



URDANG
ACADEMY

Urdang Academy
Policy & Procedure
2014-2015

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Admissions and Auditions Policy and Procedure

1. Admissions

- 1.1. The Academy advertises in the Dancing Times Magazine, through our website and other publications. The Academy also participates in a number of events to reach a wider community including:
- the annual MOVE IT exhibition at Olympia in London
 - Career Days, which are aimed at young people aged from 14 who are considering their further education and career options in the theatre industry
 - senior members of the faculty adjudicate finals of national and regional competitions
 - Open Days, where potential applicants are able to observe classes and a student performance demonstration, meet tutors and current students and have an opportunity for clarification and discussion with the Admissions Manager before applying
 - the Academy holds auditions in London and Glasgow
 - Part-Time Courses which include: Pre-Audition Courses, Summer School, Youth Academy
- 1.2. At the Open Day funding issues are explained and there is an opportunity for queries to be addressed.
- 1.3. The prospectus is available on line with detailed information on selection criteria, the application process and funding information. In accordance with the Equal Opportunities Policy all Urdang printed information and documentation is available in large print on request.

2. Pre-Audition Coaching

- 2.1. Urdang offers a Pre-Audition coaching course which offers students guidance in the different areas of an audition process.

3. Monitoring Admissions

- 3.1. A thorough monitoring process is undertaken annually to ensure Urdang continues to be as accessible as possible in its admission process and promotes widening participation in the performing arts.

4. Audition Procedure and Selection

- 4.1. The Academy 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.
- 4.2. 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. Applicants are encouraged to disclose any disability through questions posed in the medical questionnaire and equal opportunities questionnaire.

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

4.4. The audition criterion is reviewed annually as part of the self-assessment process and discussions with staff.

5. Criteria

5.1. Each candidate is assessed on ability and potential in ballet & jazz classes, an acting workshop and the presentation of two songs from musicals of their choice. The completed applicant Medical Questionnaire is checked by the Treatment Manager with the applicant to ensure that the needs and aspirations of prospective students can realistically be met.

5.2. Every aspect of the audition process is documented. Auditions are assessed by Heads of Departments, the Managing Director and Principal to ensure the consistency of the audition process is upheld.

5.3. The audition comprises of four areas of competence: technical understanding, physical ability, musicality and quality of performance (individual interpretation and presentation), ability to be open to grasp new information and act upon it quickly and correctly. In addition to the areas of competence, the future employability and potential destination of the applicant will be considered in relation to the Musical Theatre Industry.

5.4. Applicants (such as overseas students) who, with a valid reason, are unable to attend an audition at the Academy are invited to submit a DVD for audition. Detailed information is provided to the applicant on the requirements to be demonstrated.

6. Degree Course Pre-offer Audition

6.1. All degree applicants successfully meeting the required competence levels are invited to return for a second in-depth audition and interview with the Head of Degree and Senior Degree Lecturers prior to review by the Managing Director and Principal.

6.2. If degree applicants are not successful in gaining a place on the Degree Course they will be offered a place on the Urdang Diploma Course.

7. Offer Review Panel

7.1. The Managing Director and Principal form the Offer Review Panel. The reports from the Heads of Department and Senior Lecturers, and the achievements/competence levels in the above areas relating to each applicant are reviewed by the Panel when making a final decision making conditional offers.

8. Degree Programme

8.1. Standard Conditions of an offer are: evidence that the applicant either has or is predicted 'A' level or equivalent qualification to reach 200 UCAS tariff points and 'C' and above in GCSE English.

8.2. Three A-levels at grades A - E or equivalent: this could include BTEC, GNVQ, the IB or other European and world-wide post-18 education.

8.3. Overseas students are required to pass the IELTS (International English Language) at 6.5 or the TOEFL equivalent.

9. Successful Applicants

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

10. Diploma Funding Audition

10.1. When a Diploma offer is made, the applicant will be sent an email invitation to a funding audition, asked to complete details of their financial circumstances on line and pay an enrolment fee if required. The financial circumstances of the successful applicant will be taken into consideration when deciding on the allocation of Dance and Drama Awards and Urdang's Fee Reduction Awards where more than one student of equal talent is eligible.

10.2. Degree applicants who are offered a place on the Diploma will have their funding award assessed at the degree course pre-offer audition

11. Unsuccessful Applicants

11.1. Applicants who are unsuccessful are informed as soon as possible after the first audition and no later than two weeks following their audition date.

11.2. Urdang has an appeals procedure in place and the applicant is made aware of this. Our auditions are documented for reference.

11.3. Sometimes applicants are simply not yet ready for vocational training and audition successfully again after further training.

12. Selecting DaDA and Fee Reduction Award students

12.1. All successful applicants are considered for a Fee Reduction Award.

12.2. A panel comprising of the Managing Director, Principal, College Director and Heads of Department are present throughout the audition. Final decisions are taken after careful evaluation of the audition forms and through discussion with all panel members. Video recordings may be used for reference, in particular should a DaDA become available at a future date.

12.3. Students are informed in writing if they have been allocated an award together with information regarding the award.

12.4. Students who are not in receipt of financial support are given advice on other avenues which may provide them with financial help.

13. Appeals Procedure

- 13.1. 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.
- 13.2. The Appeals Committee comprises of the Principal, Managing Director and Heads of Department.
- 13.3. The Appeals Committee will respond to the applicant within 14 working days of receipt of the appeal.

Anti-Bribery Policy

1. Purpose

- 1.1. This policy outlines the Academy's position on preventing and prohibiting bribery, in accordance with the Bribery Act 2010.

2. Rationale

- 2.1. The Academy is committed to the highest standards of ethical conduct and integrity in its business activities in the UK and overseas. It will not tolerate any form of bribery by, or of, its employees, agents or consultants or any person or body acting on its behalf. Senior management is committed to implementing effective measures to prevent, monitor and eliminate bribery.

3. Responsibilities

- 3.1. This policy applies to all those employed by and associated with the Academy (ie temporary workers, consultants, contractors, agents and subsidiaries acting for, or on behalf of, the Academy within the UK and overseas).
- 3.2. The Academy may face criminal liability for unlawful actions taken by its employees or associated persons under the Bribery Act 2010.

4. Procedures

- 4.1. The Academy and its directors are committed to the prevention of bribery by those employed and associated with it. The Academy is committed to carrying out business fairly, honestly and openly, with zero-tolerance towards bribery.
- 4.2. This is achieved by:
 - carrying out a risk assessment to ascertain the risk of bribery
 - instigating procedures proportionate to that risk
 - having good internal controls and record-keeping
 - securing the commitment of directors, managers and all staff to the prevention and detection of bribery
 - developing a culture in which bribery is unacceptable
 - undertaking due diligence procedures proportionate to the assessed risk of bribery
 - effectively communicating the anti-bribery policy to all staff
 - training all staff to recognise bribery so that they can avoid it and be alert to possible instances of bribery
 - having clear procedures on what to do should bribery be suspected
 - training all staff so that they are aware of what to do should they discover a possible instance of bribery
 - monitoring and reviewing the effectiveness of the bribery procedures and updating them as necessary to ensure that they remain effective.

5. Offering bribery

- 5.1. The Academy expressly prohibits any person employed by or associated with it from offering, promising or giving any financial or other advantage to another person where it is intended that the advantage will bring about improper performance by another person of a relevant function or activity, or that the advantage will reward such improper performance.
- 5.2. The Academy prohibits any person employed by or associated with it from offering, promising or giving any financial or other advantage to another person where it is believed that the acceptance of the advantage offered, promised or given in itself constitutes the improper performance of a relevant function or activity.

6. Accepting bribes

- 6.1. The Academy expressly prohibits any person employed by or associated with it from requesting, agreeing to receive or receiving any financial or other advantage with the intention that a relevant function should be performed improperly as a result of the advantage or as a reward for performing the relevant function improperly.
- 6.2. The improper performance of a relevant function in anticipation of receiving financial or other advantage is also prohibited.

7. Bribing a public official

- 7.1. The Academy expressly prohibits the bribing of a UK or foreign public official in order to obtain or retain business or an advantage in the conduct of business.

8. Relevant functions and activities

- 8.1. Relevant functions and activities are any function of a public nature, any activity connected with the business, any activity performed in the course of a person's employment and activity performed by or on behalf of a body of persons where the person performing that function or activity is expected to perform it impartially, in good faith, or is in a position of trust by virtue of performing it.

9. Hospitality and business gifts

- 9.1. The Bribery Act 2010 does not seek to prohibit reasonable and proportionate hospitality, advertising, sponsorship and promotional or other similar business expenditure, as it is recognised that this constitutes an established and important part of doing business.
- 9.2. However, hospitality, promotional and similar business expenditure can be used as bribes.
- 9.3. The Academy expressly prohibits the giving and receiving of hospitality/business gifts and similar where the intention in doing so is to receive or confer an advantage in return for giving or receiving the hospitality/business gift or similar.
- 9.4. The following procedures should be adopted in relation to hospitality and business gifts:

- a. All offers of business gifts should be referred to the Managing Director and should only be accepted if clearance has been received from her.
- b. Business gifts should not be made without the permission of the Managing Director.
- c. A record of all business gifts made and received and the reason for the gift should be retained.
- d. All hospitality must be proportionate and reasonable and in line with the organisation's hospitality policy. Guidance should be sought from the Managing Director as to whether the planned hospitality is proportionate and reasonable.
- e. Records should be maintained of all hospitality provided and accepted, including cost and reason for providing or accepting the hospitality.
- f. Quid pro quo arrangements are expressly prohibited.
- g. Cash gifts are expressly prohibited.
- h. The provision or acceptance of entertainment of a sexual nature is expressly prohibited.
- i. Acceptable hospitality and entertaining may include modest meals with people with whom we do business (such as providing a modest lunch after a meeting) or the occasional provision of or attendance at sporting or cultural events, provided that the intention is to build business relationships rather than to receive or confer an advantage.
- j. The provision of small promotional gifts, such as diaries, pens or similar, will generally be regarded as acceptable.
- k. Staff reviewing expense claims should be alert to the provision of hospitality/business gifts that may be construed as a bribe.
- l. All concerns should be reported.

10. New business, change in business and contracts with external parties

- 10.1. Where you develop or seek to develop new avenues for business or new contracts, or where the nature of the business changes, you should inform your line manager of this in order that due diligence and a risk assessment of the circumstances can be undertaken.
- 10.2. Where a business relationship with an external party is sought or newly established, or the nature of the relationship is changed, appropriate due diligence must be exercised to ensure that there are no circumstances giving rise to a concern. That external party must also be made aware of this anti-bribery policy.

11. Facilitation payments

- 11.1. Facilitation payments are small bribes that are paid to speed up or facilitate government action. Although they are commonplace in some foreign countries, they are regarded as bribes and are illegal under the Bribery Act 2010.
- 11.2. The Academy expressly prohibits facilitation payments of any sort.
- 11.3. Any member of staff placed under pressure to make a facilitation payment should refer the matter to the Managing Director immediately.

12. Donations

- 12.1. The Academy expressly prohibits the giving of donations to political parties.

- 12.2. Any charitable donation must be consistent with the organisation's policy on charitable giving and with the knowledge and consent of the Managing Director.
- 12.3. The Academy expressly prohibits the making of charitable donations where the purpose of the donation is to secure an advantage. All charitable donations must be made without expectation of reward.

13. Reporting concerns

- 13.1. All members of staff have a responsibility to prevent, detect and report all instances of bribery. Staff should therefore be alert to the possibility of bribery.
- 13.2. Anyone who has concerns regarding acts or potential acts of bribery should speak to their line manager in the first instance. If for any reason a person is not able to speak to his or her line manager, he or she should contact the Managing Director.
- 13.3. All reports will be treated with the utmost confidentiality. However, concerns can be reported anonymously to the Managing Director.
- 13.4. Further information about reporting concerns is available in the organisation's whistleblowing policy.

14. Responsible officer

- 14.1. The College Director is responsible for monitoring the anti-bribery policy and all questions and concerns should be referred to him.

15. Sanctions

- 15.1. The organisation treats breaches of the anti-bribery policy with maximum seriousness and will investigate any potential breach in accordance with the disciplinary policy. The ultimate sanction for a breach of the policy will be summary dismissal for gross misconduct.

