels they have been listened to and understood. Just as importantly, knowing how and why things have gone wrong is valuable information in helping us to improve our services, and make best use of our resources.

All complaints made must be reported to the Principal/Head of Department.

Individuals should aim to settle complaints quickly and amicably. However, complainants who are still not satisfied after Stage 1 must be referred to Stage 2 of the Complaints Procedure.

Stage 2 – by the Principal/Operations Manager

In Stage 2, the complaint will be investigated fully and objectively by the Principal/Head of Department. The complainant should be informed as to who is dealing with their complaint, kept informed about progress and action being taken if the review of the complaint is likely to take more than a few days.

A written reply must be sent to the complainant within 10 working days of the request for their complaint to be investigated.

In complex cases, the complaint may take longer than 10 working days to investigate, but the complainant must still be notified in writing of progress to date, the reason for the delay and the revised timescale, within those 10 working days.

## 6. Handling Complaints

- Treat all complaints seriously, don't take the complaint or criticism personally
- Make your first response positive. Don't rush to the defensive
- If there has been a mistake – acknowledge it and apologize
- Be prepared to take responsibility for other people's mistakes
- Take the initiative with suggestions to put things right and offer choices
- Try to make amends – but don't make promises you are not able to keep
- If the customer is wrong, don't embarrass them if you need to point it out
- Be tactful
- Learn from mistakes
- Watch your body language, say you're sorry with your actions as well as your words

## 7. If the complaint is about you

Where a person complains about a member of staff, the Complaints Procedure enables this to be investigated fairly, openly and thoroughly. Try not to take it personally – remember that the first objective is to try and sort out the problem. After that, see if there are any lessons to be learned from the incident. Be open and honest with yourself and others about what happened. Give as much information as possible – it will be treated in confidence. Occasionally a complaint may lead to disciplinary action and appropriate information relating to the complaint may then have to be recorded.

## 8. Moving on from a complaint

When a complaint has been found to be justified, the organization's objective should then be, as far as possible, to put the complainant in the position he or she would have been in had things not gone wrong. Depending on circumstances, this will usually be achieved by:

- to them and explaining what went wrong
- providing the service the person wanted
- changing things so that the cause of the complaint is not repeated

In some circumstances, a personal visit or other gesture, to mend damaged relationships with a complainant may be appropriate. There is no specific stage at which this approach should be taken and is at the discretion of the Principal / Manager.

There may be circumstances where the complainant feels justified in seeking financial compensation for the loss incurred. In such cases, this will remain at the discretion of the Principal/Operations Manager.

## 9. What we ask of you

Ourselves or our staff should not be expected to deal with rude, abusive or threatening behaviour. If such unpleasant behaviour is encountered and cannot be calmed down, staff will politely state that they will have to terminate the contact (put the telephone down/leave the room etc). The organization will take appropriate action against any individuals who are abusive to staff.

## 10. Record

A copy of all correspondence dealing with a complaint must be kept. If for a student, should be placed in their file.

### Disciplinary & Misconduct Policy: Students

#### 1. Policy

1.1 The disciplinary procedure will be used if a student fails to conduct themselves in a manner that is in harmony with the College/University Policies and Procedures.

1.2 Some examples of unacceptable behaviour include:

- Falling below the 95% attendance rule on the Dance Course.
- Bullying a fellow student.
- Stealing
- Taking drugs or alcohol on the premises.
- Being rude to staff
- Making derogative remarks about Shockout, any of its faculty or other students on any public, private or social network.

1.3 This is not an exhaustive list and is for guidelines purposes only.

## 2. Procedure

2.1 The disciplinary procedures have three stages:

### Stage 1

A verbal warning will be given by appropriate member of staff and a note will be kept on the student file until the end of the course.

If there has been no improvements then the issue will move up to the second stage of the procedure.

### Stage 2

A meeting will take place with the Head of Department and a formal written warning will be issued and could also result in a suspension. A copy of this will be kept on the student file until the end of the course. A copy of the Student Attendance Agreement will be given to the studio to sign. (see Student Attendance Policy). This will be kept on the student's file and a copy handed to the student.

If there have been no improvement then the issue will move up to the third stage of the procedure.

### Stage 3

A meeting will take place with the Principal and at this stage the student will receive a notification of exclusion from the College/University.

2.2 There is no formal requirement to go through each of the 3 stages. The starting point will depend on the severity of the inappropriate behaviour.

## 3. Right of Appeal

3.1 If a student disagrees with any of the decisions made in the above stages they have the right to appeal.

3.2 At stage 1 the appeal should be given in writing to the Principal within 7 working days of the verbal warning being issued. The Principal will respond to the appeal in writing within 14 working days.

3.3 At stage 2 and 3 the appeal should be given in writing to the Principal within 7 working days of the written warning being issued. The Principal will respond to the appeal in writing within 14 working days.

## **Eating Disorder Policy**

### Eating Disorder Policy

#### 1. Introduction

College/university staff can play an important role in preventing eating disorders and also in supporting students, peers and parents of students currently suffering from or recovering from eating disorders.

#### 2. Scope

This document describes the college/university's approach to eating disorders. This policy is intended as guidance for all staff including non-teaching staff and governors.

#### 3. Aims

- To increase understanding and awareness of eating disorders
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students suffering from eating disorders
- To provide support to students currently suffering from or recovering from eating disorders and their peers and parents/carers

#### 4. Definition of Eating Disorders

Anyone can get an eating disorder regardless of their age, sex or cultural background. People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance.

The majority of eating disorders involve low self-esteem, shame, secrecy and denial. Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising.

In contrast, people with bulimia have intense cravings for food, secretively overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

## 5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:

- Difficulty expressing feelings and emotions
- A tendency to comply with other's demands
- Very high expectations of achievement

Family Factors

- A home environment where food, eating, weight or appearance have a disproportionate significance
  - An over-protective or over-controlling home environment
  - Poor parental relationships and arguments
  - Neglect or physical, sexual or emotional abuse
  - Overly high family expectations of achievement
- Social Factor
- Being bullied, teased or ridiculed due to weight or appearance
  - Pressure to maintain a high level of fitness/low body weight for e.g. sport or dancing

## 6. Warning Signs

College/university staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding young people.

Physical Signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling Cold
- Hair becomes dull or lifeless
- Swollen cheeks
- Callused knuckles
- Tension headaches
- Sore throats/mouth ulcers
- Tooth decay

#### Behavioural Signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation/loss of friends
- Believes s/he is fat when s/he is not
- Secretive behaviour
- Visits the toilet immediately after meals

#### Psychological Signs

- Preoccupation with food
- Sensitivity about eating

- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

## 7. Staff Roles

The most important role college/university staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the designated teacher for safeguarding young people, Operations Manager/Student Support Officer aware of any student causing concern.

