

esart
grup
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CENTRE HANDBOOK

Index

The Centre, the Qualifications and Unit Certification	1
Assessment policy/Internal Verification	1-6
Learner recruitment, registration & certification.....	7-9
Recognition of Prior Learning (RPL).....	10-13
Equal opportunities.....	14
Learner and Staff malpractice/ maladministration	14-17
Appeals.....	17-18
Complaints	18-19
Conflict of interest.....	19
Learner Support	20
Centre Contingency and Adverse Effects	20
Health and Safety / Risk Assessment	21
Special Equipment.....	22
Progression.....	22

The Centre, the Qualifications and Unit Certification

Grup Stucom – Esart is a now independently managed centre since 2022 which offers mainly four different qualifications:

- a) International Level 3 Diploma in Music (720 GLH)
- b) International Level 3 Diploma in Performing Arts (720 GLH)
- c) Level 3 Foundation Diploma in Art and Design (540 GLH)
- d) Level 3 Foundation Diploma in Creative Media (540 GLH)

For further and specific information regarding each of the programmes, please follow these links:

[Music](#)

[Performing Arts](#)

[Art and Design](#)

[Creative Media](#)

These diplomas are all recognised by several universities and Higher Education institutions as an entry qualification.

Where all the modules in the programme have not been completed, the student has the opportunity to certify what has been completed at that stage by requesting a change in his/her programme and checking, if needed, if a diploma of a lower level is possible to achieve.

Assessment policy/Internal Verification

Grup Stucom - Esart is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way learners' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our learners.

Objectives:

- a) To assess learners' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.

c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.

d) To provide learner-centred approaches to assessment, which provide opportunities for learners to achieve at levels commensurate with the demands of their course.

The range of the assessment policy covers all BTEC courses offered within Grup Stucom - Esart but may well apply to other assignment-based courses should they become a part of the curriculum in future.

Internal Assessment is defined as the process where staff make judgements on evidence produced by learners against required criteria for the BTEC qualification. All Grup Stucom - Esart devised assessment materials must be internally verified before being issued to learners.

a) Completed learner assignments will be assessed internally, be subject to internal verification, lead internal verification sampling and standards verification by the awarding body.

b) Learners must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.

c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.

d) Learners will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the subject tracking document and the front criteria assessment sheet within the unit folder. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.

e) All coursework must be handed in on the stated date.

The role of the Assessor is to:

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c) Set interim deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- d) Mark and return drafts within two weeks of submission.
- e) Adhere to the Awarding Body's specification in the assessment of student assignments.
- f) Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- g) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- h) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner via the VLE or e-mail for transfer to the awarding body.

Internal

Verification:

- a) The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b) Each course will have an identified Lead Internal Verifier (LIV) who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.
- c) Internal Verifiers may also be appointed who will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

- d) Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through an annual meeting of Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.
- e) The role of the internal verifier:

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
- Complete the template and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the EV / SV
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify samples of work – one third of all students per unit and ensure all students' work is scrutinised throughout the duration of the course. New or inexperienced assessors may be given additional support by the IV.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the EV and records kept.