1. Introduction

Introduction and purpose of assessment and feedback

- 1.1. Assessment and Feedback are fundamental parts of the student learning experience. The *Urdang Assessment and Feedback Policy* seeks to:
- actively promote student success and academic achievement
 - provide clear, accurate, accessible information and guidelines to all staff and students on assessment and feedback
 - maximise the potential for consistency and fairness in assessment
 - locate assessment and feedback as an integral part of learning the teaching processes
- 1.2. Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:
- knowledge acquired
 - skills gained, both generic and specific
 - general understanding developed.
- 1.3. Assessment for both staff and students can be used to determine whether a student:
- has achieved the learning outcomes
 - is ready to progress to a higher level
 - has the capacity to demonstrate competence
 - is able to qualify for an award
- 1.4. Assessment from a staff perspective:
- enables evaluation for the success of their input into the student learning experience
 - provides an external measure of recognition for the public, the student, the industry and other stakeholders of a student's achievement (as determined by the award of credit or a qualification).
- 1.5. Assessment may be diagnostic, formative or summative – all assessment will contain one or more of these elements.

Principles of assessment

- 1.6. In order to serve the above purposes, assessment will be treated in accordance with the following principles and be:
- based on learning outcomes and assessment criteria
 - integral to programme design

- fair and free from bias
- valid, transparent and reliable
- timely and incremental
- consistent
- demanding yet manageable and efficient

1.7. All documentation regarding assessment tasks, assessment criteria, submission deadlines and any accompanying guidance, including information relating to the return of work will be:

- Clearly worded
- Presented to students prior to the assessment period
- Published together in the relevant document(s)
- Easily available

2. Assessment Design

Introduction to Assessment Design

2.1. Within programmes, a variety of assessment tasks will be used to provide flexibility for students and to assess students' skills, knowledge and understanding.

2.2. Effective assessment design, within all modules, ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the module specification or assessment criteria
- all learning outcomes are assessed through summative assessment tasks
- assessment tasks are efficient in terms of student and staff time and over-assessment is avoided
- assessment is both formative and summative
- each assessment task is accompanied by, and mapped to, a set of assessment criteria which:
 - ensures assessment of the learning outcomes
 - is appropriate to the demands of the level of the assessment undertaken
- student effort and the amount of work involved is consistent across modules at each level
- students experience a range of assessment types within their programme of study
- the likelihood of academic misconduct is reduced
- all students have an equal chance of understanding the assessment task and of demonstrating their achievement of the learning outcomes

2.3. Reassessment offers students fresh opportunities to demonstrate achievement of module learning outcomes. Repetition of coursework and examination questions will therefore be avoided (unless Professional, Vocational, Statutory and Regulatory Body requirements indicate a need to repeat assessment) particularly since repetition increases the likelihood of plagiarism and/or importation into examinations

Relation of Assessment Tasks to Learning Outcomes

2.4. All assessment tasks will be clearly mapped to identified learning outcomes.

2.5. Learning outcomes will be devised at programme and module level

- Programme level outcomes enable students to gain an overall understanding of their learning across the programme.
- Module learning outcomes enable students to gain an appreciation of what will be learning by the end of the module

2.6. Learning outcomes will be monitored to ensure that they:

- Are each described as specifically as possible in terms of what the student will be able to do, and/or know
- Are devised according to the appropriate subject benchmark statement
- Are set at the appropriate level for the module/programme

Assessment Criteria

2.7. A student's performance will be marked and graded according to pre-specified and clear assessment criteria. These will normally be presented in one document combining marking and grading criteria. Assessment criteria will:

- Be given to students with the assessment task
- Examine whether learning outcomes have been met by the student, and whether this has been addressed by the markers
- Be set at the required standard and level for the module
- Reflect the published aims and learning outcomes
- Be part of a comparable standard to equivalent awards elsewhere in the UK and in keeping with appropriate subject benchmark statements

Levels of Assessment: Qualification descriptors

2.8. Qualification descriptors are used to ensure consistency and equity. These have been presented by The Quality Assurance Agency within the *UK Quality Code for Higher Education – Chapter A1: The national level* and QCA's *National Qualifications Framework*, and identify the characteristics and context of learning expected at each level for each programme, against which specific learning outcomes and assessment criteria are derived.

2.9. Learning outcomes and assessment criteria reflect the appropriate level specified by the qualification descriptors, and reflect increasing levels of demand, complexity and depth of study.

Assessment Processes

2.10. Urdang will have effective mechanisms in place for reviewing and monitoring assessment processes. These will ensure that activities are appropriate and are not excessive for students or staff. The following will be considered when reviewing assessment processes:

- Assessment tasks are appropriate and enable students to demonstrate the learning outcomes of a module
- Submission deadlines are scheduled to be spread throughout the semester/term wherever possible

- Student effort and the amount of work involved is consistent across modules at each level
- Full use is made of e-Submission for appropriate coursework submission, marking and feedback

2.11. All information relating to assessment tasks, assessment criteria, submission deadlines and feedback processes will be clearly provided. The Academic Board needs to:

- Be satisfied that a proposed programme required students to achieve appropriate standards of work at each level of the award
- Ensure assessment within a programme incorporates a varied and appropriate diet of assessment tasks
- Consider the overall coherence of the programme of study and progression through the programme

2.12. Periodically, Heads of Departments (HODS) will review the spread and variety of assessments undertaken across modules that comprise the programme of study. This will acknowledge changes that may have been undertaken within individual modules since the previous approval/review and will ensure that a varied and appropriate diet continues to be offered across the programme.

3. Assessment Moderation and Marking

ASSESSMENT PREPARATION: Internal Moderation of Assessment Tasks

3.1. HODS will have effective systems and procedures in place for the internal moderation of all methods of assessment for all modules.

3.2. All assessment task(s) for each module will be proof-read and checked for fairness and consistency prior to being sent to the External Examiners. The assessment task(s) will:

- meet module specifications
- assess the learning outcomes
- be set at the correct level
- confirm with expectations of External Examiners/Moderators
- be designed to limit academic misconduct

3.3. Following this scrutiny, assessment task(s) may need to be modified.

DEGREE ASSESSMENT PREPARATION: External Moderation of Assessment Tasks

3.4. Every component of assessment that contributes to an award at all levels, is subject to External Examiner moderation. This ensures that maintenance of standards both internally and in comparison with similar programmes delivered at other higher education institutions.

3.5. Once finalised, assessment tasks will be forwarded to the relevant External Examiner for comment, prior to being published to students. Any changes required by and External Examiner must be approved by them prior to release to students.

- 3.6. All first and second opportunity assessment and reassessment tasks for each academic year will be submitted to the relevant External Examiner using secure means, by the end of the semester prior to required first use (e.g. for assessment due to be used in Semester B, the External Examiner should receive the proposed assessment for comment prior to the end of the previous Semester A) All assessment tasks sent to External Examiners will be accompanied by:
- a copy of the relevant module specification
 - the published assessment criteria
 - clear guidance notes i.e. expectations of the assessment task(s)
- 3.7. All information received by External Examiners will duplicate that which the programme team intends to provide to the students (except indicative answers which will only be sent to External Examiners).
- 3.8. External Examiners will be asked to comment on the suitability of the assessment tasks with regard to the module specification, level of work expected and in particular, in relation to the standards of the tasks in comparison with similar programmes at other institutions. They are also asked to comment upon the clarity of the task, and on the guidance provided.

DIPLOMA ASSESSMENT PREPARATION – External Moderation of Assessment Tasks

- 3.9. Every component of assessment that contributes to an award at all levels, is subject to TCL moderation. This ensures that maintenance of standards both internally and in comparison with similar programmes delivered at other TCL validated institutions.
- 3.10. Once finalised, assessment tasks will be forwarded to TCL as soon as the moderation sessions are confirmed. Trinity moderates the Provider's internal assessment of first, second and third year students and externally assesses students in their final year performances. Trinity will send assessors to a range of events, performances and internal assessments.

Preparing to Mark

- 3.11. For each module, relevant departments agree a marking plan at the beginning of each term/semester. This plan will identify:
- First and second (and third, if subsequently needed) markers, and timetables
 - Indicative content of answers to coursework and/or examination questions/tasks
 - Assessment (marking and grading) criteria, which will ensure appropriate use of the full spread of marks

Marking

- 3.12. Consideration will be given to ensure the full spread of marks is used.
- 3.13. In order for marking to be equitable between all markers:
- Questions, assessment criteria and a copy of guidance provided to students regarding expectation for the specific piece of assessment will be provided to all markers

- Less experience of probationary colleagues new to the college or sector will be supported, and guidance and personal development in marking skills provided. Their marking will normally be second marked by experienced members of staff, and will be monitored to ensure:
 - The development of necessary skills
 - That students are receiving equitable marks

Second Marking

- 3.14. Second (also known as double) marking is a process undertaken to ensure that the marking scheme has been applied fairly and uniformly. Although several types of second marking have been identified across the sector the preferred method at Urdang is 'second marking as sampling or moderation' for written and second marking of all practical assessments. Where other methods are preferable, such as in the case of Professional, Statutory and Regulatory Body exemption, a justification will be provided by the HOD.
- 3.15. Every component of summative assessment that contributes towards an award, at all levels, will be subject to second marking in order to ensure the maintenance of standards.
- 3.16. At least 10% or 10 individual pieces of each assessment task (whichever is the greater) will be second marked. The sample should be taken from the full range of student performance, having sight of the full range of marks.
- 3.17. Where the first marking of any module is undertaken by more than one marker, the sample will include a minimum of 10% of the work marked by each individual marker, again relating to a range of performance.
- 3.18. Resolving differences between markers within modular assessment tasks: **NB Significant differences defined as where the difference is 10 marks or more; and/or where marks spread across critical boundaries (even if fewer than 10 marks) i.e. pass/fail or grade boundaries:**
- 3.19. Degree marking process
- After work has been marked by both first and second markers, a revised mark will be agreed by discussion and negotiation. This will ensure moderation to an agreed and consistent standard
 - If there are significant differences revealed in the sample that has been second marked, the second marker will mark all remaining work marked by the first marker
 - Where agreement cannot be reached, the work will be submitted to the external examiner
 - Should the second marking process reveal significant differences in more than one first marker's marking, the process described above will apply to ALL first markers' marking
- 3.20. Diploma marking process
- Diplomas are only awarded on a pass/fail basis however it is good practice for the students to be given clear indication of the level of their attainment

- After work has been marked by both first and second markers, a revised mark will be agreed by discussion and negotiation. This will ensure moderation to an agreed and consistent standard
- Where agreement cannot be reached on whether a student has passed or failed a module, the work will be submitted to the assessment moderators
- Should the second marking process reveal significant differences in more than one first marker's marking, the process described above will apply to ALL first markers' marking

3.21. Marking conducted in all forms of assessment will ensure that students are only presented with one final (agreed) mark, although comments from all markers will be available.

3.22. In order to eliminate arithmetic errors, for any component of assessment that requires aggregation of marks, all calculations undertaken by hand will always be checked by the second marker in order to correct, if necessary.

3.23. Second markers will provide a short report to the HOD, following the second marking process.

External Moderation of Marking

3.24. For each module, External Examiners will be provided with the following materials and information:

- Module specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance
- Sample of assessed work
- The record of marks and comments from 1st and 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the module following internal moderation

3.25. This sample will be taken from the full range of marks and will include some work that has been second marked.

3.26. External Examiners will not be requested to act as a second or third marker or to adjudicate on disagreements between internal markers.

3.27. A record of agreed marks for all candidates, evidence of second and/or anonymous marking from all internal examiners, and comments from second markers, will be kept and will be made available for scrutiny by External Examiners. This information will also contribute to the module report.

Degree

3.28. External Examiners may, based on their moderation process, recommend to the UEL Field Board that:

- All marks for a particular assessment task are raised or lowered

- Request that all candidates work be reconsidered if significant discrepancies and/or inconsistencies are revealed

3.29. External Examiners are expected to attend all Field and Award Board meetings, including resit Award Boards.

3.30. All marks for summatively assessed work (both examinations and coursework) are subject to Field Board approval.

Diploma

3.31. Internal assessment moderators may, based on their moderation process, recommend that:

- All marks for a particular assessment task are raised or lowered
- Request that all candidates work be reconsidered if significant discrepancies and/or inconsistencies are revealed

3.32. All marks for summatively assessed work (both examinations and coursework) are subject to Diploma Course Board approval.

4. Management of Assessment

Timing of Assessment

4.1. Appropriate advance notice of the timing and form of assessments, examination arrangements and the timing of notification of results will be clearly provided to students.