Following the report, the designated member of staff will decide on the appropriate course of action. This may include:

- Contacting parents/carers
- Arranging professional assistance e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent
- Giving advice to parents, teachers and other students

Students may choose to confide in a member of college/university staff if they are concerned about their own welfare, or that of a peer. Students need to be made aware that it may not be possible for staff to offer complete confidentiality if they are at risk. If you consider a student is at serious risk of causing themselves harm then confidentiality cannot be kept. It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

## 8. Students Undergoing Treatment for/Recovering from Eating Disorders

The decision about how, or if, to proceed with a student's course while they are suffering from an eating disorder should be made on a case by case basis. Input for this decision should come from discussion with the student, their parents, college/university staff and members of the multi-disciplinary team treating the student. The reintegration of a student into college/university following a period of absence should be handled sensitively and carefully and again, the student, their parents, college/university staff and members of the multi-disciplinary team treating the student should be consulted during both the planning and reintegration phase.



## 9. Further Considerations

Any meetings with a student, their parents or their peers regarding eating disorders should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's file.

## **Equal Opportunities Policy – Students**

### 1. Policy

1.1 Shockout is committed to providing equal opportunities to all applicants for study regardless of sex, race, colour, nationality, ethnic origin, marital status, sexual orientation, gender, disability, age, politics, religious beliefs or trade union membership.

### 2 Equal Opportunities Statement

2.2 Shockout opposes discrimination in all its forms. It is an equal opportunities organisation and operates an ethos and structure of inclusion and equality, which enables individual students to realise their full potential throughout the complete range of educational experiences. Shockout is committed to removing barriers to learning from future and existing students, regardless of mental or physical impairment or disability. Staff and students are entitled to receive from each other courtesy, respect and support professionally and personally, irrespective of disability, gender, faith, sexual orientation or ethnic heritage.

### 3 Auditions

3.1 Shockout aims to provide the opportunity to include as many young people as possible in the audition process for full-time professional training. Although some applicants have had considerable previous experience and training, it is not a requirement for entry. All candidates are assessed on their employment potential.

3.2 Where there is any impairment or disability a member of staff at the audition will assist, wherever possible, to remove any barriers to completing the audition without disadvantage. Students are encouraged to disclose any disability through questions posed in the medical questionnaire and equal opportunities questionnaire.

3.3 Shockout will always work in depth with a student to meet their needs and will liaise with the relevant agencies to further that support.

## 4 Appeals

4.1 Shockout has an appeals structure in place for auditions and assessments. The applicant cannot appeal against the decision made by the panel but they can appeal about the audition process and/or the fairness of how the audition or assessment was conducted.

## 5 Monitoring

5.1 Shockout collects data from the application forms and auditions to monitor the number of applicants in terms of gender, race, disability and family

background to ensure that Shockout is continually promoting and attracting a wide variety of students without discrimination.

## 6 Students at Shockout

6.1 During the induction week key Policies and Procedures are issued in the form of the Student Handbook and are discussed with them within the first two weeks of term.

6.2 Students are advised on Shockout Arts policies on harassment and discrimination and are given the opportunity through their tutors and through the pastoral care system to discuss any concerns. Policies and procedures are under regular review and monitored in Shockout Arts efforts to eliminate all forms of harassment and discrimination.

## 7 Racial Discrimination

7.1 Students can be assured of an environment that is free from racial discrimination and abuse. Staff and students are drawn from a wide range of racial, cultural and religious backgrounds. Proven discrimination will lead to disciplinary action as outlined in the Staff and Student Handbooks. Educational and careers advice counselling is free of race bias.

7.2 Shockout requires staff and students to identify and counter all forms of direct and indirect discrimination with Shockout. Shockout seeks to ensure that the curriculum content, teaching and library materials do not overtly or covertly discriminate against ethnic minorities. Shockout will provide additional support for those students who do not speak English as their first language.

7.3 Shockout welcomes applications from ethnic minorities both as staff and students. Shockout keeps under review the percentage of ethnic minority staff and students and aims for a balanced representation.

## 8 Religion

8.1 Students are free to subscribe to any religion or not as they wish; every effort is made to ensure that the environment is friendly, harmonious and respectful of multi faiths.

8.2 Any religious or cultural requirements will be met wherever practicable. Guidance will be impartial and objective. Tutors will take into account the diversity of student background.

## 9 Sexism and Sexual Orientation

9.1 Shockout practices a non-discriminatory policy for both staff and students.

9.2 Sexist physical or verbal abuse will not be tolerated and will be subject to disciplinary action as set out in the Staff and Student Handbooks.

9.3 Shockout seeks to encourage an equally balanced female and male workforce. This is recorded and reviewed.

9.4 As there is a recognised lack of male performers in the dance industry Shockout actively encourage them to apply to audition for the college/university.

9.5 Shockout welcomes staff and students regardless of their sexual orientation.

## 10 Disabilities

10.1 Shockout strives to ensure that students with learning difficulties will have access to additional learning support. Shockout will offer appropriate support services to provide a high quality service.

10.2 All Shockout printed information and documentation is available in large print for those with visual impairment.

## 11 Access

11.1 Shockout is situated in a fully accessible building with access for wheelchair users including a lift at the exit as you enter building at 25 Church Street, and permanent ramp at the side of the building at Newton Street building. Both buildings have disabled toilets for staff and students.

## **Grievance Policy – Students**

### **1. Policy**

- . 1.1 The purpose of this policy is to outline the procedure should a student have a grievance that they would like to raise. Every attempt should be made to resolve the complaint as quickly as possible.
- . 1.2 Everyone concerned should ensure that confidentiality and respect is kept at all times during the process.

### **2. Application**

- . 2.1 Before a formal grievance is raised, it will normally be expected that all other avenues have been exhausted.
- . 2.2 Any complaints should be made as soon as is possible after the event, it is likely that the college/university may not entertain grievances made weeks or months after the occurrence. Complaints dealt with straight away stand more of a chance of being resolved quickly.
- . 2.3 It would be helpful for you to focus on a positive outcome in resolving the complaint. You may make a decision to complain together with other students, the college/university will always be understanding and sympathetic to the grievance. Our aim for a positive outcome.
- . 2.4 If you don't feel comfortable speaking yourself your student rep or tutor can speak on your behalf.