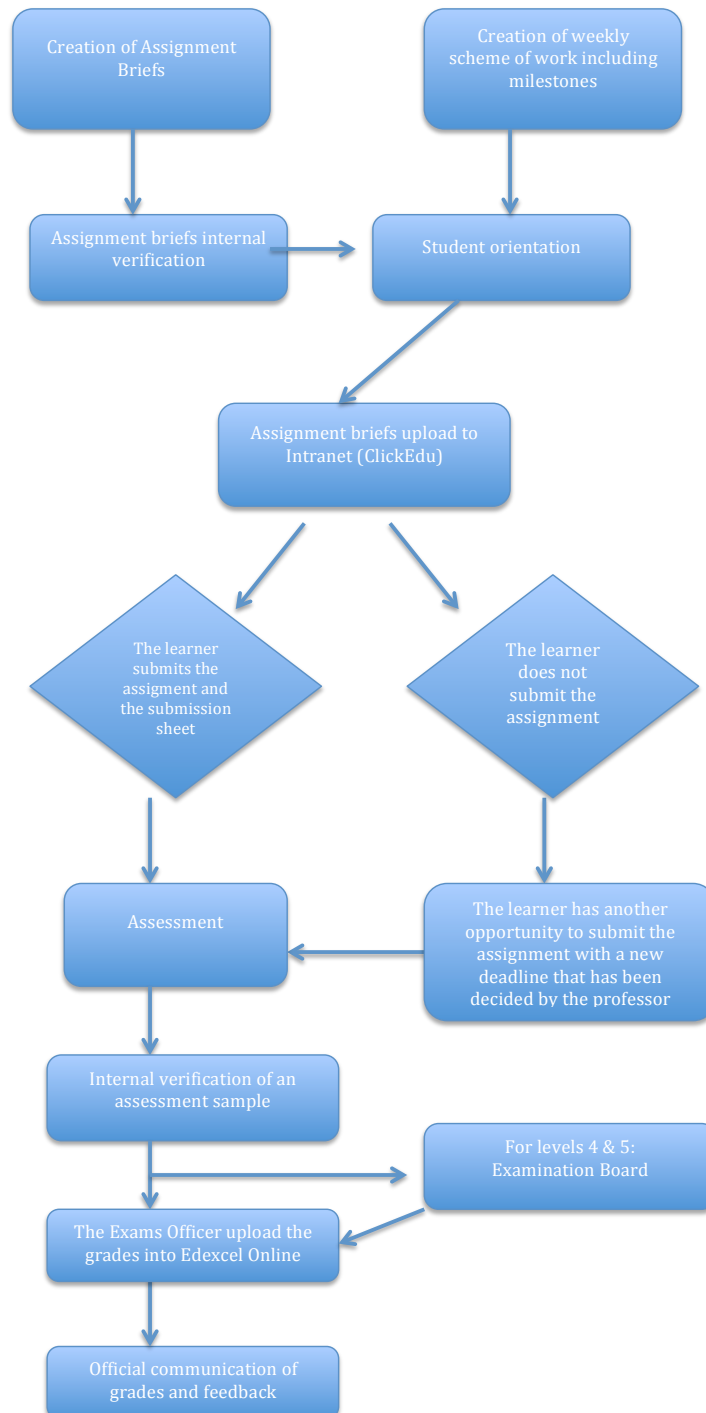
Assessments plans, resubmission and retakes

Assessment plans contain the information regarding the deadline for submissions, resubmissions and retakes for the evidences that the students have to complete and submit . In the event of a justified cause that leads to the impossibility of the learner handing in the evidence on the planned date, the student will be granted **an extension** which will previously have been accepted by the Lead Internal Verifier.