Integrity of Examinations

4.2. All examinations will be conducted in a fair, consistent and secure manner. This required the identification of at least one identified member of staff within the School with responsibility for:

- The maintenance of examination papers throughout the development process
- The coordination of the invigilation process, in association with Timetabling (the team responsible for managing that process)

4.3. Students will be instructed to familiarise themselves with the guidelines on conduct for examinations and conduct themselves in the appropriate manner.

Invigilation

4.4. Invigilation will be led by module leaders (or their nominee(s)) and supported by trained external invigilators where appropriate

4.5. Invigilation arrangements for students with disabilities/specific learning difficulties are set out below in Section 6. Where relevant, departments make the agreed arrangements for students with disabilities/specific learning difficulties, when these have been notified to the School (normally at least 6 weeks in advance).

Submission of Coursework

- 4.6. Students will be instructed that all coursework should be submitted by the required submission date and in accordance with module guidelines (e.g. using student number, word count, word-processed)
- Students must submit 1 copy by email to the first marker and 1 hard copy by the deadline
 - The first marker will forward the Coursework to the second markers
 - Published and secure mechanisms will exist within each department and will be clearly explained to students.
 - The receipt of work submitted will be logged and students are provided with access to recorded evidence of submission
 - Feedback on submitted work will be provided in word-processed format unless the nature of the work prevents this. (See section 6 Feedback to Students)
 - A secure method for the return of marked coursework will be in place

Breaches of Academic Misconduct Regulations

- 4.7. Assessment tasks are designed to reduce, as far as is practicable, the possibility of plagiarism and collusion and other instances of academic misconduct. Where an instance of academic misconduct is suspected, procedures detailed in *Disciplinary Procedures - Students* (will be invoked).

Maintenance of Scripts and Archive

- 4.8. Scripts and/or assessed work are stored for academic reviews, appeals, and other purposes. These are stored and disposed of in accordance with the *Data Protection Act and the Freedom of Information Act*.

5. Feedback

Feedback to Students

- 5.1. Feedback is central to learning and is provided to students to develop their knowledge, understanding, skills and to help promote learning and facilitate improvement.
- 5.2. All feedback will be:
- Timely (provided within 20 working days)
 - Given in relation to the learning outcomes and assessment criteria
 - Provided on both coursework and examinations
 - Clear relevant motivating and constructive
 - Developmental enabling student to both consolidate learning and achievement
 - Word-processed (unless the nature of the work prevents this)
 - Offered in a range of formats appropriate to the module
- 5.3. The nature and extent of feedback the student may expect will be indicated for each assessment task at the time it is set.

5.4. When feedback (including marks) is provided to a student before an Award of Field Board all marks will be clearly identified as:

- Being provisional
- Available for External Examiner scrutiny
- Subject to change and approval by the Assessment Board
- All students will be actively encouraged to collect feedback, review and consider its recommendations and implications, and seek further advice and guidance from academic staff when required.

Modes of Feedback

5.5. Feedback may be:

- Individual – identifying specific issues relating to one student’s work, and Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group.
- Given following formative assessment (i.e. that which does not contribute to the module mark, such as activities prepared for discussion in seminars, practice essays etc.) and summative assessment (i.e. that which does contribute to the module mark, for example following Coursework and Examinations).

Feedback on Coursework

5.6. Feedback will be provided as soon as possible after the student has completed the assessment task:

- Feedback on formative assessment will be given in time for students to make use of it prior to formative assessment
- Feedback on summative assessment will be given within 20 working days of the submission date of the work.

5.7. Clear guidance will be given regarding the point in the module where it is no longer appropriate for staff to provide formative feedback e.g. when a student is undertaking final dissertation drafts. This will be communicated to students at the time the assessment task is set.

Feedback on Examinations

5.8. Feedback on examinations will be given within 20 working days of the conclusion of the examination period.

6. Disability

Assessment Needs

6.1. Assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the *Disability Discrimination Act 2005 (DDA 2005)* and the *Equality Act 2010*. and *Urdang’s Equal opportunities – Students Policy and Learning Support Policy*

Inclusive Approach

- 6.2. We aim to practice an inclusive approach in supporting our students with disabilities/specific learning difficulties. This approach focuses on the capacity of the college to understand and respond to the requirements of individual learners and not to locate the difficulty or deficit within the student. In this way we move away from labelling students and towards creating an appropriate learning environment for all students. In consultation between the student and Head of Contextual Studies (HOCS) a learning Support agreement will be drawn up and shared with Departments.

Coursework

- 6.3. All information including submission dates and coursework questions will be released to students within a reasonable timeframe to allow the student to complete the coursework. All reasonable adjustments are therefore built into this process for all students, ensuring adequate opportunity to explore taught material prior to assessment.

Examinations

- 6.4. Any student who discloses a disability to a member of staff will be referred to the HOCS.
- 6.5. Students will be informed that they must be registered with the HOCS for any examination adjustments.
- 6.6. Students will need to provide valid professional evidence by the specified deadline date,
- 6.7. Deadline dates, by which students must apply to the HOCS in order to have reasonable adjustments in examinations will be set by the HOCS at the start of each academic year for both Semester A and B.
 - A minimum of four working weeks prior to the start of each examination period

Shared responsibility between Departments and HOCS

- 6.8. Departments and HOCS will share joint responsibility for ensuring that reasonable adjustments are put into place in an efficient and timely manner and for ensuring that students are kept appropriately informed.

Exceptional Circumstances

- 6.9. In exceptional circumstances, where a needs assessment or learning support agreement has been undertaken, alternative forms of assessment may be required as a result of a student's disability. In such cases, the HOCS will approach the relevant Module Leader to discuss. In line with our legal obligations, consideration will be given to any relevant competence standards that apply to the programme to ensure fairness and consistency of practice and the maintenance of professional practice requirements where relevant

Extenuation - Degree

- 6.10. If a student with a disability/specific learning difficulty is unable to complete a piece of coursework on time or attend an examination (or feel their performance may have been seriously impacted during an examination) the only way in which a disability would come within the scope of extenuation procedures would be if there was a serious, unpredictable, and unpreventable increase in the disability which might be expected to have a serious impact on performance. In this case full independent evidential support for the increase would need to be provided, in addition to evidence of the history of the disability. In these instances, students will be able to apply using UEL's Extenuation procedures in the usual way.

7. Academic Appeals

- 7.1. Students who wish to appeal against a decision of an Assessment Board may appeal in accordance with the procedure for Appeals against Assessment Board decisions.
- 7.2. An appeal may only be made on the following grounds:
- a. The assessment was not conducted in accordance with the current regulations for the programme, or there has been a material administrative error or some other material irregularity relevant to the assessments has occurred.
 - b. For a student with a disability or additional need, the initial needs assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not implemented.
- 7.3. Appeals will not be accepted on the grounds of disagreement with the academic judgement of an assessment board. These remain the exclusive prerogative of the Assessment Board.

Degree Appeals Process

- 7.4. Any student who wishes to appeal against the decision of an Assessment Board must:
- a. Notify the Head of Degree (Degree) of your intention to appeal within five working days of the publication of results.
 - b. Complete all sections of the notification of appeal form available from UEL (please contact Quality Assurance and Enhancement if you require the form in a different format).

- c. Attend a conciliation meeting with the Head of Degree to attempt to resolve your appeal (the meeting should be convened within 10 working days).
 - If you are dissatisfied with the outcome of the conciliation meeting you should submit the completed notification of appeal form to the Quality Assurance and Enhancement Office within five working days of the conciliation decision and Quality Assurance and Enhancement will formally investigate your appeal.
 - You are strongly advised to seek advice from the Students' Union Advice and Information Service before attempting conciliation and before completing the Notification of Appeal form. You may contact them on 020 8223 7025 or email: studentadvice@uel.ac.uk
 - Further information about the UEL appeals process, including copies of the formal Notification of Appeal Form, is available for view at www.uel.ac.uk/qa.

Diploma Appeals Process

- 7.5. Any student who wishes to appeal against the decision of an Assessment Board must:
 - a. Notify the College Director in writing of your intention to appeal within five working days of the publication of the results stating your grounds for an appeal
 - b. Attend a conciliation meeting with the College Director to attempt to resolve your appeal (the meeting should be convened within 10 working days).
 - If you are dissatisfied with the outcome of the conciliation meeting you should write to Trinity by email to drama@trinitycollege.com within five working days of the conciliation decision and Trinity will formally investigate your appeal.
 - Further information about the Trinity appeals process, , is available for view at <http://www.trinitycollege.com/>

8. Professional, Statutory and Regulatory Body Exemptions

- 8.1. Should any module/programme be unable to comply with any aspect of this Assessment and Feedback Policy as a result of requirements from a Professional, Statutory and Regulatory Body, a written request for relevant exemption(s) together with associated evidence from the Professional, Statutory and Regulatory Body, will be made to the Director of Academic Practice and Student Experience.
- 8.2. Exemptions(s) will only be valid upon receipt of written approval from the Director of Academic Practice and Student Experience.



1. Introduction

- 1.1. This policy and procedure document outlines the attendance requirements and procedure of absences for each student attending the BA (Hons) Professional Dance and Musical Theatre, Diploma in Professional Musical Theatre or Professional Dance, and the Foundation Course.
- 1.2. Short courses provided by Urdang are not subject to this policy document and their attendance requirements will be outlined to the students attending the particular course.

2. Attendance and Recording

- 2.1. Attendance is compulsory for all classes and the expectation is that a student will attend 100% of classes. Students who fall below 80% attendance without proper permission or extenuating circumstances will face disciplinary action (Please refer to *Disciplinary & Misconduct Policy: Students*).
- 2.2. There are three attendance categories:
 - 2.2.1. Present
 - 2.2.2. Absent without Permission
 - 2.2.3. Absent with Permission
- 2.3. Attendance is monitored through both the swipe in card system and in-class registers. Students must be shown as present on both to be recorded as present. If a student does not swipe in, or if a student is not recorded on the in-class register, they will be marked as absent without permission.
- 2.4. There is a swipe in card system at the Finsbury Town Hall (FTH) and Urdang 2 (U2). Students should swipe in and out each time they enter and leave the buildings. First and last time recordings will determine a student's attendance. If a student swipes in later or swipes out earlier than expected, according to their timetable, then they will be marked as absent without permission for the classes they have missed.
- 2.5. If the first class of the day is scheduled at an external site (e.g. The Lift) are not required to swipe in at FTH or U2 before their class. Attendance will be recorded by class their register and the first swipe in at FTH or U2 after the class as appropriate.

3. Late Students

- 3.1. Students must be ready to start their classes on time.

- 3.2. Any student who is late for their first class of the day, for any reason, must phone reception and explain the reason for their lateness. Reception will forward the call to the on duty attendance monitor who will record the details.
- 3.3. Students are not permitted to enter any 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 (Please refer to *Disciplinary & Misconduct Policy: Students*).

4. Absent without permission

- 4.1. If a student cannot attend college, for any reason, and they have not been granted permission prior to the date of their absence they will be marked as absent without permission.
- 4.2. Any student who has not been granted permission for an absence must phone **between 08:00 and 08:45** to inform the college of their absence and the reason why. Sending an email or leaving a voicemail is not acceptable.
- 4.3. Reception will forward the call to the on duty attendance monitor (usually the Courses Administrator & Pastoral Liaison Officer) who will record the details. In some instances the attendance monitor may inform the student that their reason for absence is not valid and they must come into the college.
- 4.4. Any student who does not follow the procedure outlined in 4.2 and 4.3 will be subject to disciplinary action.
- 4.5. Any student who is able to provide evidence of the reason for their absence, such as a doctor's certificate, may be able to have their absence changed from absent without permission to absent with permission retrospectively. This will be at the discretion of the Principal.

5. Absent with permission

- 5.1. If a student wishes to be absent from college, for any reason, they must get permission beforehand from the Principal only. Students must, in the first instance, notify the Principal via email, providing any supporting documents where possible. The Principal will then:
 - 5.1.1. Authorise the absence;
 - 5.1.2. Decline the absence;
 - 5.1.3. Request for more information; or
 - 5.1.4. Request a meeting.