### **3. Process**

### 3.1 Informal Procedure

- . a) In the first instance, you should raise your complaint or grievance to the Programme Leader/Head of Dance. If they are not available, then speak to an appropriate member of staff e.g Tutor or student support.
- . b) Ideally any complaints or grievance must be made within 5 days.
- . c) If you have spoken to the tutor/student support they will either listen and work towards resolving the complaint there and then or they will arrange to sit down with you at an appropriate time during the course of the day.
- . d) If the complaint is about another person it may be decided that a mediation process would result in a more positive outcome. Agreement that certain actions should be taken by you, or the person complained against can be reached through this process, or may result in acceptance that, in the light of discussions, no further action is appropriate.
- . e) If the student remains dissatisfied, the original complaint can proceed to the Formal stage (see 3.3).

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- . 3.2 Confidentiality It is important that everyone concerned are informed that the complaint is to be kept confidential. However, if the complaint is of a criminal nature then it may prove difficult for confidentiality to be met. It has to be understood that this could make it difficult for the college/university to assist with the complaint.

### 3.3 Formal Procedure

- . a) If the informal procedure has not resolved the complaint, then a formal grievance can be taken to the Programme Leader or Principal.
- . b) If the complaint is regarding an examination, then in the first instance inform the Programme Leader, thereafter the Academic Appeal Procedure as outlined in the University of Bolton Policy will be followed. A copy of this can be obtained from <http://www.bolton.ac.uk/Everything/StudentInfoPolicyZone/Appeals-Regulations-and-Procedures-2015-16.pdf>
- . c) Once the grievance has been brought to the attention of the Programme Leader/Principal, all documentation will be collated and you will be

invited to a meeting to discuss the next steps.

- . d) The Programme Leader/Principal will look at all the documentation relating to the complaint and will be discussed further with the Grievance Committee.

#### **4. Grievance Committee**

- . 4.1 A Grievance Committee will be set up as and when required, and could consist of any tutors not directly linked with the complainant.
- . 4.2 They will look at all the documentation in advance before a meeting with yourself and student representative.
- . 4.3 You will be given full opportunity to state your case, and will be able to address the committee at the conclusion of any evidence that has been presented to them.
- . 4.4 The committee will come to a decision within 5 days of the meeting and you will be informed within that time.
- . 4.5 A record of all grievances and complaints will be kept by reference number and a copy placed on the individual file.

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## **Health & Safety Policy Summary**

### **1. Policy**

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We have a legal requirement to produce, and revise as necessary, a Health and Safety Policy. Our Health & Safety Policy forms a significant part of our Health & Safety Management System (HSMS) including:

- our commitment to managing Health & Safety
- Our policies
- our procedures
- responsibilities for Health & Safety
- monitoring and reviewing activities to ensure the effectiveness of our

HSMS Our 'Health & Safety Policy Statement' is a broad statement of our commitment to the effective management of health and safety and is posted around our premises so that all users are aware of our intentions. We have documented our policies which identify, in individual topic areas, what we intend to do to control risks, manage health and safety issues, and comply with legal requirements. They are supported with procedures to provide us with a means of managing the health and safety aspects of that particular topic. The procedures are a record of how we will implement the associated policy and require further arrangements to be put into practice such as training, risk assessment, record keeping, monitoring etc. Having identified what to do and how to do it, we then identify who is responsible for ensuring that our policy is implemented and that our HSMS is working. We record our Organisation structure to clearly identify reporting lines and areas of responsibilities, supporting this with written responsibilities and rules for all staff and specific responsibilities for key members of staff. Our monitoring activities are aimed at checking the implementation of our policies and procedures and ensuring that they have sufficient scope to cover all areas of risk. They are complemented by our hazard spotting checklists that we complete according to the specified schedule. There is a more detailed copy of the Health & Safety Policy including Risk Assessment available.



## **Learning Support Policy & Procedure**

### **1. Policy**

- . 1.1 Equal **Opportunity Statement**
- . 1.2 Shockout opposes discrimination in all its forms. It is an equal opportunities college/university and operates an ethos and structure of inclusion and equality, which enables individual students to realise their full potential throughout the complete range of educational experiences. Shockout is committed to removing barriers to learning from future and existing students, regardless of mental or physical impairment or disability.
- . 1.3 Students with learning difficulties will have access to additional learning support as required. Shockout will source appropriate support services to advise and support the student. The college/university will ensure that teaching and support staff will be aware of the support available to students.

### **2. Procedure**

- . 2.1 Learning support is overseen by the Programme Leader. Students who require learning support will have access to additional learning support as required. In the first instance the student should arrange a meeting with the Programme Leader to discuss their requirements and arrange appropriate support. In addition to in-house support, the Programme Leader will advise the student on any external support agencies the student may want to access. Shockout will ensure that teaching and support staff are made aware of the support available to students.
- . 2.2 Alternative methods of assessments are available should they be required. For

students who have difficulties in written work, or who have English as a second language, can present work via Viva Voce which will be video recorded and marked in line with the written criteria.

### **3. Pre-entry**

3.1 Applicants are asked to self-report any learning difficulties. Shockout is committed to ensure it offers access to audition and study to students irrelevant of any learning difficulty

### **4. Course**

4.1 During induction a screening test will be undertaken by all new students to identify those who require literacy support, whether self-reported.

### **5. Pastoral Care**

5.1 Students are encouraged to make private appointments with the Programme Leader and Pastoral Liaison Officer or Year Tutor which provides an opportunity for students to discuss their own learning needs in confidence. The Programme Leader will be advised of any issues relating to learning needs and/or support required.

**6. Staff** 6.1 All relevant staff are notified by the Programme Leader of students who have specific learning needs.

Learning Teaching and Assessment

Share this page

Professional Development in Learning and Teaching

For information about the Post Graduate Certificate in learning and Teaching please visit the [Professional Development webpages](#).

The Learning, Teaching and Assessment strategy aims to enhance the student learning experience through quality enhancement in learning and teaching and through supporting and developing academics in the scholarship and practice of teaching and learning.

The strategy aims to encourage the ongoing development of a University learning

and teaching community of practice and enquiry which embraces collegiality and engages with innovation and pedagogic research to inform teaching practice.

The strategy will serve to challenge and to raise the expectations of both staff and students in the quality of learning and teaching at the University of Bolton.

The Learning, Teaching and Assessment strategy has been divided into four themes which have been identified as key priorities of the Learning, Teaching and Assessment strategy to provide further clarity and focus. These four Key themes are:

-

- Student Engagement and Empowering the Learner
- Curriculum design, delivery and Assessment for Learning
- Supporting Student Success
- Academic Excellence in Teaching and Learning

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The Learning, Teaching and Assessment Strategy at the University of Bolton aims to:

“Build a unique and distinctly different high-quality learning experience that values students as active partners in learning, supports student success and develops academic excellence in learning and teaching”.