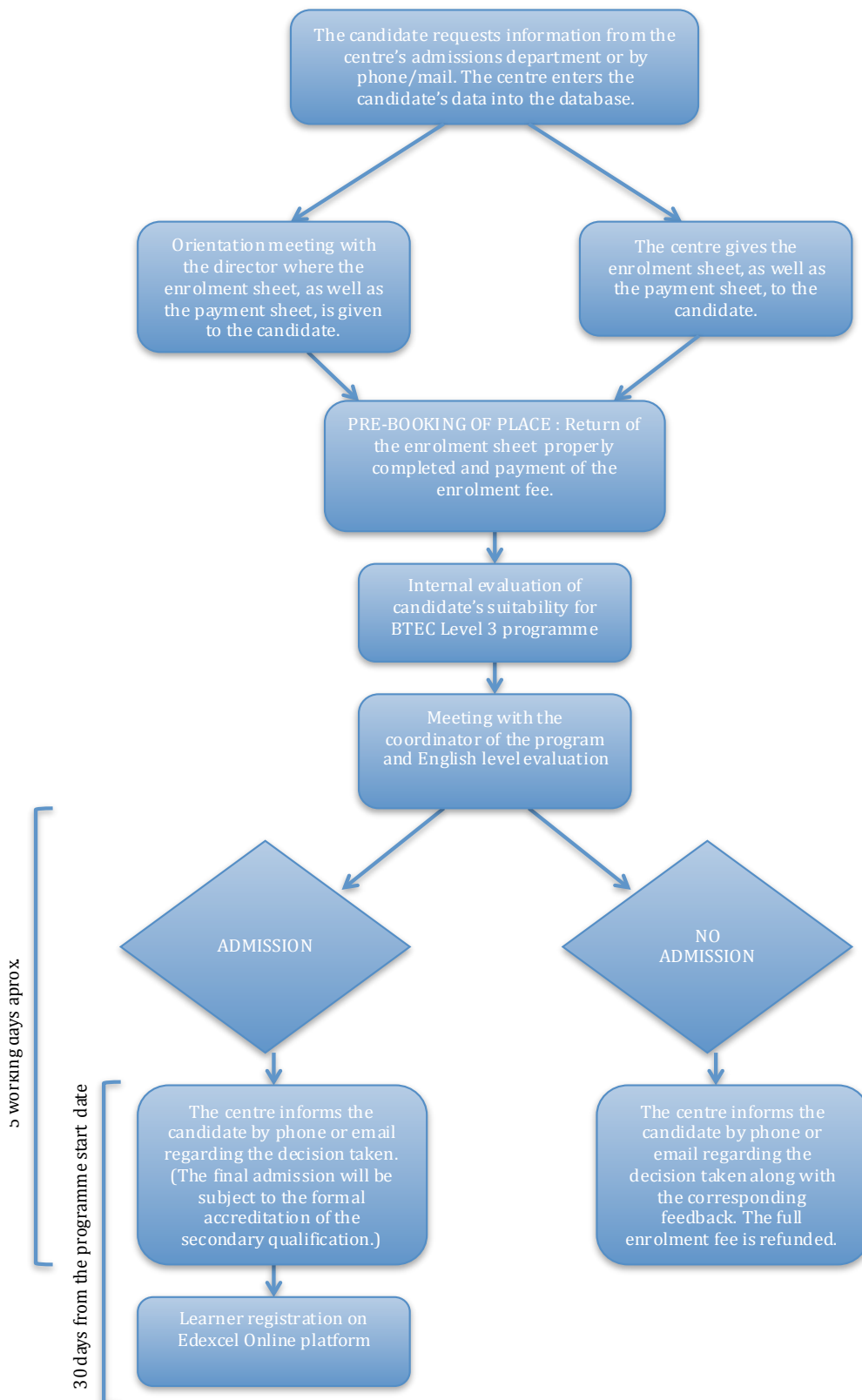
If the assessor and the internal verifier agree that a certain student should be offered a **resubmission** based on the evidences submitted and the possibility of the student to improve his/her piece of work, the lead internal verified will have to agree on the decision and accept this offering. For the resubmission to take place, all the requirements of the submission should have been met and the piece of work should have been submitted within the deadline.

If the student still fails to meet the criteria when handing in the resubmission, then the assessor and the internal verifier will decide, together with the lead internal verifier, if offering the student the opportunity to **retake** this module is accepted. If this is the case, a new assignment brief will be provided.