- 5.2. Once permission for absence has been granted the attendance calendar will be updated and the student will not need to contact the college on the day(s) of the authorised absence. The student will be recorded as absent with permission.
- 5.3. If a student falls ill, is injured, or has some other emergency while at the college, which requires them to either miss a class or leave early, they must get permission from one of the following members of staff only.
- 5.3.1. Principal (Miss Pope)
 - 5.3.2. College Director (Mr Phillips)
 - 5.3.3. Treatment Manager/Artistic Director (Paul Hack)
 - 5.3.4. Heads of Department (Jeremy Powell, Lynsey McDougall, Nathan James)
 - 5.3.5. Courses Administrator & Pastoral Liaison Officer (Tracy Coupe)
 - 5.3.6. Foundation Course Coordinator (Greg McPherson Seward)
 - 5.3.7. Senior Tutors (Laurann Brown, Hannah Chissick, Miss Beckley)
- 5.4. No other member of staff can authorise absences. If one of the above members of staff is not available the student must wait until such time as one does become available. The staff member will then issue a permission slip to the student for a 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 misses a class without first speaking to a designated member of staff will be marked absent without permission and may face disciplinary action.

6. Acceptable reasons for absence

- 6.1. The following list of acceptable reasons for absenteeism is not exhaustive as each request for permission to be absent is assessed on a case by case basis. Permission may be denied a student if their current attendance has fallen below 80%. In all instances the student must get permission beforehand and provide supporting evidence. Students 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. Close family death/emergency
 - 6.1.3. Funerals
 - 6.1.4. Severe injury
 - 6.1.5. Doctor or Hospital appointment
 - 6.1.6. Appointments with official government bodies
 - 6.1.7. Court appearances
 - 6.1.8. Auditions
 - 6.1.9. Job Interviews

7. Unacceptable reasons for absence

7.1. The following list of unacceptable reasons for absenteeism is not exhaustive as each request for permission to be absent is assessed on a case by case basis. Students who are declined a request to be absent and subsequently do not attend will face disciplinary action.

- 7.1.1. Holiday
- 7.1.2. External Performances
- 7.1.3. Work commitments (other than job interviews)
- 7.1.4. Light injury
- 7.1.5. Bank appointments
- 7.1.6. Landlord appointments
- 7.1.7. Fatigue

8. Amendments to attendance policy

- 8.1. The attendance policy will be reviewed in August before the start of each academic year; however amendments to the attendance policy as outlined above may be implemented at any time throughout the year in accordance with the needs of the Academy.
- 8.2. Amendments to the attendance policy as outlined above must be ratified 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.

Communication Policy

1. Purpose

- 1.1. This statement sets out certain expectations which will help to ensure that communications between all members of the academy community are clear, professional, timely and appropriate.

2. Rationale

- 2.1. The key objective of this Policy and Procedure is to ensure that there is engagement and open communication with staff at all levels of the organisation.
- 2.2. The policy will support information flow as well as providing a better understanding of how decisions are taken and why. It will allow for the clarification of achievement and open and involved communication. Effective communications and briefings are vital to achieving co-operation of staff to meet the organisation's objectives and progress and review Academy performance.

3. Responsibilities

- 3.1. This procedure applies to all members of staff working for Urdang Ltd and Urdang Schools Ltd trading as Urdang Academy.

4. Meetings

- 4.1. There is an integrated programme of meetings to facilitate involvement of staff both formal and informal. The meetings schedule stipulates the minimum standard of frequency of communications.
- 4.2. All meetings should be structured, planned at the start of each year and held on a regular basis. Formal meetings such as Board meetings and Shareholder meetings will be minuted and members invited to contribute to the agenda. It is important that time is put aside for structured opportunities for staff to engage in team working and to contribute to departments' reflection on its priorities, activities and future plans. For all other meetings notes should be taken, action points progressed and feedback given to staff.
- 4.3. Refer to Appendix I Meetings Roles and Responsibilities.

5. Availability of Minutes/Notes of Meetings

- 5.1. Minutes of meetings should be circulated to all attendees of the meeting with a copy being sent to the Managing Director and/or Principal. Minutes of each meeting should be written up within 48 hours of the meeting and sent to the Chair for approval. Minutes should be distributed to the attendees within 5 working days of the meeting taking place. Actions should be clearly stated and undertaken as agreed at meetings.

6. Email and Internet

- 6.1. Each member of staff has access to email and internet facilities where appropriate.
- 6.2. Internet and email access is provided in support of the business of The Urdang Ltd and Urdang Academy. Staff are encouraged to make full use of the facilities it offers in their work.

7. Employer's Vicarious Liability

7.1. An employer will be held liable for any representations made or contractual arrangements entered into by its employees if it is reasonable for a third party to assume that such employees were acting with the employer's authority. Liability may also extend to illegal or unlawful activities carried out by employees that are linked to the employer. Staff should always ensure they observe The Urdang's guidelines and any other relevant policies on employee conduct when on-line, just as you would have to when off-line.

7.2. Remember:

- Casual contractual undertakings given in a business context may bind the Academy unintentionally.
- The Academy may be sued for inaccurate statements or misrepresentations.
- Some statements may amount to defamation.
- Unlawful or unfair processing of personal data may cause the Academy to be in breach of its data protection obligations.
- Illegal or unlawful activities may incur criminal liability for the Academy.

8. Monitoring & Review

8.1. Urdang Ltd and Urdang Academy will continue to review the communication process to reflect the needs of the organisation and the Academy supporting an open and transparent culture.

Chair of the Meeting

1. Prior to the meeting
 1. Circulate the agenda to attendees prior to the meeting
 2. Set timetable of meetings for the year
 3. Ensure meetings take place
 4. Approve any agenda items submitted prior to the meeting

2. During the meeting
 1. Introduce the agenda
 2. Review minutes from the previous meeting and make agreed changes
 3. Take questions
 4. Control the meeting
 5. Ensure start and finish times are adhered to
 6. Stop inappropriate discussions on items not covered by the agenda
 7. Agree any relevant topics to be carried forward to the next meeting
 8. Ensure minute taker records any action points and decisions

3. After the meeting
 1. Check and correct the draft minutes
 2. Ensure actions are completed to timescale
 3. Ensure information is cascaded as appropriate

Minute Taker

1. Prior to the meeting
 1. Send the draft agenda to the chair for approval 2 weeks prior to each meetings (as appropriate)
 2. Book suitable venue as appropriate
 3. Prepare agenda, previous minutes and any other documents for all members
 4. Set-up venue for meeting as necessary

2. During the meeting
 1. Take concise notes of discussion
 2. Record all action points, including who action is for and completion date

3. After the meeting
 1. Ensure the draft minutes are sent to the chair within 48 hours of the meeting
 2. Ensure minutes are stored and saved in the appropriate place (i.e. on the server and in hard copy)

Attendees

1. Read the previous minutes and action lists
2. Send apologies if unable to attend the meeting as soon as possible
3. Turn up on time
4. Circulate information as appropriate
5. Listen to the contribution of others
6. Respect other attendees' opinions
7. Respect the decisions of the chair
8. Reach consensus
9. Refer any unresolved items up to the next level of meeting
10. Do not share minutes to inappropriate individuals and departments

1. Procedure

- 1.1. In line with the Data Protection Act and confidentiality the Academy is unable to disclose any information with regard to students' progress or attendance at this college.
- 1.2. Students are therefore requested to sign a release form giving the Academy permission to inform to those named on the form of matters relating to their training. The student will be informed that they have the right to decline.

2. Data Protection

- 2.1. The Data Protection Act 1998 is concerned with the processing of computerised and manual information about living individuals (personal data) and gives rights of access to the individuals who are the subject of that information. Further, the Act places certain obligations on the Academy's data user, in respect of the personal information it processes or causes to be processed on its behalf by third parties.
- 2.2. A data user must notify the Information Commissioner unless covered by the exclusions in the Act. Thus, the Academy must complete a notification covering all personal data presently held, specifying:
 - a general description of security measures
 - the purposes for which the data is used
 - a description of the data and the data subjects
 - the sources and disclosures applicable to the information comprising the data; and
 - the countries outside the European Economic Area to which the data is transferred (overseas transfers)
- 2.3. Notification has to be updated as and when changes occur in any of the 'registrable particulars'. The holding and processing of unnotified data, which is covered by the Act, is a criminal offence and is subject to unlimited fines. The Academy, therefore, must operate within the terms of its notification.
- 2.4. You must:
 - not access, process or disclose any personal data other than is necessary, within the terms of the Academy's notification, to carry out the role for which you are employed; and
 - understand that any change in 'purposes, description, sources, disclosures, overseas transfers' of the personal data under your control may require an amendment to what has been notified

3. Monitoring of Electronic Mail and the Internet

- 3.1. You must not use the Academy's email or internet system for personal use unless notified otherwise by Management.

3.2. The Academy reserves the absolute right to monitor employees' use of e-mail and/or internet.

4. Electronic Mail and the Internet

4.1. Misuse of the e-mail/Internet can expose the Academy to significant risk. Therefore, you must only use e-mail 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.

4.2. You must not send or download defamatory, offensive or pornographic e-mail.

4.3. Copies of e-mail should be retained where appropriate (as e-mail is a form of documentation which could be 'discoverable' in legal proceedings).

4.4. You are reminded that e-mail is not 'private' and the Academy reserves the right to access e-mail and audit the use of the system.

5. Information Security

5.1. You must take the appropriate steps to guard against unauthorised access to, alteration, accidental loss, disclosure or destruction of data.

5.2. 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. Electronic Mail

Policy

6.1. The use of the e-mail system within the Academy is encouraged, as its appropriate use facilitates communication and improves efficiency. Used correctly, it is a facility that is of assistance to many employees. Inappropriate use causes many problems ranging from minor distractions to legal claims against the Academy. This section sets out the Academy's view on the correct use of the e-mail system, and explains how this can be achieved, as well as the Academy's responses to inappropriate use.

Authorised Use

6.2. The e-mail system is available for communication on matters directly concerned with the business of the Academy. Employees using the e-mail system should give particular attention to the following:

- the standard of presentation: the style and content of an e-mail message must be consistent with the standards the Academy expects from written communications
- the extent of circulation: e-mail messages should only be sent to those employees for whom they are particularly relevant
- the appropriateness of e-mail: e-mail should not be used as a substitute for face to face communication; "Flame-mails" (e-mails that are abusive) can be a source of stress and can damage working relationships, while hasty messages, sent without proper consideration, can cause unnecessary misunderstandings

- the visibility of e-mail: if the message is confidential, the user must ensure that the necessary steps are taken to protect confidentiality
- the Academy will be liable for any defamatory information circulated either within the Academy or to external users of the system; and
- e-mail contracts: offers or contracts transmitted via e-mail are as legally binding on the Academy as those sent on paper

Unauthorised Use

6.3. The Academy will not tolerate the use of the e-mail system for any of the following:

- any message that could constitute bullying or harassment (e.g. on the grounds of sex, race, age or disability)
- personal use, e.g. social invitations, personal messages, jokes, cartoons or chain letters
- on-line gambling
- accessing pornography; and
- downloading or distributing copyright information and/or any software available to the user

7. Internet

Policy

7.1. The use of the Internet within the Academy is encouraged, as its appropriate use provides access to a wide range of useful information. Used correctly it is a facility which can be of valuable assistance to the Academy and to employees in the performance of their jobs. Inappropriate use causes many problems, ranging from excessive costs for the Academy to possible legal claims against the Academy.

Authorised Use

7.2. Access to the Internet in working hours is provided to employees for matters directly concerned with the business of the Academy. You may use the Internet for personal matters only before and after your normal working hours or during your lunch break. You should be aware that:

- leaving Internet access open while away from your desk means that unauthorised use may occur in the absence and be attributable to you
- spending long periods of the working day on the Internet means normal work is not being done or colleagues are picking up an unequal share; and
- telephone records and system records may be used to monitor your use of the Internet

Unauthorised Use

7.3. The Academy 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 web site

7.4. This is not an exhaustive list.

Computer Software

- 7.5. Because of potential virus infection and consequent damage to the business, you must not load any software into any computer via any source, including memory sticks, flash drives, pen drives, or any portable memory devices, without the prior approval of management. Approval will only be given after virus checking.
- 7.6. Virus protection software is maintained and periodically updated.
- 7.7. Under no circumstances must you load games or free issue software onto Academy equipment.
- 7.8. If a specific application programme is necessary for your work, then it will be purchased by the Academy for your use.
- 7.9. You must not make 'pirate' copies of Academy owned software for use by other persons either inside or outside the Academy. This not only breaks Academy rules, it is an illegal practice
- 7.10. All of the above applies if you are using the IT system remotely as well as when you are in the Academy.