- See more at: <http://www.bolton.ac.uk/LTA/Home.aspx#sthash.cWgIKxHj.dpuf>

## **Library and IT Suite – Acceptable Use of Policy**

### **. 1 Policy**

- . 1.1 Shockout provides students access to a Library and IT Suite to help meet their educational needs. It is a space to be used for education purposes and not recreational activities.
- . 1.2 Food and drink are strictly forbidden in these rooms.
- . 1.3 The following policy details the conditions governing the use of the IT Suite by Shockout staff and students. It is the responsibility of the staff and students to read and agree to this policy.

### **. 2 Internet**

2.1 The internet is an unregulated medium that Shockout Arts cannot control or monitor. Shockout accepts no responsibility for the accuracy, quality, authority or usefulness of any information accessed or received. The user is responsible for questioning the validity of information found.

### **3 Dangerous, obscene or offensive material**

- . 3.1 There is no internet filtering for adults. Some users may access sites that they find offensive, defamatory or of questionable legality. It is your responsibility to comply with any legislation that precludes transmission of material on the ground of it being offensive, obscene, or by being menacing in character, or

by being a breach of copyright.

- . 3.2 You must not search for material which may be deemed obscene, racist, defamatory, or otherwise illegal, or which causes gross offence to others. The police may be informed and you may be liable to prosecution.

- . 3.3 Failing to comply with these conditions may result in disciplinary action being taken. If you persist you will be asked to stop using the PC and the incident

will be recorded. If you re-offence the college/university reserves the right to refuse you access to the service.

3.4 Internet use may be monitored and random checks made on sites visited.

#### **4 E-Commerce**

4.1 Anyone using PCs for a commercial transaction for example by entering their credit card details, does so at their own risk. Shockout Arts cannot be held responsible for losses resulting from sending confidential information via the internet.

#### **. 5 Copyright**

- . 5.1 Breaching copyright is illegal. It is the responsibility of the student to keep within the law.

- . 5.2 Do not infringe any of the copyright regulations that apply to web pages. Unless specific permission is given on the website only a single copy may be downloaded and printed.

- . 5.3 You may download material, and copy to a USB memory stick for the purposes of your private study, research, or for non-commercial purpose.

#### **. 6 Hardware and Software**

- . 6.1 You must not damage the computer hardware.

- . 6.2 Users are not allowed to delete, add or modify the software. We reserve the right to change PC software and settings without notice.

- . 6.3 Do not attempt to gain unauthorised access to any computer network or system.

- . 6.4 Do not save work to the computer hard-drive – it will be removed by cleaning software.
- . 6.5 Shockout shall have no liability for direct, indirect or consequential loss, however incurred, relating to data processed on, or any other use of the computer equipment.
- . 6.6 If a virus warning or other serious alerts are displayed on the computer please tell a member of staff.
- . 6.7 To prevent annoyance please respect the privacy of the students already on PCs. Do not make excessive noise.
- . 6.8 The use of mobile phones is strictly forbidden in the Library and IT Suite.

## **7 E-Safety**

- . 7.1 Teaching and Support Staff are responsible for ensuring that:
  - they have an up to date awareness of e-safety matters and of the current college/university e-safety policy and procedures.
  - They report any suspected misuse or problem to Principal for investigation.
  - All digital communication with students should be on a professional level and only carried out using official college systems
  - Students understand and follow the e-safety and acceptable use policies.
  - Students have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
  - They monitor the use of digital technologies, mobile devices, cameras etc in lessons and other college/university activities (where allowed)
  - In lessons where internet use is pre-planned students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

. 7.2 Students are responsible for:

- using the college/university digital technology systems in accordance with Library and IT Acceptable Use Policy.
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so.
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking/use of images and on cyber-bullying.
- should understand the importance of adopting good e-safety practice when using digital technologies out of school and realise that the college/university Library and IT Suite Acceptable Use Policy covers their actions out of college, if related to their membership of the college.

## **8. Disclaimers**

- . 8.1 Shockout accepts no responsibility for technical malfunctions that may prevent access to the internet or web based e-mail services.
- . 8.2 Shockout cannot accept responsibility for losses or problems caused by sending confidential information over the internet.
- . 8.3 Shockout is bound under the Provisions of the Data Protection Act and will not release information on the use of specific internet resources by users except as required by law or as necessary for the proper operation of the Library and IT Suite.

## **No Smoking Policy**

1. Purpose This policy has been developed to protect all employees, students, customers and visitors from exposure to second-hand smoke and to assist compliance with the No smoking law of July 2007. Exposure to second-hand smoke, also known as passive smoking, increases the risk of lung cancer, heart disease and other illnesses. Ventilation or separating smokers and non-smokers within the same airspace does not completely stop potentially dangerous exposure.
2. Policy It is the policy of Shockout Arts that all of our workplaces are smoke-free and all employees have a right to work in a smoke-free environment. The policy shall come into effect on 1<sup>st</sup> September 2015 and be reviewed on 31<sup>st</sup> August 2016 by the Operations Manager. Smoking is prohibited throughout the entire workplace with no exceptions. This includes company vehicles. This policy applies to all employees, students, visitors, and contractors. In addition, smoking is not allowed anywhere in sight of the main buildings and other premises used by Shockout.
3. Implementation Overall responsibility for policy implementation and review rests with the Operations Manager. All staff are obliged to adhere to, and facilitate



the implementation of the policy. The above Manager shall inform all existing employees, students and contractors of the policy and their role in the implementation and monitoring of the policy. They will also give all new personnel a copy of the policy on induction/enrolment week. Appropriate 'No smoking' signs will be clearly displayed at the entrances to and within the premises.

4. Non-Compliance Disciplinary action will be taken against any member of staff or student who do not comply to the policy as mentioned in the Staff Handbook and Student Handbook. Visitors or contractors will be highlighted the possible fines as outlined in the law.

5. Help to Stop Smoking Support for smokers who want to stop will be provided by the Operations Manager or Student Support. Sources of support are: Smokeline 0800 848484, the NHS website [www.nhs.uk](http://www.nhs.uk) search for 'stop smoking', the Public Health Department of your local NHS Board, or yourlocalGP surgery.