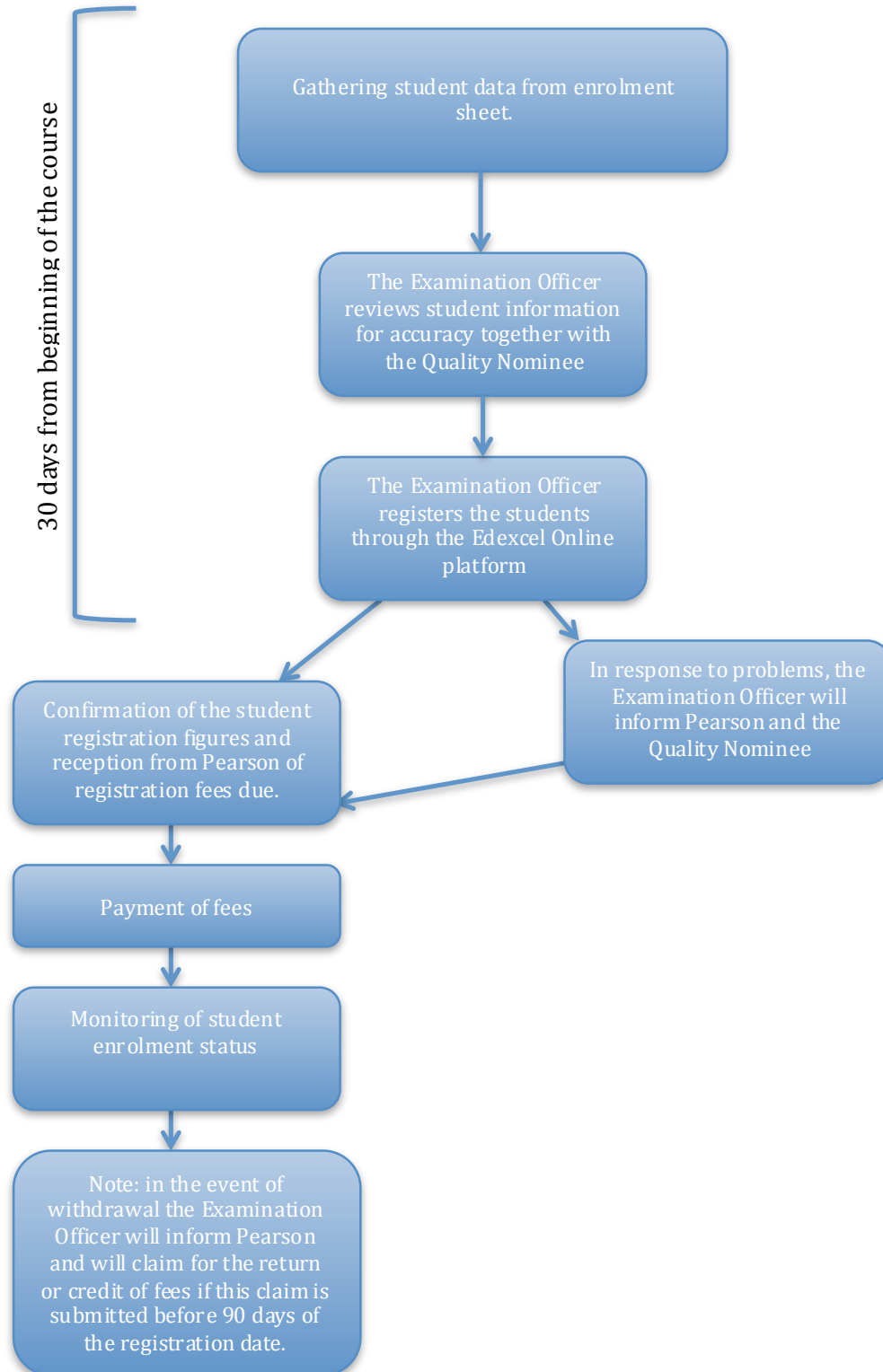
BTEC ASSESSMENT



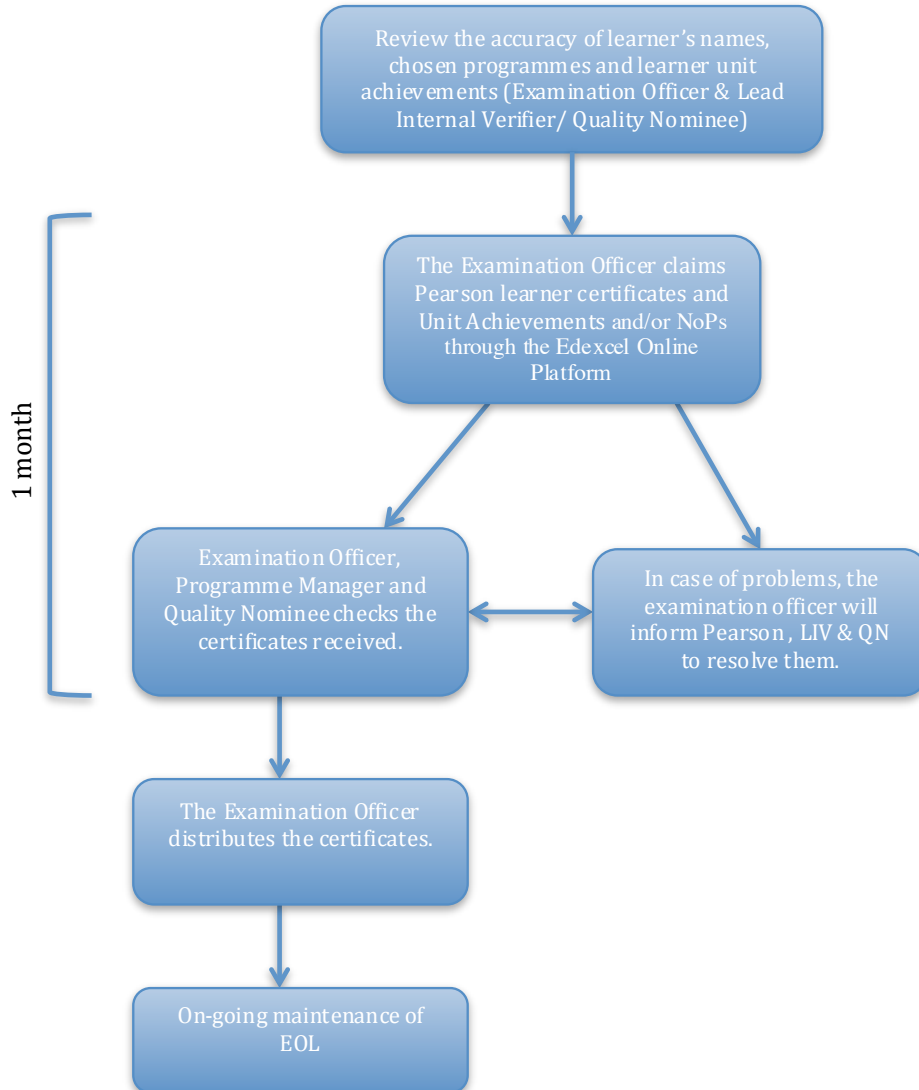
Learner recruitment, registration & certification