Disciplinary & Misconduct Policy: Students

1. Policy

1.1. The disciplinary procedures will be used if a student fails to conduct themselves in a manner that is in harmony with the Academy Policies and Procedures. This also includes any other behaviour that would adversely affect another student or staff member or cause a detriment to the reputation of the Academy.

1.2. Some examples of unacceptable behaviour include:

- falling below the 80% attendance rule in Dance, Musical Theatre or Contextual Studies
- bullying a fellow student
- stealing
- taking drugs or alcohol on the premises
- being rude to staff
- making derogative remarks about the Academy, 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 guideline purposes only.

2. Procedure

2.1. The disciplinary procedures have 4 distinct stages:

Stage 1:

A verbal warning will be given by the Courses Administrator & Pastoral Liaison Officer and a note will be kept on the student file until the end of the course.

If there has not been an improvement then the issue will move up to the second stage of the procedure.

Stage 2:

A meeting will take place with the Principal and a written warning will be issued. A copy of this will be kept on the student file until the end of the course.

If there has not been an 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 a written warning will be issued. A copy of this will be kept on the student file until the end of the course.

If there has not been an improvement then the issue will move up to the fourth stage of the procedure.

Stage 4:

At this stage the student will receive a notification of exclusion from the Academy by the Principal.

- 2.2. There is no formal requirement to go through each of the 4 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 of 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, 3 and 4 the appeal should be given in writing to the Managing Director within 7 working days of the writing warning being issued. The Managing Director will respond to the appeal in writing with 14 working days.

1. Definition and Related Symptoms

- 1.1. **Anorexia nervosa, bulimia nervosa and compulsive, or 'binge', eating disorder** are three illnesses that have separate and distinct criteria for the purposes of diagnoses. Doctors are very precise about the factors that need to be present before one of these labels can be formally applied. It is impossible to completely separate signs and symptoms of the eating disorders. There is a lot of overlap and many experience all three illnesses to a greater or lesser degree at some point.
- 1.2. Major common threads running through eating disorders include: low self-esteem, self-hatred, disgust at weight and shape, obsession with food, mood swings and depression.
- 1.3. **Some of the physical, psychological and behavioural problems in someone with an eating disorder:**
 - rapid weight loss
 - fine downy hair on the face and body
 - denying that the problem exists and refusing to believe they are dangerously thin
 - obsessed with looking at themselves in the mirror
 - absence of periods in women and lack of sperm development in men
 - bones may break more easily and decaying teeth (both due to a lack of calcium)
 - bad breath
 - swollen stomach and ankles, dizziness, poor circulation, coldness, blue fingers and toes
 - excessive use of laxatives or diuretics
 - unable to accept advice concerning their eating habits and weight
 - insisting that they have eaten when they have not
 - not wanting to eat in the company of others or nibbling constantly in front of others
 - excessive exercise
 - mood swings and depression
 - panic attacks
- 1.4. This list is not exhaustive and is only a guideline to recognise a problem that may need further professional help.

2. Procedure of care

- Establish Body Mass Index (which may indicate the severity of anorexia).
- Establish whether or not menstruation has ceased
- Communication with parents by the Courses Administrator & Pastoral Liaison Officer if the student is under 18years or in immediate danger
- Dance restriction imposed until target weight is gained
- Target weights in anorexia with agreed dates, or orderly eating patterns in bulimia both of which need to be agreed after full discussion with the student.
- Frequency of weighing and by whom to be decided by the Principal and the Courses Administrator & Pastoral Liaison Officer

- Referral to a professional practitioner will be strongly encouraged and advised and may be made a condition of continued attendance at the college
- Management of the Care Plan will be put in a confidential locked file kept by the Principal
- In extreme cases, the college may not be able to implement the procedure for care. The Principal may then decide that the student should be managed at home and by professional practitioners
- It is important that parents of students who are under 18 years are aware that Urdang Academy has a pro-active policy on eating disorder and it will be explained to parents and of those who are affected

Environmental Policy

1. Purpose

- 1.1. This policy sets out the steps which the Academy will take to minimise the impact of its operations on the environment.

2. Rationale

- 2.1. The Academy cares about the environment in all its forms and recognises that environmental effects must be an integral part of company business.

3. Responsibilities

- 3.1. The Academy is committed to minimising the impact of its operations on the environment by means of a programme of continuous improvement. All staff have responsibilities in this area. In particular, the Academy will:

- meet and, where reasonable and practicable exceed, the requirements of all relevant legislation
- integrate environmental factors into business decisions
- seek to reduce consumption of materials in all operations, reuse rather than dispose whenever possible, and promote recycling and the use of recycled materials
- implement energy and water conservation schemes
- design energy efficiency into new services and buildings and manage energy wisely in all operations
- reduce, wherever reasonably practicable, the level of harmful emissions
- work with our suppliers to minimise the impact of their operations on the environment through a quality purchasing procedure
- site our buildings and structures so as to minimise visual, noise and other impacts on the local environment
- include environmental issues in training programmes and encourage sound environmental practices by all staff
- respond to the concerns of the local community and other interested parties

1. Equal Opportunities Statement

- 1.1. Urdang Academy opposes discrimination in all its forms. It is an equal opportunities employer and operates an ethos and structure of inclusion and equality. Staff and students are entitled to receive from each other; courtesy, respect and support professionally and personally, irrespective of race, colour, nationality, ethnic or national origin, religion or belief, disability, trade union membership or non-membership, sex, sexual orientation, pregnancy and maternity, gender reassignment, marriage/civil partnership, age, or on the basis of being a part-time or fixed term worker.
- 1.2. All members of staff are recruited, trained and promoted according to their ability, the requirements of the job and similar objectives and relevant criteria.
- 1.3. Any discriminatory behaviour should be reported to the Managing Director.
- 1.4. In promotion of this policy the Academy will endeavour to meet in full the statutory requirements of the Equality Act 2010.

2. Employment

- 2.1. The administrative staff are selected for their ability to perform a range of office and administrative functions. The teaching staff are suitably qualified persons with teaching qualifications and/or experience of performing arts.
- 2.2. Every PAYE post has a job description detailing the responsibilities of the role. The content of the job descriptions are reviewed at appraisal to ensure they are accurate, current and give the opportunity for progression. Promotions are reviewed to ensure decisions are based on merit and are free from discrimination. Urdang provide staff with the opportunity for training and development.
- 2.3. All of the Academy's Policies and Procedures are reviewed to ensure they are free from discrimination.
- 2.4. Consideration is given to lone parents and those with child care responsibilities in that flexible working patterns and statutory maternity and paternity leave are awarded. Where reasonably practicable, working arrangements will be made to meet the cultural or religious needs of staff.
- 2.5. The Company Directors will work with staff that have any mental or physical impairment or disability to ensure their working environment allows the employee to carry out their work effectively. The Directors will strive to make any reasonable adjustments necessary to ensure disabled employees are not put at a disadvantage either during the recruitment process or in carrying out daily duties.
- 2.6. The age of the administrative and teaching staff is not prohibitive to employment. We do not practice age discrimination.

3. Recruitment

- 3.1. The Academy's recruitment policy reflects the value of equality of opportunity. Posts are advertised externally, in relevant publications, recruitment internet sites, and internally at the same time. Applicants are asked to submit their CV with a covering letter. Applicants are requested to complete an equal opportunities form to enable Urdang to monitor applicants and ensure active discouragement of any discrimination during the recruitment

process. Any applicant with a disability who meets the essential criteria of the post will be guaranteed an interview regardless of any mental or physical impairment or disability.

3.2. The Academy welcomes applications from ethnic minorities. The Academy keeps under review the percentage of ethnic minority staff and aims for a balanced representation.

4. Racial Discrimination

4.1. Staff can be assured of an environment that is free from racial discrimination and abuse. Staff are drawn from a wide range of racial, cultural and religious backgrounds. Proven discrimination will lead to action under the Disciplinary Procedure. The Academy requires all staff to identify and counter all forms of direct and indirect discrimination within the Academy.

5. Religion

5.1. Staff 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.

6. Sexism and Sexual Orientation

6.1. The Academy practices a non-discriminatory policy for staff. Sexist, physical or verbal abuse will not be tolerated and may be subject to action under the Disciplinary Procedure. The Academy seeks to encourage an equally balanced female and male workforce. This is recorded and reviewed. The Academy welcomes staff regardless of their sexual orientation.

7. Gender Reassignment

7.1. The Academy is committed to being a fair and inclusive employer and will not discriminate against an applicant, employee or student who is undergoing, or who has undergone, gender reassignment.

7.2. Transsexual staff and students are entitled to be treated with respect and permitted to perform their roles free from harassment and unfair discrimination. The Academy views harassment or discrimination against student or member of staff on any grounds as a serious disciplinary offence.

7.3. An employee going through the process of gender reassignment can seek support from their line manager or the Quality Assurance and HR Manager. It is a matter of personal choice as to who is contacted but it is recommended that the contact person works with the employee to agree an action plan to cover the period of their transition. It is imperative that confidentiality is maintained at all times for staff who may be undergoing transition or have in the past undergone gender reassignment.

7.4. All members of staff should try to refer to the transsexual person by their new name and use pronouns appropriate to their new gender role.

7.5. If a member of staff is in possession of gender recognition certificate it is unlawful to disclose their transgendered status without their consent.

8. Marriage/Civil Partnership

8.1. All people have a right of equality of opportunity irrespective of marriage/civil partnership. Urdang wishes to be recognised by the community as an organisation which provides good employment and educational opportunities for people who are married or in a civil partnership and we wish individuals who apply to us as an employee to know that they will receive fair treatment and be treated solely on their ability.

8.2. The Academy will operate within the legislative framework of the Equality Act 2010 and strive, wherever possible, to go beyond legal compliance.

9. Disability

- 9.1. The Academy is committed to providing equal opportunities for all staff and contracted staff regardless of any disability.
- 9.2. All Academy printed information and documentation is available in large print for those with any visual impairment. This policy sets out the steps which the Academy will take to minimise the impact of its operations on the environment.

1. Policy

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

2. Equal Opportunity Statement

- 2.1. The Urdang Academy 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. The Academy 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. The Academy 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. Urdang 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. The Academy 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. The Academy 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 the Academy is continually promoting and attracting a wide variety of students without discrimination.

6. Students at the Academy

- 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 the Academy 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 the Academy's 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. The Academy requires staff and students to identify and counter all forms of direct and indirect discrimination within the Academy. The Academy seeks to ensure that the curriculum content, teaching and library materials do not overtly or covertly discriminate against ethnic minorities. The Academy will provide additional support for those students who do not speak English as their first language.
- 7.3. The Academy welcomes applications from ethnic minorities both as staff and students. The Academy 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. The Academy 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. The Academy 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 the Academy actively encourage them to apply to audition for the college. There are specific awards available for male students at the college to which they may apply.
- 9.5. The Academy welcomes staff and students regardless of their sexual orientation.

10. Gender Reassignment

- 10.1. The Academy is committed to being a fair and inclusive employer and will not discriminate against an applicant, employee or student who is undergoing, or who has undergone, gender reassignment.
- 10.2. Transsexual staff and students are entitled to be treated with respect and permitted to perform their roles free from harassment and unfair discrimination. The Academy views harassment or discrimination against students or members of staff on any grounds as a serious disciplinary offence.
- 10.3. A student going through the process of gender reassignment can seek support from the Pastoral Care Officer or a nominated member of staff, who will refer the student to the appropriate counselling service. It is a matter of personal choice as to who should be contacted but it is recommended that the contact person works with the student to agree an action plan to cover the period of their transition. It is imperative that confidentiality is maintained at all times for students who may be undergoing transition or have in the past undergone gender reassignment.
- 10.4. All members of the Academy and Academy staff should try to refer to the transsexual person by their new name and use pronouns appropriate to their new gender role.
- 10.5. If a student is in possession of a gender recognition certificate it is unlawful to disclose their transgendered status without their consent.

11. Marriage/Civil Partnership

- 11.1. All people have a right of equality of opportunity irrespective of marriage/civil partnership. Urdang wishes to be recognised by the community as an organisation which provides food employment and educational opportunities for people who are married or in a civil partnership and we wish individuals who apply to us as a student to know that they will receive fair treatment and be treated solely on their ability.
- 11.2. The Academy will operate within the legislative framework of the Equality Act 2010 and strive, wherever possible, to go beyond legal compliance.