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## **Pastoral Care Policy**

### **1. Policy**

- . 1.1 It is important to Shockout Arts that we ensure students are supported during their training. Our reputation is built on its ethos of caring and nurturing individuals.
- . 1.2 Shockout Arts places great importance on the pastoral care of its students, conscious that for many, this will be their first time living away from home and some will be new to Manchester.
- . 1.3 Overseen by the Principal, Shockout Arts provides students support and advice in many practical areas. Our process provides time for students to discuss any issues that may arise during their time at Shockout.
- . 1.4 The Student Support Officer and Operations Manager are the first point of contact for advice, information and practical support. They will be able to direct the student to the most appropriate member of staff, or refer students to the appropriate medical practitioner or the best source of information.
- . 1.5 Tutorials are a forum for students to voice any concerns that they may have regarding the course, class etc. It is also an opportunity for the Operations Manager to give information to students regarding Shockout Arts events taking place and also any events outside the college/university.

- . 1.6 The Student Support Officer and Operations Manager will inform the Programme Leader or Principal of any concerns voiced by students. They will then respond after consultation with relevant staff. The Operations Manager will then feedback to students at the next Tutorial depending on how immediate the concern is.
- . 1.7 Students are free to talk to the Operations Manager privately by appointment.
- . 1.8 Students who require further help with an emotional or physical issue are referred to a professional counselling service which is already in place. Shockout has contact with a range of specialist agencies involved with the care and welfare of young people.
- . 1.9 Shockout Arts also offer students with learning difficulties additional support.
- . 1.10 Tutors should report any pastoral issues identified back to the Operations Manager. The Operations Manager reports to the Programme Leader and Principal on an ad-hoc basis on any common themes or specific student issues.

## **2. Roles & Responsibilities of: Student Support Officer, Operations Manager & Tutors**

- . 2.1 The Operations Manager is responsible for attending the Tutorials every fortnight as scheduled on the main timetable.
- . 2.2 Questions raised by the students at the Tutorials should be referred to the relevant person or committee.
- . 2.3 The Programme Leader and Principal should be informed, where appropriate and where not bound by confidentiality, of all students with pastoral needs. She will then ensure appropriate action is being taken.
- . 2.4 Tutors should make themselves available to students who may have any personal concern regarding a class.

## **3. Individual Pastoral Meetings**

- 3.1 This one to one session can be kept confidential, at the student's request, unless the issue is harmful to the student; to other students and/or staff; detrimental to the college; or will bring the college/university into disrepute.

## **4. Further Roles of the Operations Manager and Student Support Officer**

. 4.1 Attendance **and Absence**

. 4.2 The Student Support Officer and Operations Manager following responsibilities are:

- to check the student sign in register and class registers on a weekly basis to identify those students who have been absent from class or college and speak to the relevant student to find out why they are absent.

- to advise relevant Heads of Department of any absence issues to ensure that they are fully aware of the situation.

- to continually monitor the situation to ensure students' attendance improves.

- to phone students who are absent without having first informed the college/university to verify their whereabouts and reason for their absence. If a student is unobtainable the student's parents/guardian will be contacted.

- To enter any authorised absences on the student register as approved by the Principal. **5. Monitoring Absences**

5.1 Absences will be monitored in the following ways:

- The Student Support Officer will check the sign in register at 9 am, and contact the student by telephone to identify why they are absent.

- Information from the daily registers will be collated into the absence database at the end of each day by the Student Support Officer.

- Absences will be reviewed weekly and information reported back to the Principal and Heads of Department. **6. Student Representatives**

. 6.1 Student representative are elected by their peers at the start of each academic year. They are a point of contact for their year group to represent issues relating the course.

. 6.2 *Student* representatives are expected to attend and contribute to Student Representative meetings three times a year.

## **Shockout Art Data Protection Policy**

### **1. Introduction**

- . 1.1 Shockout Arts collects and uses personal information about staff, students, parents and other individuals who come into contact with the college/university. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the college/university complies with its statutory obligations.
  
- . 1.2 Colleges/universities have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Colleges/universities also have a duty to issue a Fair Processing Notice to all students/parents, this summarises the information held on students, why it is held and the other parties to whom it may be passed on.

### **2. Purpose**

- . 2.1 This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

- . 2.2 All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines.

### **3. Personal Information**

- . 3.1 Personal information or data is defined as data which relates to a living individual who can be identified from that data, or other information held.

#### **Data Protection Principles**

- . 3.2 The Data Protection Act 1998 establishes eight enforceable principles that must be adhered to at all times:

- i. Personal data shall be processed fairly and lawfully;
- ii. Personal data shall be obtained only for one or more specified and lawful **Purposes;**
- i. Personal data shall be adequate, relevant and not excessive;
- ii. Personal data shall be accurate and where necessary, kept up to date;
- iii. Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose or those purposes;
- iv. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998;
- v. Personal data shall be kept secure i.e. protected by an appropriate degree of security;
- vi. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

### **4. General Statement**

- . 4.1 Shockout Arts is committed to maintaining the above principles at all times. Therefore, the college/university is unable to disclose any information with regard to students' progress or attendance at this college/university. Students are therefore requested to sign a release form giving Shockout permission to inform to those named on the form of matters relating to their training.

- . 4.2 Shockout will do the following:
  - i. Inform individuals why the information is being collected when it is collected
  - ii. Inform individuals when their information is shared, and why and with whom it was shared
  - iii. Check the quality and the accuracy of the information it holds
  - iv. Ensure that information is not retained for longer than is necessary
  - v. Ensure that when obsolete information is destroyed that it is done so appropriately and securely
  - vi. Ensure that clear and robust safeguards are in place to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded
  - vii. Share information with others only when it is legally appropriate to do so
  - viii. Set out procedures to ensure compliance with the duty to respond to requests for access to personal information, known as Subject Access Requests
  - ix. Ensure our staff are aware of and understand our policies and procedures

## **5. Electronic Email, Internet & Information Security**

5.1 You must not use Shockout email or internet system for personal use unless notified otherwise by Management.

. 5.2 Shockout reserves the absolute right to monitor use of e-mail and/or internet to include social media.

. 5.3 Miss-use of the email/internet can expose Shockout to significant risk. Therefore, you must only use email and access the internet on authorised and recognised business. Care must be taken when attaching documents to ensure there is no infringement of copyright and you must not disclose confidential information.

. 5.4 You must not send or download defamatory, offensive or pornographic email.

. 5.5 Copies of email should be retained where appropriate (as email is a form of

documentation which could be 'discoverable' in legal proceedings)

- . 5.6 You are reminded that email is not 'private' and Shockout reserves the right to access email and audit the use of the system.
- . 5.7 You must take the appropriate steps to guard against unauthorised access to, alteration, accidental loss, disclosure or destruction of data.
- . 5.8 Under no circumstances should you divulge your password to anyone else nor should you gain access or attempt to gain access to information stored electronically which is beyond the scope of your authorised access level.