LEARNER REGISTRATION ON EDEXCEL ONLINE



CLAIMING CERTIFICATES



Recognition of Prior Learning (RPL)

Qualifications affected:

The Grup Stucom - Esart RPL policy applies to all of our BTEC Level 3 qualifications.

Policy Statement:

As defined by Ofqual (*), Recognition of Prior Learning (RPL) is a method of assessment [leading to the award of credit] that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification

Evidence of learning must be:

- Valid
- Reliable

Student Entitlement

- All Grup Stucom – Esart students are entitled to apply for RPL providing they meet the specific requirements of the validating /awarding body governing the qualification for which they are studying.
- A Grup Stucom - Esart student who makes an initial enquiry about RPL will be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.
- A student may appeal against the credit points awarded but only on the grounds of non-observance of agreed procedures and/or improper application of those procedures.

Grup Stucom – Esart encourages the use of RPL where it is of value to the centre and learner in facilitating assessment. In its application of RPL, Grup Stucom - Esart will duly document and record all actions taken and adhere to the following principles.

(*)*Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726)*

Terminology:

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

These terms broadly describe the same process. Grup Stucom - Esart employs the term Recognition of Prior Learning (RPL).

Principles of RPL

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the nature and range of evidence considered appropriate, to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment. The award of credit through RPL will not be distinguished from any other credits awarded.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning. Credit may be claimed for any unit through RPL unless the assessment requirements of the unit do not allow this, based on a rationale consistent with the aims and regulations of the framework.

The RPL process

Stage 1 – Awareness, information and guidance

The possibility that they may be able to claim credit for some of their previous learning will be communicated to students as part of the enrolment process. If the learner is interested in this, they will be informed regarding the:

- Process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines, appeals processes and any fees involved

Stage 2 – Pre-assessment; gathering evidence and giving information.

At this stage the learner will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases the development of an assessment plan and tracking document or similar may be required, to support the learner through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

Stage 3 – Assessment/documentation of evidence

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a learners' prior learning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the learner or essays and reports validated as being the learner's own unaided work.

Assessment will strive to ensure the integrity of the award of credit and, as above, the evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for. The assessment process will be subject to GRUP STUCOM - ESART's usual quality assurance procedures, for example internal standardisation and internal verification as well as Pearson's quality assurance procedures. Evidence gathered through RPL should be clearly referenced and sign posted to aid internal assessment and internal and external verification.

Stage 4 – Claiming certification

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the centre. Assessment and internal verification records, along with any additional RPL records completed, will be retained for the standard three year period following certification.

The assessor will ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

Stage 5 – Appeal

As with any assessment decision, if a learner wishes to appeal against a decision made about their assessment they need to follow the standard centre and then Pearson Enquiries and Appeals procedures.