12. Disabilities

- 12.1. Applicants for the full time courses are encouraged to audition regardless of any disability and the opportunity is given to each candidate to discuss how, with support, they can overcome any restrictions to their learning. The Academy application form encourages students to provide information about their known support needs. There will be active liaison with relevant agencies and organisations to enable an effective response to be offered to prospective students with additional support needs. Teaching staff and management will ensure that any barriers to participation are minimised wherever possible. Accepted students are given every support to participate fully in the course.
- 12.2. The Academy strives to ensure that students with learning difficulties will have access to additional learning support. The Academy will offer appropriate support services to provide a high quality service.

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

13. Access

13.1. The Academy is situated in a fully accessible building with access for wheelchair users including a portable ramp to the front of the building, a permanent ramp at the rear of the building and lift to the upper floor. The building has disabled toilets and showers for staff and students.

1. Purpose

- 1.1. The purpose of the grievance procedure is to ensure that, as far as possible, grievances are dealt with and resolved informally through discussion between the aggrieved employee and their line manager. Grievances are concerns, problems or complaints raised by an employee and must be made in writing. However, before using the grievance procedure it is expected that an employee will try to resolve their complaint informally if at all possible. The formal stage of the procedure should only be used when the informal stage has failed to resolve the issue or is not making progress at reasonable speed.

2. Scope

- 2.1. This procedure applies to all Urdang employees and freelance tutors.

3. Policy

- 3.1. While the Academy makes every effort to ensure that all staff are provided with the support and advice required, they may feel that they are not receiving the guidance they need, or that the Academy has failed them in some way.

4. Procedure

- 4.1. In the first instance, the member of staff should discuss the issue with their line manager where it is anticipated that such matters can be resolved. A record of this meeting and any agreed action will be kept by mutual consent.
- 4.2. If an issue still exists a formal written outline of their grievance and the circumstances surrounding it should be submitted to the Quality Assurance & HR Manager ("QAHRM") who will make every effort to investigate the grievance and either remedy the situation or provide a full explanation of the case.
- 4.3. The procedure for lodging a formal complaint is outlined below.

Step 1 The formal grievance should be put in writing to the QAHRM who will acknowledge receipt of the grievance within seven working days.

Step 2 The QAHRM will advise any members of staff involved that a grievance has been lodged and will undertake an investigation into the complaint. Any documentary evidence must be submitted with the complaint to be considered and any interviews will be conducted by the QAHRM and one other appropriate member of staff. Minutes will be taken and placed on file.

Step 3 If the QAHRM determines, following the investigation, that there is no justification for the grievance or that the grievance does not fall within the remit of the grievance procedure and requires to be dealt with in another way the QAHRM will inform complainant and if appropriate, other members of staff and advise the appropriate procedure for dealing with the issue.

If the QAHRM determines, following an investigation, that there is justification for the grievance, the QAHRM shall arrange for its redress and invoke, if necessary, the Urdang Academy Staff Disciplinary procedures.

Step 4 The decision and outcome will be communicated in writing within fourteen working days.

4.4. If any grievance is brought against, or directly involves the QAHRM, the above procedure will be dealt with by the College Director.

5. Right of Appeal

5.1. If unsatisfied that the grievance has been dealt with appropriately there is a right of appeal to the Principal. The appeals procedure is outlined below.

Step 1

The appeal should be put in writing to the Principal who will acknowledge the receipt of the appeal within seven working days. The Principal will consider the appeal based on the evidence provided and discussions deemed appropriate.

Step 2

The outcome of the appeal will be communicated in writing within 14 working days.

5.2. If the grievance is against the Principal the whole procedure will be dealt with by the QAHRM and the right of appeal will be to the Managing Director.

Grievance Policy: Students

1. Policy

- 1.1. While the Academy makes every effort to ensure that all students are provided with the support and advice required, a student may feel that they are not receiving the guidance they need, or that the Academy has failed them in some way.
- 1.2. In the first instance, the student should discuss any issues of concern with the Courses Administrator & Pastoral Liaison Officer or their Year Tutor if it is anticipated that such matters can be resolved. A record of this meeting and any agreed action will be kept by mutual consent of the Courses Administrator & Pastoral Liaison Officer and/or Year Tutor and the student.
- 1.3. If an issue still exists the student should submit a formal written outline of their grievance and the circumstances surrounding it to the College Director who will make every effort to investigate the grievance and either remedy the situation or provide a full explanation of the case. The following procedure should be followed:
 1. The formal grievance should be put in writing to the College Director who will acknowledge the receipt of the grievance within 7 working days, advise any member of staff involved that a complaint has been lodged and consider the complaint based on the evidence provided and discussions deemed appropriate.
 2. The College Director will determine whether or not there is justification for the grievance or if the grievance does not fall within the grievance procedure and requires to be dealt with in another way.
 3. If there is justification for the grievance, the College Director will arrange for the appropriate action to be taken.
 4. Any decision will be communicated to the student in writing within 21 days.
- 1.4. If a student still does not feel satisfied that their grievance has been dealt with appropriately, they should contact the Principal and make a formal complaint
- 1.5. Complaints should be put in writing to the Principal who will acknowledge the receipt of the complaint within 7 working days consider the complaint based on the evidence provided and discussions deemed appropriate.
- 1.6. Any decision will be communicated to the student in writing within 21 days.
- 1.7. Any student found to be making a malicious complaint that is not founded may be dealt with under the Disciplinary Procedures.

1. Policy

- 1.1. The Academy strives to ensure that students and staff operate in a manner that is conducive to learning in a non-threatening environment. To this end this policy is for the benefit of students and tutors, for use in all teaching situations. All departments adhere to the guidelines set out below.
- 1.2. This policy is publicly available and dedicated to the enhancement of learning for students, and a clear code of practice for teaching and administrative staff. It operates in line with Child Protection Issues with all students and staff being made aware of the guidelines. In the case of inappropriate touching disciplinary action will be taken by the Academy Directors.

2. Why touch is helpful

- 2.1. The use of touch has been an inherent part of dance, singing and acting training helping students understand muscular control and the physical sensation they are undertaking. In a public area such as a dance, singing and acting class it is generally non-threatening and can be more useful than verbal instructions.
- 2.2. To demonstrate correct skeletal alignment or the use of specific muscle groups a simple demonstration can be the most effective way to show students how to make adjustments. In a class setting staff will, where necessary, use one or two hands to correct and guide students. In the case of private singing lessons staff will ask permission from the student before touching. The intention behind all touching will be professional and unambiguous.

3. When touch is not helpful

- 3.1. Touching, for whatever reason, may be thought unhelpful when the student considers the touch inappropriate to the enhancement of learning. A student may ask not to be touched at any time, and are free to sign the declaration form.

4. How to object to touch

- 4.1. Students have the right to object to being touched by any member of staff. They may sign a written objection, which will be adhered to throughout the college. Staff will be informed of this request; it is then up to the student to remind a member of staff should they attempt to physically correct them.
- 4.2. Should a student be offended by the touch of a staff member they should report this incident to the QAHRM.

1. Policy

- 1.1. The Academy is committed to creating a harmonious working environment, which is free from harassment and bullying and in which every employee and student is treated with respect and dignity.
- 1.2. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.
- 1.3. Harassment is an unacceptable form of behaviour. The Academy is committed to protecting students, staff and any other person for whom the Academy has a special responsibility from any form of harassment, which might inhibit them from pursuing their work or studies, or from making proper use of Academy facilities. Complaints of harassment will be taken seriously and may lead to disciplinary proceedings. All members of staff and students have a personal responsibility to ensure that their behaviour is not contrary to this policy and are encouraged to ensure the maintenance of a working environment in the Academy, which is free from harassment.
- 1.4. Harassment may take many forms, occur on a variety of grounds and may be directed at an individual or group of individuals. Harassment may occur between people of the same sex or the opposite sex. It can range from extreme forms such as violence and bullying, to less obvious actions like ignoring an individual. It is not the intention of the perpetrator but the deed itself and the impact on the recipient, which determines what constitutes harassment. Whatever the form of harassment it will be unwanted behaviour, which is unwelcome and unpleasant.
- 1.5. The following categories can all be considered as types of harassment:
 - physical contact ranging from touching to serious assault
 - verbal and written harassment through jokes, offensive language, gossip and slander, emails
 - isolation or non-cooperation at work, exclusion from social activities
 - intrusion by pestering, spying, following etc.

This list is not exhaustive.

- 1.6. Harassment and bullying are unacceptable behaviours at work and will be treated as misconduct, which may include gross misconduct leading to dismissal. All employees and students must comply with this policy. The Academy will be responsive and supportive to any student or member of staff who complains of harassment.
- 1.7. Any allegation of harassment, even if not substantiated, will be recorded in the personnel or student files of both the perpetrator and the victim.

2. Procedure

2.1. Advice may be sought or complaints pursued through any of the channels listed below:

- QAHRM
- The Principal
- Heads of Department

2.2. Everyone is entitled to seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the start of the disciplinary proceedings. Any of the advisers listed above may be approached in the first instance; those approached will direct the member of staff or student elsewhere if it seems most likely to meet their needs.

2.3. Enquiries about harassment will be responded to promptly and sensitively. The Academy staff listed above will discuss the range of options available to staff or students on an entirely confidential basis and whenever possible assist them in resolving the problem informally in the first instance.

2.4. Urdang will offer advice on the options for support to those involved in any incident involving abuse, aggression, harassment or actual violence in the work place.

2.5. Whilst this procedure is designed to assist genuine victims of harassment, you should be aware that if you raise complaints, which are proven to be an attempt to cause trouble for another member of staff or student, you will become subject to proceedings under the Disciplinary Procedures.

3. Harassment from members of Urdang staff (including self-employed and contract staff) or students

3.1. If any student or member of staff believes he/she is being harassed the matter should immediately be brought to the attention of the QAHRM or the Principal. If the perpetrator in question is the Principal, then the College Director will deal with the complaint and the appeal will be dealt with by the Managing Director. If the perpetrator is the QAHRM then the College Director will deal with the complaint and the appeal will be dealt with by the Principal.

3.2. When a complaint has been made it will be investigated thoroughly and as quickly as possible, ensuring the rights of the alleged perpetrator are protected as well as those of the complainant.

3.3. The QAHRM or Principal will implement the Disciplinary Procedures if they consider it necessary.

3.4. It is preferable for all concerned that complaints of harassment are dealt with internally and informally whenever possible and that action should be taken immediately.

3.5. Formal procedures may be necessary where an informal approach has failed to resolve the complaint satisfactorily.

4. Harassment from a visitor

- 4.1. If a student or member of staff alleges harassment from a visitor, the allegations must be immediately and thoroughly investigated by the QAHRM or the Principal.
- 4.2. If the allegations appear to be substantiated the visitor should be invited to attend a meeting with the QAHRM or the Principal who will inform the visitor of the allegations. The visitor should be made aware of Urdang's policy on harassment and it should be reinforced that Urdang does not tolerate any form of harassment.
- 4.3. Should the harassment continue after the meeting, the visitor perpetrating the harassment will be sent a warning letter from the QAHRM or the Principal stating that if the harassment continues they will not be permitted to enter the Academy or any related venue associated with the Academy.

5. Policy

- 5.1. The Academy is committed to creating a harmonious learning environment, which is free from harassment and bullying and in which every student is treated with respect and dignity.
- 5.2. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them.
- 5.3. Harassment is an unacceptable form of behaviour. The Academy is committed to protecting students, staff and any other person for whom the Academy has a special responsibility from any form of harassment, which might inhibit them from pursuing their work or studies, or from making proper use of Academy facilities. Complaints of harassment will be taken seriously and may lead to disciplinary proceedings. All members of staff and students have a personal responsibility to ensure that their behaviour is not contrary to this policy and are encouraged to ensure the maintenance of a working environment in the Academy, which is free from harassment.
- 5.4. Harassment may take many forms, occur on a variety of grounds and may be directed at an individual or group of individuals. Harassment may occur between people of the same sex or the opposite sex. It can range from extreme forms such as violence and bullying, to less obvious actions like ignoring an individual. It is not the intention of the perpetrator but the deed itself and the impact on the recipient, which determines what constitutes harassment. Whatever the form of harassment it will be unwanted behaviour, which is unwelcome and unpleasant.
- 5.5. The following categories can all be considered as types of harassment:
 - physical contact ranging from touching to serious assault
 - verbal and written harassment through jokes, offensive language, gossip and slander, emails
 - isolation or non-cooperation at work, exclusion from social activities
 - intrusion by pestering, spying, following etc.
- 5.6. This list is not exhaustive.
- 5.7. Harassment and bullying are unacceptable behaviours at college and will be treated as misconduct, which may include gross misconduct leading to expulsion. All students must comply with this policy. The Academy will be responsive and supportive to any student or member of staff who complains of harassment.
- 5.8. Any allegation of harassment, even if not substantiated, will be recorded in the personnel or student files of both the perpetrator and the victim.