## **6. Internet**

**6.1 Policy** - The use of the internet within Shockout is encouraged, as its appropriate use provides access to a wide range of useful information. In appropriate use causes many problems, ranging from excessive costs for Shockout to possible legal claims against the college/university.

**6.2 Authorised Use** – Access to the internet in working hours is provided to employees for matters directly concerned with the business of Shockout. You should be aware that:

- Leaving internet access open while away from your desk means that unauthorised use may occur in the absence and attributable to you.

- System records may be used to monitor your use of the internet. 6.3

**Unauthorised Use** – Shockout will not tolerate the use of the internet for any of the following:

- Accessing/downloading pornography or other obscene, or illegal material.

- Downloading software which has not been virus checked and approved.

- Creating and/or operating a personal website. 6.4 This is not an exhaustive list. **7. Working from Home**

## **10.**

7.1 All staff must comply with these points when using mobile devices and portable storage media or otherwise removing information outside the college/university.



- i. Avoid using personal data wherever possible.
- ii. If the use of personal data is unavoidable, consider partially or full shielding the information to obscure the identity of the individuals concerned. Eg. blank out names, addresses etc.

(See Appendix 1)

## **9. Complaints**

9.1 Complaints will be dealt with in accordance with the college/university policy. Complaints relating to information handling may be referred to the Information Commissioner (the statutory regulator).

### **Review**

complaints

10.1 This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Operations Manager.

### **Contacts**

If you have any enquires in relation to this policy, please contact the Operations Manager who will also act as the contact point for any subject access requests.

## **Appendix 1 Working from Home**

1. Use Shockout Arts secure shared drives to store and access personal data and sensitive business information, ensuring that only those who to use this information have access to it.
2. Use remote access facilities to access personal data and sensitive business information, ensuring that only those who need to use this information have access to it.
3. Use Shockout Arts shared drives (one drive) to store and access personal data and sensitive business information, ensuring that only those who need to use this information have access to it.
4. If there is no option but to use mobile devices or email for high and medium risk personal data or sensitive business information, buy encrypted memory

sticks, use encryption software, or encrypt the whole hard disk.

5. Do not use personal equipment eg. Home PCs or personal USB sticks) or third-party hosting services (such as Google Mail) for high or medium risk personal data or sensitive business information.
6. Avoid sending high or medium risk personal data or sensitive business information by email. If you must use email to send this sort of data outside the college/university encrypt it. Indicate in the email title to the recipient that the email contains sensitive information.
7. Consider the physical security of high or medium risk personal data or sensitive business information, for example use locked filing cabinets/cupboards for storage.
8. Ensure that disposal of personal and sensitive business information is complied with under the data protection policy.

### **High risk personal data or sensitive business information**

The following are examples of high risk personal data or sensitive business information:

1. Any set of data relating to identifiable individuals that could be used for fraud or identify theft, including, but not limited to, bank account or credit card details, national insurance number, personal contact details, date of birth, salary.
2. Information relating to individuals' performance, grading, promotion or personal and family lives.
3. Information relating to a students' programmes of study, grades, progression or personal and family lives.
4. Any set of data relating to an individual's health, disability, ethnicity, sex life, trade union membership, political or religious affiliations, or the commission or alleged commission of an offence.
5. Health records of any identifiable individual.
6. Exam questions before the exam takes place.

7. Information obtained under a confidentiality agreement where disclosure of the information is likely to seriously affect Shockout Arts reputation or lead to an action against the college/university for breach of confidence.

8. Information that, if compromised, would substantially disadvantage Shockout in negotiations with agents, employers.

### **Consequences of non-compliance**

Failure to comply with this policy could expose Shockout Arts, its staff or students to risks including fraud, identity theft and distress, or damage Shockout's reputation and its relationship with the University partnership.

The Information Commission can also levy a fine on Shockout Arts, which maybe up to 10% of the college/university turnover, or up to £500,000.

### **Appendix 2 Shockout Arts**

Procedures for responding to subject access requests made under the Data Protection Act 1998

#### **Rights of access to information**

There are two distinct rights of access to information held by colleges/universities about students.

1. Under the Data Protection Act 1998 any individual has the right to make a request to access the personal information held about them.
2. The right of those entitled to have access to curricular and educational records as defined within the Education Pupil Information (Wales) Regulations 2004.

These procedures relate to subject access requests made under the Data Protection Act

1998.

#### **Actioning a subject access request**

1. Requests for information must be made in writing; which includes email, and be addressed to the Operations Manager. If the initial request does not clearly identify the information required, then further enquiries will be made.

2. The identity of the requestor must be established before the disclosure of any information. Evidence of identity can be established by requesting production of, bearing in mind that a student will be requested to sign a permission slip.

- passport
- driving licence
- utility bills with the current address
- Birth / Marriage certificate
- P45/P60
- Credit Card or Mortgage statement This list is not exhaustive.

3. Any individual has the right of access to information held about them.

4. The college/university may make a charge for the provision of information, dependent upon the following:

- Should the information requested contain the educational record then the amount charged will be dependent upon the number of pages provided.
  - Should the information requested be personal information that does not include any information contained within educational records schools can charge up to £10 to provide it.
- If the information requested is only the educational record viewing will be free, but a charge not exceeding the cost of copying the information can be made by the Operations Manager.

5. The response time for subject access requests, once officially received, is 40 days **(not working or college/university days but calendar days, irrespective of school holiday periods)**. However, the 40 days will not commence until after receipt of fees or clarification of information sought

6. The Data Protection Act 1998 allows exemptions as to the provision of some information; **therefore, all information will be reviewed prior to disclosure.**

7. Third party information is that which has been provided by another, such as the Police, Local Authority, Health Care professional or another school. Before disclosing third party information consent shall be obtained. There is still a need to adhere to the 40-day statutory timescale.
8. Any information which may cause serious harm to the physical or mental health or emotional condition of the applicant or another should not be disclosed, nor should information that would reveal that the student is at risk of abuse, or information relating to court proceedings.
9. If there are concerns over the disclosure of information then additional advice should be sought.
10. Where red action (information blacked out/removed) has taken place then a full copy of the information provided should be retained in order to establish, if a complaint is made, what was red acted and why.
11. Information disclosed should be clear, thus any codes or technical terms will need to be clarified and explained. If information contained within the disclosure is difficult to read or illegible, then it should be retyped.
12. Information can be provided at the college/university with a member of staff on hand to help and explain matters if requested, or provided at face to face handover. The views of the applicant should be taken into account when considering the method of delivery. If postal systems have to be used then registered/recorded mail must be used.