The RPL process is **not** concerned with allowing for exceptional entry to, or exemption from, a programme of study.

The RPL process does **not** allow the recognition of any unit or qualification assessed by external assessment only. This is because such units are subject to specific evidence requirements.

In carrying out its RPL process GRUP STUCOM - ESART will ensure that:

- Learners are registered as soon as they formally start to gather evidence
- Records of assessment against prior learning are maintained
- Certification claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process

Equal Opportunities

Grup Stucom - Esart, comply with the requirements of the prevailing Equal Opportunities legislation in Spain. Staffing and student access processes are free from practices and barriers that discriminate in any fashion on the basis of gender, race, national / ethnic origin, age, disability, marital status, sexual orientation or religious belief.

Access to study at Grup Stucom - Esart will be based solely upon an assessment of a candidate's capacity and potential to engage with the programme applied to. Candidates will be provided with an opportunity to discuss any learning issues before commencing study. Provision will be made for learners who may require reasonable adjustments for access to study and participation in assessments. An appeals process exists for any student who feels they need to pursue resolution of an issue in a more formalised manner. Equal Opportunities policy and practice will be a standing item on all committee agendas and will be reviewed by Council yearly.

Learner/staff malpractice and/or maladministration

Learner malpractice

Malpractice is a very serious issue and will not be tolerated by Grup Stucom - Esart or by Edexcel.

Principal forms of malpractice:

- Plagiarism: Taking credit for the work of others or not referencing sources properly.
- Copying the work of other students (with or without their permission)
- Collusion: Producing work with other persons that are then submitted individually. This does not apply where a Learning Outcome, Task or Assessment Criteria requires group work.
- Submitting work done by another student as your own

Preventing malpractice:

During induction:

- Grup Stucom - Esart will inform learners of its malpractice policy.
- Cover the principal features of referencing (in text citations and bibliography) for a range of print, audio-visual and web-based sources.
- Review malpractice in the context of other policies contained in the Centre and Student handbooks.

Teachers will help prevent malpractice through:

- Supervision of interim assignments.
- Revision of draft assignments.
- Employing a variety of assessment tools including oral questions and presentations.
- Getting to know students' learning styles and abilities.

Consequences of malpractice

Suspected malpractice will be reported to the Programme Leader who will inform the Quality Nominee. An investigation of the alleged malpractice will follow. Consequences will vary on the outcome of the investigation. Substantiated instances of malpractice will be reported to Edexcel which may result in the student being withdrawn.

Staff Malpractice

The following are examples of malpractice by Grup Stucum - Esart staff. This list is not exhaustive.

- a) Failure to keep any awarding body mark schemes secure.
- b) Alteration of awarding body assessment and grading criteria.
- c) Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves School staff producing work for the student.
- d) Producing falsified witness statements, for example for evidence the student has not generated.
- e) Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/ coursework.
- f) Facilitating and allowing impersonation.
- g) Misusing the conditions for special student requirements.
- h) Failing to keep student computer files secure.
- i) Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- j) Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

The Examination Officer and the Director are the responsible for the policy and the Course Assessors , IVs and Dofs for its implementation.

It is the responsibility of teachers to:

- a) Provide assessment processes that are fair and meet the requirements of students and of the qualification.
- b) Provide students with a schedule of assessment.
- c) Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve.
- d) Record assessment decisions regularly, accurately and systematically, using agreed documentation.
- e) Comply with Grup Stucum - Esart and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision.
- f) Familiarise themselves and learners with the School Assessment Appeals procedure(s).
- g) Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification.
- i) Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the School and Awarding Body.
- j) Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.
- k) Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

Internal verifiers are responsible for :

- a) Verifying assignment briefs prior to distribution to learners.
- b) Verifying a sample of assessment decisions.

- c) Developing the skills of assessors, especially those new to assessment.
- d) Maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

It is the responsibility of the School Office

- a) To facilitate the IV process.
- b) To meet the deadlines for registering learners with the awarding body.
- c) To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners.
- d) To claim learners' certificates as soon as appropriate.
- e) To claim unit certification when a learner has not been able to complete the full programme of study.

Access to Policy

- a) Copies of the policy will be available via the VLE.
- b) Student induction programmes and course handbooks will highlight key aspects of this policy.
- c) Training for assessors will be given as part of staff induction if necessary.