6. Procedure

6.1. Advice may be sought or complaints pursued through any of the channels listed below:

- The Principal
- College Director
- QAHRM
- Heads of Department
- Courses Administrator & Pastoral Liaison Officer

6.2. Everyone is entitled to seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the start of the disciplinary proceedings. Any of the advisers listed above may be approached in the first instance; those approached will direct the member of staff or student elsewhere if it seems most likely to meet their needs.

6.3. Enquiries about harassment will be responded to promptly and sensitively. The Academy staff listed above will discuss the range of options available to students on an entirely confidential basis and whenever possible assist them in resolving the problem informally in the first instance.

6.4. Urdang will offer advice on the options for support to those involved in any incident involving abuse, aggression, harassment or actual violence in the work place.

6.5. Whilst this procedure is designed to assist genuine victims of harassment, you should be aware that if you raise complaints, which are proven to be an attempt to cause trouble for another member of staff or student, you will become subject to proceedings under the Disciplinary Procedures.

7. Harassment from members of Urdang staff (including self-employed and contract staff) or students

7.1. If any student believes he/she is being harassed the matter should immediately be brought to the attention of the QAHRM or the Principal. If the perpetrator in question is the Principal, then the College Director will deal with the complaint and the appeal will be dealt with by the Managing Director. If the perpetrator is the QAHRM then the College Director will deal with the complaint and the appeal will be dealt with by the Principal.

7.2. When a complaint has been made it will be investigated thoroughly and as quickly as possible, ensuring the rights of the alleged perpetrator are protected as well as those of the complainant.

7.3. The Principal will implement the Disciplinary Procedures if she consider it necessary.

7.4. It is preferable for all concerned that complaints of harassment are dealt with internally and informally whenever possible and that action should be taken immediately.

7.5. Formal procedures may be necessary where an informal approach has failed to resolve the complaint satisfactorily.

8. Harassment from a visitor

- 8.1. If a student or member of staff alleges harassment from a visitor, the allegations must be immediately and thoroughly investigated by the QAHRM or the Principal.
- 8.2. If the allegations appear to be substantiated the visitor should be invited to attend a meeting with the QAHRM or the Principal who will inform the visitor of the allegations. The visitor should be made aware of Urdang's policy on harassment and it should be reinforced that Urdang does not tolerate any form of harassment.
- 8.3. Should the harassment continue after the meeting, the visitor perpetrating the harassment will be sent a warning letter from the QAHRM or the Principal stating that if the harassment continues they will not be permitted to enter the Academy or any related venue associated with the Academy.

1. Policy

- 1.1. We have a legal requirement to produce, and revise as necessary, a Health and Safety Policy. Our Health and Safety Policy forms a significant part of our Health and Safety Management System (HSMS) including:
 - our commitment to managing Health and Safety
 - our policies
 - our procedures
 - responsibilities for Health and Safety
 - monitoring and reviewing activities to ensure the effectiveness of our HSMS
- 1.2. Our 'Health and 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.
- 1.3. 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.
- 1.4. 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.
- 1.5. 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.
- 1.6. 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.
- 1.7. 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.

1. Policy

1.1. Equal Opportunity Statement

1.2. *The Urdang Academy opposes discrimination in all its forms. It is an equal opportunities college 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. The Academy 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. The Academy will source appropriate support services to advise and support the student. The Academy 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 Head of Contextual Studies. 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 Head of Contextual Studies to discuss their requirements and arrange appropriate support. In addition to in-house support, the Head of Contextual Studies will advise the student on any external support agencies the student may want to access. The Academy 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. The Academy is committed to ensure it offers access to audition and study to students irrelevant of any learning difficulty. The Academy will provide an audio recorded version of the prospectus and application form on request

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 or not self-reported.

5. Pastoral Care

5.1. Students are encouraged to make private appointments with the Courses Administrator & Pastoral Liaison Officer or Year Tutor which provides an opportunity for students to discuss

their own learning needs in confidence. The Head of Contextual Studies will be advised of any issues relating to learning needs and/or support required.

6. Vocal Training

6.1. Students whose first language is not English will have access to additional voice coaching in accent and articulation to enable them to speak English more cleanly.

7. Staff

7.1. All relevant staff are notified by the Head of Contextual Studies of students who have specific learning needs.

Library and IT Suite - Acceptable Use Policy

1. Policy

- 1.1. The Academy 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 Academy 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 the Academy cannot control or monitor. The Academy 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-offend the Academy 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 the PCs for a commercial transaction, for example by entering their credit card details, does so at their own risk. The Academy 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 (not provided by the Academy) for the purposes of your private study, research, or for a 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. The Academy 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 school / academy e-safety policy and practices
- they report any suspected misuse or problem to the Principal for investigation
- all digital communications 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 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 digital technology systems in accordance with the 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's 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. The Academy accepts no responsibility for technical malfunctions that may prevent access to the Internet or web based e-mail services.
- 8.2. The Academy cannot accept responsibility for losses or problems caused by sending confidential information over the Internet.
- 8.3. The Academy 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.

Lost Property Policy & Procedure

1. Procedure

- 1.1. Lost items will be given to Reception in both buildings to keep until they are collected during normal office hours.
- 1.2. At the end of every day, all items left lying around anywhere in the Academy buildings, or not collected from Reception will be collected and treated as lost property.
- 1.3. This includes clothing, shoes, personal props and other belongings.
- 1.4. Any props (personal or otherwise) will be left outside the production office on the first floor.
- 1.5. Other items will be bagged as follows:
 - shoes
 - tights and leotards
 - tracksuit tops and bottoms
 - named items
 - miscellaneous
- 1.6. A list of **named items** only will be put on the main Academy notice board once a week.

2. Reclaiming Lost Property

- 2.1. Students will only be able to reclaim lost property on a Wednesday and Friday evening between 6pm to 6.20pm from the staff room in the basement.
- 2.2. Any unclaimed items will be recycled at the end of every term.

No Smoking Policy

1. Policy

- 1.1. The Urdang Academy is committed to creating a high quality, healthy and safe working environment for staff, students and visitors. In accordance with that commitment, the Academy recognises the right of all staff and students to work in a smoke free environment and has operated for a number of years a policy of no smoking within all areas of its building and external premises to ensure, as far as is possible, that everyone is protected from the dangers of smoke.
- 1.2. In addition, smoking is not allowed anywhere in sight of the main buildings and other premises used by the Academy.

2. Aims of the Policy

2.1. The policy seeks to:

- guarantee a healthy working environment and protect the current and future health of employees, students and visitors
- guarantee the right of non-smokers to breathe in air free from tobacco smoke
- comply with Health & Safety Legislation and Employment Law
- raise awareness of the dangers associated with exposure to tobacco smoke
- take account of the needs of those who smoke and to support those who wish to stop

2.2. The Academy is committed to supporting anyone who wishes to stop smoking. Further advice can be obtained from the Courses Administrator & Pastoral Liaison Officer.

2.3. The Government has set up a NHS Stop Smoking Service which provides counselling and support to smokers who wish to stop smoking. The NHS Smoking Helpline (7.00 am to 11.00 pm) can be contacted on Freephone 0800 1690169.

2.4. Five ways to give up smoking:

- nicotine replacement therapy: available in patches, gum, nasal spray, inhaler, microtab or lozenge
- acupuncture: involves fine needles being inserted into key pressure points on various parts of the body
- hypnotherapy: however, there is no proven effectiveness by clinical tests
- seeking specialist help
- cold turkey - this means giving up through willpower alone

1. Policy

- 1.1. The Urdang prides itself on ensuring students are supported during their training. Our reputation is built on its ethos of caring and nurturing individuals and has been recognised by various validating bodies.
- 1.2. Urdang 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 many will be new to London.
- 1.3. Overseen by the Principal, the Academy provides students support and advice in many practical areas. Our system provides space and time for students to discuss any issues that may arise during their time at the Academy.
- 1.4. The Courses Administrator & Pastoral Liaison Officer is the first point of contact for advice, information and practical support. She 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. Information meetings are a forum for the tutors to give information to students regarding the Academy and events taking place in and outside the Academy.
- 1.6. The Courses Administrator & Pastoral Liaison Officer will inform the Principal of any concerns who will respond after consultation with relevant staff.
- 1.7. Students are free to talk to the Courses Administrator & Pastoral Liaison Officer 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. The Academy has contact with a range of specialist agencies involved with the care and welfare of young people.
- 1.9. The Academy also offers students with learning difficulties additional support and has a policy in place outlining the assistance available. The Head of Contextual Studies is responsible for the learning support for students.
- 1.10. Tutors should report any pastoral issues identified back to the Courses Administrator & Pastoral Liaison Officer. The Courses Administrator & Pastoral Liaison Officer reports to the Principal on an ad-hoc basis on any common themes or specific student issues.

2. Roles & Responsibilities of the Courses Administrator & Pastoral Liaison Officer and IM Tutors

- 2.1. The IM Tutors are responsible for attending the weekly ½ hourly information meetings scheduled in the main timetable.
- 2.2. Questions raised by the students at Information Meetings should be referred to the relevant person or committee.

2.3. The 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.

3. Individual Pastoral Meetings

3.1. These one to one sessions 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 into disrepute

4. Further Roles of the Courses Administrator & Pastoral Liaison Officer

4.1. Attendance and Absence

4.2. The Courses Administrator & Pastoral Liaison Officer has the following responsibilities for the attendance and absence of the students:

- to check the student database 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 to verify their whereabouts and reason for their absence. If a student is unobtainable the student's parents/guardians will be contacted.
- To enter any authorised absences onto the student database as approved by the Principal

5. Monitoring Absences

5.1. Absences will be monitored in the following ways:

- The card swipe in report at midday will notify the Courses Administrator & Pastoral Liaison Officer of any students who have not recorded entry into, and have failed to contact, the college. The Courses Administrator & Pastoral Liaison Officer will then telephone each absent student to identify why they are absent from college.
- Tutors will email registers@theurdangacademy.com any absentees they have recorded each day.
- Information from the daily registers will be collated into the absence database at the end of each day by the Data Analyst.
- Absences will be reviewed weekly and information reported back to the Principal and Heads of Department.

6. Student Representatives

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

6.2. Student representatives are expected to attend and contribute to Student Representative Meetings three times per year.

7. Sources of Information & Answers

Principal	Students who may want to leave college Any issues relating to a specific member of staff Sickness or absence
College Director	Any timetable issues
Head of MT	Any issues or questions relating to the MT course
Head of Dance	Any issues or questions relating to the Dance course
Artistic Director	Any queries relating to show content Queries relating to productions
Head of Degree	Any questions or issues relating to the Degree course
Head of Contextual Studies	Any questions relating to essays or written work Learning Support needed
Quality Assurance & HR Manager	Grievances raised about staff Visas and Immigration
Admissions Manager	UCAS or UEL Student loan queries Dance and Drama Awards
Courses Administrator & Pastoral Liaison Officer/Courses Administrator & Pastoral Liaison Officer	Students who have health issues Sickness or absence Timetabling issues Private singing timetable Counselling Accommodation issues Safeguarding Assessment admin
Office Assistant	Oyster card queries Confirmation of study letters Uniform Student ID cards
Financial Controller	Any queries relating to payment of fees

Poor Performance & Misconduct Disciplinary Procedure: Staff

1. Policy

- 1.1. The poor performance and misconduct disciplinary procedures will be used if a member of staff fails to conduct themselves in a manner that is in line with the Academy Policies and Procedures. This also includes any other behaviour that would adversely affect another staff member or student or cause a detriment to the reputation of the Academy.
- 1.2. Some examples of poor performance and misconduct include:
 - Repeated unauthorised lateness
 - Working below the expected standard of The Urdang Academy
 - Bullying
 - Stealing
 - Taking drugs or alcohol on the premises
 - Being rude to staff and students
 - Making derogative remarks about the Academy, any of its faculty or other students on any public, private or social network
 - Failure to comply with Academy Policy and Procedure
- 1.3. This is not an exhaustive list and is for guideline purposes only.