## **Contacts**

If you have any queries or concerns regarding these policies/procedures then please contact the Operations Manager or Principal.

Further advice and information can be obtained from the Information Commissioner's Office,

[www.ico.gov.uk](http://www.ico.gov.uk).

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## **Student Health Policy**

### **1. Introduction**

1.1 Shockout Arts are highly aware of the importance of a student's wellbeing, both physically and mentally, during their training we ensure that each student is given guidance as to his/her personal health, particularly relevant to dance/performing arts training.

### **2. GP Information**

- . 2.1 Prior to commencing the course, students must have returned the Medical Questionnaire completed and signed by their own doctor and/or a doctor's note stating that the student is fit to undertake a vigorous training course with particular emphasis on dance.
- . 2.2 General **Practitioner** – students attending Shockout are required to register with a general practitioner (Doctor) in the area they will be living. This should be organised once living arrangements have been confirmed and the admin office notified of the GPs name and practice address. If the student has not registered with a doctor by half term they will not be allowed back on the course until they provide proof of their registration.
- . 2.3 How **to find a GP** – Name and address of doctors in the area where you will be living can be obtained from the local library. You can also check on the [www.nhs.uk](http://www.nhs.uk) or just search through google.

- . 2.4 For medical advice call NHS 24 hours service on telephone number 111, calls are free from landlines and mobile phones. This is a non-emergency number where you can speak to a highly trained adviser, supported by Healthcare professionals. They will ask you a series of questions to assess your symptoms and immediately direct you to the best medical care for you.
- . 2.5 Registering with a GP is not only essential to your general wellbeing but also to ensure you can be referred appropriately in the event of an injury.

### **3. Medication**

3.1 Any student who requires medication eg. Asthma sufferers, must keep their medication with them or nearby. If required the admin office will keep safe the student's medication until required to administer.

### **4. Injuries**

- . 4.1 In the event of an injury the student should discuss any treatment with the First Aider on duty. If the injury cannot be treated on site then appropriate specialist will be recommended eg. Walk in center or emergency services.
- . 4.2 Following external treatment, the student should inform Shockout Arts and the First Aider. First Aider must obtain a report of treatment given to the student by the external practitioner, a copy will be placed on the student's file.

### **5. First Aid**

- . 5.1 In accordance with our Health & Safety policy Shockout ensures that several staff hold valid first aid certificates and that suitably equipped first aid boxes are kept at the reception desk in both premises.
- . 5.2 A full list of qualified first aid staff are placed on the noticeboards around the building.
- . 5.3 Training and development are provided to all staff to ensure they are fully informed of current practices and procedures, first aid and safe teaching practices.

### **6. Nutrition**

- . 6.1 Guest lectures take place to provide students with advice and guidance on Health and Nutrition during induction week.

- . 6.2 The following notes are taken from advice sheets as well as lectures given by the Dance UK.
  - . 6.3 Dancers make huge demands on their bodies physically and therefore what you eat is of prime importance.
  - . 6.4 Dancers must think of themselves as 'prime professional athlete' and as such monitor carefully what they eat and drink each day. Be aware of how much carbohydrate, protein, fats and pure water you take each day. Think carefully and plan your meals with special consideration to your intake of fats and sugar, which whilst essential, should be kept to a minimum.
  - . 6.5 Fruit and vegetables should be taken in greater quantities. You should aim to eat at least five portions a day from the fruit and vegetable category. Plenty of water should be taken, and water in a non-glass bottle is allowed in class.
  - . 6.6 'You are what you Eat' is very true therefore if you wish to succeed during your physical training be very mindful of your diet and ensure that you are getting the correct nutrients required.
  - . 6.7 A good tip is to consider keeping a healthy eating plan. You are less likely to be ill if you build up your immune system and it has been proven that you are less likely to suffer injury.
- 6.8 If you wish to discuss any issue connected with nutrition speak to your tutor who will provide you with relevant information or guide you to appropriate person.

## 7. Drugs and alcohol

- . 7.1 The word drug is used to mean different things. It can mean prescribed medication, legal drug, or illegal drug.
- . 7.2 Always ensure that you inform the doctor before he prescribes medication that you are in dance training
- . 7.3 Legal **Drugs** are drugs that the law allows you to take such as alcohol and nicotine. This, of course does not mean that they are good for you. Both have no nutritional value whatsoever; for a professional performer, they are pure poison.
- . 7.4 Illegal **Drugs** are those that the law does not allow and in recent years there has been a dramatic increase in the use of these types of drugs in young



people.

- . 7.5 Do not be misled, drugs can be addictive. Your body may become dependent upon them and the repercussions on your training and life in general, mentally, physically and financially could prove disastrous.
- . 7.6 Any student found in possession or under the influence of any illegal drug is liable to immediate dismissal. **Smoking**
- . 7.7 Nicotine will damage your lungs by the tar in the smoke. Breathing someone else's smoke is passive smoking and can make you ill if you inhale a great deal so avoid smoky atmosphere. Smoking causes lung cancer and heart disease. Smoking will make you short of breath that will restrict your progress, as correct breathing is an essential part of all aspects of your training. Shockout Arts is a non-smoking college. Please refer to the No Smoking Policy. **Alcohol**
- . 7.8 For many people drinking becomes a regular event. This familiarity doesn't mean alcohol is safe. It is a powerful drug with many side effects on the body and mind. Effects can be dangerous and harmful, especially if it is taken too often and in great quantity. Alcohol is our society's chosen drug, which unfortunately makes us less able to see the harm it can do. With such a widespread and accepted drug, understanding is all the more important.
- . 7.9 Alcohol is a chemical that can be extremely poisonous. It doesn't matter if you drink in the form of a weak beer or a strong whisky it's the total amount that you take that counts. Alcohol 'damps down' the brain, making you less thoughtful and more spontaneous in your behaviour. As the drinks flow you are more likely to do things you normally would be embarrassed to do. Your judgement will be impaired.
- . 7.10 As such alcohol will undoubtedly affect your understanding, memory, abilities and ultimately your training. Apart from the obvious effects like suffering a 'hang over' during class there are also other considerations eg. It can cause severe depression when you sober up. It may add extra pounds to your body weight as alcohol has many calories with no nutritional value.
- . 7.11 No one is suggesting that you should abstain completely, although that would be an excellent idea, but rather that you learn as a student to respect your body and drink (if you are over the legal age of eighteen) in moderation and certainly not on college days or before performances.