Appeals

This policy document explains what you should do if you feel that you have been treated unfairly at any stage during the course. This policy relates directly to your BTEC work specifically. For example, you would need to refer to this policy if you did not agree with the mark you had been given for a piece of BTEC work.

There are 3 grounds on which you can appeal:

- 1) If you feel the grading criteria were being met but the teacher failed to recognise this.
- 2) If you feel they haven't been supported appropriately during the assessment of the unit requirement.

- 3) The teacher is unwilling to accept alternative evidence as meeting the evidence requirement.

Grup Stucum - Esart will follow Edexcel's policy regarding your right to appeal. Edexcel will not intervene until an extensive internal enquiry has been carried out. This will involve these four stages:

STAGE 1 – If you are unhappy with the outcome of your assessed work based on any of the 3 grounds above, you must first discuss this outcome with the teacher who has evaluated your work. As a preliminary step, you must complete an appeals form that is available from the Grup Stucum - Esart school office. The office will then arrange the meeting. If, after the meeting, you are still unhappy with the outcome the appeal proceeds to stage 2.

Within 5 working days

STAGE 2 – Your work will be re-assessed by the Lead IV for your subject area. If you are still unhappy with the outcome go to stage 3.

Within 5 working days

STAGE 3 – The appropriate Programme Leader will review your work and make a judgement, either in favour of the student or the assessor. If you are still not happy with the outcome of the appeal, move to stage 4.

Within 5 working days.

STAGE 4 – The appeal will be referred to the Quality Nominee for final consideration.

Within 5 working days.

Complaints

Grup Stucum - Esart aspires to maintain a dynamic, effective and constructive partnership between students, their families, teachers, administrative staff and management. As a small, open and receptive institution most questions will be resolved via the normal channels of communication: individual consultation, informal meetings, e-mail or a telephone conversation. We also recognise that, occasionally, more serious concerns can arise which may require a more formal and structured approach to their resolution.

This Policy & Procedure document is designed to outline the structured manner in which these matters can be considered and resolved.

First Stage – Informal Contact

An informal contact (eg. meeting, phone or mail exchange) with the appropriate member of teaching or management staff to consider, and, hopefully, resolve the issue. If resolution is not possible you may want to consider a formal complaint.

Second Stage- Formal Complaint

A formal complaint should be submitted for the attention of the Director of your programme. A form for this is available from the School Office. If you consider this inappropriate, the form can be submitted to the attention of the Grup Stucom - Esart CEO, Mr. Xavier Chalé. The complaint will be investigated, normally, within one week, and you will be invited to discuss the outcome with the relevant member/s of staff. After this meeting a formal written response will be sent to you with full details of any action to be taken.

Third Stage- Final Appeal

Should you still be unhappy with the outcome of Stage Two, you may address an appeal to the CEO of Grup Stucom - Esart, Mr. Xavier Chalé who will coordinate an independent review. Within 15 days the CEO will consider the appeal and invite you to discuss the matter. After this meeting a final decision will be taken and you will be notified within 5 days.

Special Note: This process does not cover Academic Appeals. This is covered under a separate and specific policy.

Conflict of interest

Grup Stucom - Esart recognises that assessment staff may encounter a potential conflict of interest in their work. Examples of these may include:

- A close relation, spouse or partner within the centre who is either a learner or another close member of staff.
- A close relation, spouse or partner acting as a Standards Verifier or other quality assurance role.

In order to register and monitor potential conflicts of interest and take appropriate actions to minimise risk, Grup Stucom - Esart maintains a log that records all such known instances. It is Grup Stucom - Esart's policy that where an individual member of staff is aware of any potential conflict of interest that she / he declares and registers it in the Conflict of Interest Log. Declarations should be brought to the attention of the Director General or, if appropriate, the CEO. This register is available upon request to Standards Verifiers and other Pearson representatives who may need to view its contents.

Learner Support

With a view to enhancing access to and maximising learning potential for all of its students, Grup Stucom - Esart:

- Requests information on medical and other disabilities at the application stage.
- Provides confidentiality to all declarations made by applicants and students informing teaching staff on a "need to know" basis.
- Employs a personal tutorial system that addresses both academic and pastoral issues.
- Students on Grup Stucom - Esart's specialist BTEC programmes have ready access to staff (teachers, programme leaders and management) both personally and via e mail.
- Addresses learning support, processes and resources through Induction activities.
- For issues beyond the expertise of teaching and other management staff, students on Grup Stucom - Esart's specialist BTEC programmes have access to specialised counselling services.

Centre Contingency and Adverse Effects

Consistent with the commitments undertaken in programme approval documentation, Grup Stucom - Esart ...

- ...will co-operate fully with Pearson to ensure delivery of the Qualifications to the required standards.
- ...will not engage in any activity or advertising that will bring the name of Pearson into disrepute.
- ...will not use any other Standards Setting Body's logo without Pearson's authorisation.
- ... will obtain and maintain all permissions and other authorisations necessary to operate as a centre under the prevailing regulations in Spain.
- ...will monitor the certification period for all the qualifications and seek necessary re-approval in a timely manner.
- ... will facilitate Pearson's monitoring procedures giving full access to relevant information and records.
- ... will support Pearson and other relevant bodies in any centre investigations.
- ...will maintain the student portfolios as well as student assessments and internal verification records for a minimum of three years after the learner's certification.
- ...understands that Pearson will not be liable for any loss (direct or indirect) incurred by Grup Stucom - Esart.
- ...notify Pearson of any changes or Adverse Effects associated with any of the points above which have the potential to represent a risk to the centre's ability

to meet the required approval criteria.

In addition to the provisions set out above, Grup Stucom - Esart, as part of its on-going Risk Management strategy, monitors potential issues through its regular meetings.

Health and Safety/Risk Assessment Policy

1) Statement of Intent:

Grup Stucom - Esart is committed to the promotion and maintenance of a safe and healthy working environment for its students, staff and all other users of its sites. In carrying out this commitment Grup Stucom - Esart and its affiliate organisations provide requisite support and orientation through preventive risk auditing and assessment activities, training, induction, student orientation and specific related policies (i.e. Science Lab and Sports)

2) Responsibilities:

Executive Council // CEO:

- Responsibility for regular monitoring, review, updating and implementation of policies.
- Responsibility for compliance with prevailing Health and Safety regulations and legislation.
- Maintains Health and Safety as a standing agenda item in Executive Council meetings.

Centre Director /s holds responsibility for:

- The day to day monitoring and implementation of Health and Safety Policies.
- Assurance of awareness and compliance among teaching and administration.
- Organising appropriate induction activities for staff and students.
- Assuring that adequate First Aid trained staff are in place.
- Reporting regularly to the Executive Council on relevant Health and Safety issues.
- Leading any investigations of Health and Safety Incidents.
- Leading Risk Audits and directing more in-depth Assessments where this is considered necessary.
- Revising the relevant sections of the Student Manual relating to Health and Safety (i.e. Fire safety, evacuation)
- Assure, in collaboration with the Maintenance Department, that Fire equipment (i.e. Extinguishers, Smoke Detectors) are serviced at the appropriate intervals.

Teaching and Administration staff holds responsibility, as appropriate, for:

- Assuring that all internal and external learning activities are risk assessed and carried out in a safe manner.
- Liaising with students, parents and other staff members regarding any known or potential Health and Safety issues.

- Liaising with the Maintenance Department regarding any potential Health and Safety issues derived from equipment, electrical or other structural problems that may pose a risk to staff and students in the course of their learning activities.
- Maintaining adequate levels of and access to First Aid supplies.
- Records of Health and Safety incidents are kept and monitored.
- Informing parents or family promptly regarding any student or staff incidents.
- Enforcing policies regarding smoking and the use of controlled substances.
- Controlling the access of visitors.

Special equipment

For the diploma in Art and Design, the students should make sure they can also work from home using a high resolution screen, though they can also use the devices they are provided at in the school.

For Creative Media students it is advised to buy a high resolution photo camera, though they can also hire and use the cameras provided at the school.

All the students are advised to have a laptop to work on the different projects they are going to be required to submit in the course of the two-year period.

Progression

Students completing the two-year period in our school may want to progress from BTEC to Higher Education and there is a number of possibilities for them to explore in different institutions. For further information, please follow [this link](#).