- . 7.12 If you wish to discuss such issues please do not hesitate to talk in confidence to an appropriate member of staff, such as the Operations Manager or Student Support Officer who will be able to give you information on professional bodies that specialize in help of this kind.

## 8. Prevention and Recovery of Injuries Prevention

See attached Safe Dance Practice

- . 8.1 If you are injured during class or within the college there are several courses of action you must take:
  - . a) Stop the activity you are doing immediately
  - . b) Remember the **RICE** rule **R**est, **I**ce, **C**ompression and **E**levation. Get an icepack from reception and apply it to the injured area as quickly as possible for approximately 10 minutes for a large area and 5 minutes for small area.
  - . c) You must report the injury to the admin office or Operations Manager and enter details in the accident book located in the admin office or on the main reception. This does not apply to old or long-standing injuries.
  - . d) Consult Student Support Officer or Operations Manager as to the type of treatment needed and contact the relevant person as soon as possible.
  - . e) It is important to monitor your progress by adding details to your treatment file as and when needed, and to stick to the plan devised.
  - . f) Active involvement in all classes is very important. Discuss with staff any part of class that might be beneficial i.e. floor work or any non-weight bearing exercises that you can continue during your recovery period. If there are no suitable areas you can join in on, you should take an active role in class through writing up teaching notes or a study of the class structure should be written. (watching class can be tedious but it is also an opportunity to observe other students and how they work, and learn from the situation).
  - . g) Report back Student Support Officer, as required to monitor progress.

- . h) One last thing to remember, in the case of acute injuries. **Do not H.A.R.M., Heat, Alcohol, Run/Dance, Massage.**

- . **Recovery**

- . 8.2 It can be frustrating when fellow students are dancing and you are not due to an injury. Do not under any circumstances attempt to dance before you are ready.

You will only cause further injury. Fitness is determined by Head of Dance and under consultation with your medical practitioner.

- . 8.13 Body conditioning is taught as part of the course. Some exercises can safely be continued during a period of injury, but students should consult their medical consultant or physiotherapist as to the appropriate exercises to be continued, as they will vary according to the type of injury.
- . 8.14 Recovery time can be pro-active with regard to injuries, how to self-manage these times, whilst gaining valuable knowledge and understanding of injuries, recovery and injury prevention. It will make an important record and course contribution in professional practice to be used at a time when injured during a contract or for speeding the recovery time from injury after you have completed your training.
- . 8.15 Recovery from an injury is individual to each person and there is no set time for recovery for each type of injury. Your appointed medical professional, along with the college/university will monitor your progress and make decisions as to when, and in what quantity and frequency, you will be able to resume dancing. You must be careful when you start to partake in classes not to overdo the exercises, and to monitor your recovery. Be sensible by not doing too much too soon.
- . 8.16 Any information you require about the nature of your injury recovery can be obtained from the Head of Dance.

## **Student Withdrawal Policy and Procedures**

### **1. Introduction**

- . 1.1 The purpose of this policy is to outline the procedure to be followed for processing student attending fulltime provision on the BA (Hons), Foundation, Top Up BA (hons) and BTEC courses, who wish to either withdraw from Shockout Arts or defer their enrolment after they have enrolled on a course, or those students who are excluded from the course by Shockout.
- . 1.2 Students who defer or withdraw their place before they are enrolled should be processed in accordance with the University of Bolton's Withdrawal policy.

### **2. Withdrawal and Deferral Procedure**

2.1 If a student is thinking of withdrawing from Shockout Arts they should arrange to see the Principal to discuss the situation and identify any possible solutions. All avenues for helping the student to stay must be explored fully.

- . **2.2 If** the reason is because of a change in financial circumstances the Principal will raise the matter at the appropriate Finance meeting.
- . **2.3 If** it is due to other personal reasons appropriate support may be identified.
- . **2.4 If** a student still wishes to withdraw they must write to the Principal expressing their wish to withdraw, complete the UoB Withdrawal form and submit to the Student Support Officer.
- . **2.5 The** Student Support Officer will check and attach the completed form to the

front of the student's file and hand to Principal for authorisation. Only the Principal can authorise withdrawals, deferrals and expulsion.

- . **2.6 The** withdrawal form will then be sent to the Off-Campus Division at UoB. A copy will be placed on the student file.
- . **2.7 The** student will be advised that Shockout Arts have a duty of care to inform Student Finance of their withdrawal and this will be done by UoB. If a student leaves in the middle of a term they will be informed that they will have to repay fees.

### **3. Expulsion Procedure**

3.1 If a student is excluded from Shockout Arts then the above procedure will still apply.

## **Disciplinary & Misconduct Policy: Students**

### 1. Policy

1.1 The disciplinary procedure will be used if a student fails to conduct themselves in a manner that is in harmony with the College/University Policies and Procedures.

1.2 Some examples of unacceptable behaviour include:

- Falling below the 95% attendance rule on the Dance Course.
- Bullying a fellow student.
- Stealing
- Taking drugs or alcohol on the premises.
- Being rude to staff
- Making derogative remarks about Shockout, any of its faculty or other students on any public, private or social network.

1.3 This is not an exhaustive list and is for guidelines purposes only.

### 2. Procedure

2.1 The disciplinary procedures have three stages:

#### Stage 1

A verbal warning will be given by appropriate member of staff and a note will be kept on the student file until the end of the course.

If there has been no improvements then the issue will move up to the second stage of the procedure.

#### Stage 2

A meeting will take place with the Head of Department and a formal written warning will be issued and could also result in a suspension. A copy of this will be kept on the student file until the end of the course. A copy of the Student Attendance Agreement will be given to the studio to sign. (see Student Attendance Policy). This will be kept on the student's file and a copy handed to the student.

If there have been no improvement then the issue will move up to the third stage of the procedure.

#### Stage 3

A meeting will take place with the Principal and at this stage the student will receive a notification of exclusion from the College/University.

2.2 There is no formal requirement to go through each of the 3 stages. The starting point will depend on the severity of the inappropriate behaviour.

### 3. Right of Appeal

3.1 If a student disagrees with any of the decisions made in the above stages they have the right to appeal.

3.2 At stage 1 the appeal should be given in writing to the Principal within 7 working days of the verbal warning being issued. The Principal will respond to the appeal in writing within 14 working days.

3.3 At stage 2 and 3 the appeal should be given in writing to the Principal within 7 working days of the written warning being issued. The Principal will respond to the appeal in writing within 14 working days.

N.B "For a comprehensive list of our Partners Policies, University of Bolton's, please visit <http://www.bolton.ac.uk/studentinformation-policyzone/Home.aspx>"