2. Procedure

Stage 1: Informal Warning

- 2.1. If an identified misconduct is considered to be rectifiable without invoking formal procedures the staff member will be invited to a discussion with their line manager who will outline the identified misconduct and give an informal warning that disciplinary procedures may be invoked if the identified misconduct continues. No record of the informal warning will be placed on the staff member's file.
- 2.2. If there has not been an improvement then the issue will move up to the second stage of the procedure.

Stage 2: Formal Verbal Warning

- 2.3. If an identified misconduct is of a more serious nature or if a member of staff has failed to rectify their behaviour following discussions with their line manager, then a formal verbal warning will be given.
- 2.4. A meeting will take place with their line manager who will outline the identified misconduct and inform the staff member that they have been issued with a formal verbal warning.

- 2.5. The HR Manager will be notified and a note of the verbal warning will be placed on the staff member's file for 2 calendar months.
- 2.6. If there has not been an improvement then the issue will move up to the third stage of the procedure.

Stage 3: 1st Written Warning

- 2.7. Any staff member who reaches stage 3 within the disciplinary procedure will be invited to a meeting with their line manager and the HR Manager to discuss the identified misconduct.
- 2.8. The staff member will be issued with a 1st Written Warning, which they must sign to confirm they have received it. A copy will be given to the staff member and a second copy will be placed on the staff member's file for 6 calendar months.
- 2.9. If there has not been an improvement then the issue will move up to the fourth stage of the procedure.

Stage 4: Final Written Warning

- 2.10. If an identified misconduct is considered to be of such a serious nature, or if previous stages have not rectified staff misconduct then a Final Written Warning will be issued.
- 2.11. The staff member will be invited to a meeting with their line manager, the HR Manager and a member of the Senior Management Team ("SMT") to discuss the identified misconduct.
- 2.12. The staff member will be issued with a Final Written Warning, which they must sign to confirm they have received it. A copy will be given to the staff member and a second copy will be placed on the staff member's file for 1 calendar year.
- 2.13. If there has not been an improvement then the issue will move up to the fifth stage of the procedure.

Stage 5: Dismissal

- 2.14. If after stages 1-4 there has been no change or improvement in the staff member's conduct then they will be dismissed. Dismissals can only be approved by the SMT.
- 2.15. The member of staff will be invited to attend a formal dismissal meeting with the HR Manager and a member of the SMT to inform them of the decision. A notice period will be agreed in accordance with the terms stated in the staff member's contract, except in cases of gross misconduct where a member of staff can be summarily dismissed without notice.
- 2.16. A dismissal letter will be given to the staff member and a copy placed on the staff member's file.
- 2.17. There is no formal requirement to go through each of the 4 stages. The starting point will depend on the severity of the misconduct.

3. Right of Appeal

- 3.1. If a member of staff disagrees with any of the decisions made in the above stages they have the right of appeal.
- 3.2. At Stage 1 they should discuss with their line manager why they believe they are being treated unfairly and should notify the HR Manager.
- 3.3. At Stage 2 the appeal should be given in writing to the HR Manager within 7 working days of the verbal warning being issued. The HR Manager will respond to the appeal in writing within 14 working days.
- 3.4. At Stage 3, 4 and 5 the appeal should be given in writing to the SMT within 7 working days of the writing warning being issued. The SMT will respond to the appeal in writing with 14 working days.

1. Scope

- 1.1. This policy covers information published in electronic or printed form which refers to academic programmes, services, corporate strategy and policies. It does not cover letters, verbal communication, presentations, teaching and learning materials, staff recruitment advertisements, the outputs of research and scholarly activity or the content of creative work.
- 1.2. Urdang also has a staff communications policy, which this policy complements.

2. Principles

- 2.1. Urdang publishes information that is accurate, fair, reasonable and timely. We aim to enable external audiences to form an accurate impression of the institution and to make informed decisions.
- 2.2. Public information is communicated in the context of legislation and best practice guidelines, including:
 - Data Protection
 - Freedom of Information
- 2.3. In general, communication of public information as defined in 1.1, is authorised within departments by line managers, with local procedures and record-keeping commensurate with the importance of the communication. In practice staff have authority to communicate autonomously in a range of media according to the nature and level of their role.
- 2.4. Some specific types of public information have centralised controls
 - Marketing communication including prospectuses
 - Website and online media
 - Communication with the press/media

3. Marketing communications

3.1. *Scope*

This section applies to all publications and advertisements (printed and electronic) which are explicitly designed to promote academic programmes to potential students and which are published via the Marketing Manager.

3.2. *Definition of terms*

‘Prospectuses’ – substantive printed documents cataloguing programmes and related information.

‘Publications’ – documents and other items published by Urdang itself, including prospectuses, brochures, leaflets, display stands and web pages.

‘Advertisements’ – text/images which appear in an external publication, where the appearance is paid for by Urdang.

‘Directory entries’ – information published externally without a charge being made to Urdang.

3.3. Principles

The Managing Director seeks to make all reasonable efforts to ensure accuracy of information, based on information provided by defined individuals, departments and committees within Urdang. We will present information to high professional standards, and endeavour to follow the guidelines given in the relevant codes of practice.

3.4. Prospectuses

As prospectuses are substantial reference documents, a series of sequential checks are undertaken to ensure the accuracy of published information. However, to ensure that prospectuses are published in a timely manner, it is understood that the process of production will include occasions where information is included out with the sequence of checking. In these cases the best judgement of Senior Managers involved in the process is used to decide on the final text.

3.5. Responsibility for prospectus information and checking/approval procedure

All approvers are accepting responsibility for statements being factually accurate, reasonable, verifiable, and compliant with relevant legislation. Urdang staff identified below therefore have joint and collective responsibility for the prospectus.

Stage 1

Descriptions of academic programmes, including: <ul style="list-style-type: none"> • Accurate description of the programme, modules, facilities, staff expertise • Accurate use of terminology including award titles • Reasonable information about learning and career outcomes that can be supported by evidence • Correct and appropriate use of external endorsements, quality ratings, and information about professional accreditation • Correct contact details 	Heads of Department
Accurate descriptions of services, facilities and associated procedures Information about services provided, prices, availability of services, administrative procedures	College Director
Information for International Students	Quality Assurance and HR Manager
References to fees, bursaries, loans, training salaries and other financial awards	Financial Controller
Confirmation of the approval status of award titles for approved programmes	Quality Assurance and HR Manager
Entry requirements, application codes and admissions procedures	Admissions Manager

Stage 2

Overall quality of publication	Quality Assurance and HR Manager
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Stage 3

Final overview approval based on confirmation of previous stages	Managing Director
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3.6. *All other publications and advertisements*

Where practical, approval is sought from senior management for the text content of publications and advertisements. The Managing Director will act in good faith on information provided by staff responsible for the areas described in the advertisement/publication. In all cases, where specific approval by other senior managers or directors is not possible, responsibility rests with the Managing Director. Faculty staff are responsible for advising the Managing Director of changes to provision (e.g. from revalidation) which require changes to published information.

3.7. *Republication*

Information from current Programme Specifications and Definitive Course Documents can be used as the basis for promotional publications without further checking. Approved information (e.g. from the prospectus) can be republished without further checks where no updated information has been received by Marketing.

3.8. *Directory entries*

Information provided to external organisations is subject to checking as above however, Urdang does not have responsibility for the accuracy of information reproduced by other agencies once it has left its control.

3.9. *Information about Programmes offered at Partner Institutions*

Such information is approved by the Managing Director with reference to information published by Urdang as outlined above. Responsibility for securing this approval is defined in the collaborative partnership document.

4. Website and online media

4.1. The online Prospectus is generated using the process described in 3.5. On going updates may be made throughout the year. Substantial changes such as the addition of new courses are subject to cross-reference with the Quality Assurance and HR Manager.

4.2. The individuals identified in appendix one are responsible for the accuracy of all other forms of information in the online presence of Urdang in their area, in line with the principles given in 2.1 to 2.4.

4.3. These individuals must ensure, through a locally arranged process of regular review, that information is accurate and appropriate including:

- Information such as third party endorsements, ratings, rankings or comparators (e.g. 'Urdang is the largest provider of X in the UK') must be supported with reference to the source and date. Where possible a hyperlink to the source of the information should be added.
- Any images, video or music must be the copyright of Urdang, or where this is not the case must be used with permissions (which should be stated on the web page)
- Links to external material are current
- Potentially offensive material is justified (e.g. on the basis of creative and/or scholarly merit)

- 4.4. Social networking sites badged as belonging to Urdang teams, departments or functions are managed appropriately, with processes in place to deal with user-created content and behaviours of participants who may not be formally part of Urdang.

5. Communication with the press/media

- 5.1. All contact with outside press or media agencies can only be made by the Managing Director or with the Managing Director’s express direction. Any communications received from outside media/press must be directed immediately to the Marketing Manager.
- 5.2. Press releases can only be issued by the Managing Director.

Appendix One

Types of online information	Oversight
Information about Faculty staff, programmes, facilities, achievements, benchmarks and links	Senior Management Team
Information about Departments, including staff, research, facilities and industry links	Heads of Department
Department web pages and pages concerning the service delivered by the department	Heads of Department
References to fees and Urdang Scholarships, DaDA awards and other forms of student support	Admissions Manager
References to external forms of student funding, accommodation and related services	Admissions Manager
News stories, home page content	Managing Director

Public Interest Disclosure (Whistleblowing) Policy

1. Rationale

- 1.1. The Organisation recognises that effective and honest communication is essential if concerns about breaches or failures are to be effectively dealt with and the organisation's success ensured.
- 1.2. This policy is designed to provide guidance to all those who work with or within the organisation (including casual and temporary staff) who may from time to time feel that they need to raise certain issues relating to the organisation with someone in confidence.
- 1.3. Any person who in the public interest raises genuine concerns under this policy will not under any circumstances be subjected to any form of detriment or disadvantage as a result of having raised their concerns. The victimisation or harassment of an individual making a protected disclosure is a disciplinary offence.
- 1.4. This policy applies where you reasonably believe that one of the following sets of circumstances is occurring, has occurred or may occur within the Organisation, and that your disclosure is in the public interest:
 - a criminal offence has been committed, is being committed or is likely to be committed
 - a person has failed, is failing or is likely to fail to comply with any legal obligation to which he or she is subject
 - a miscarriage of justice has occurred, is occurring or is likely to occur
 - the health and safety of any individual has been, is being or is likely to be endangered
 - the environment has been, is being or is likely to be damaged
 - information tending to show any matter falling within any one of the preceding paragraphs has been, is being or is likely to be deliberately concealed.
- 1.5. It is not necessary that you prove the breach or failure that you are alleging has occurred or is likely to occur, you may simply raise a reasonable suspicion. However, you should note that you will not be protected from the consequences of making such a disclosure if, by doing so, you commit a criminal offence.

2. Procedure

- 2.1. If you believe that any of the above practices are happening in the Organisation the following procedure should be followed:
 - First raise the issues with the College Director, who will treat the matter in confidence.
 - If it is not be appropriate to raise the issues with the College Director you should raise the issue with a more senior member of management, or, if not possible, another member of management at the same level.
 - It is likely that an investigation will be necessary and you may be required to attend an investigatory meeting and/or a disciplinary hearing (as a witness).

- At the investigation meeting you will need to explain fully the nature and extent of what you believe is the problem. You may bring a colleague to help you explain the situation more clearly if you wish.
 - Depending on the nature of your complaint, it may not be possible to find an immediate solution but your concerns will be investigated as quickly as is reasonably possible and you will be advised of the outcome of the investigation in due course.
 - Where it is necessary for you to attend a disciplinary or investigative hearing as a witness appropriate steps will be taken to ensure that your working environment and/or working relationship is/are not prejudiced by the fact of the disclosure.
 - If you are dissatisfied with the outcome of this procedure you may raise the matter with the Quality Assurance and HR Manager, if you remain dissatisfied with the outcome you have the right to express your concerns to the relevant Prescribed Person designated by the Public Interest Disclosure (Prescribed Persons) Order 1999 or any statute or statutory instrument which subsequently supersedes this legislation.
 - If you reasonably believe that the relevant failure as listed in any of the above practices relates wholly or mainly to the conduct of a person other than someone in the Organisation or any other matter for which a person other than the Organisation has legal responsibility, then you should make that disclosure to that other person.
 - Also, you may make such a disclosure to Public Concern at Work, the leading authority on public interest whistleblowing, if you consider that it has an interest in the matter and, despite the best efforts of the Organisation, you believe that disclosure within the Organisation is inappropriate or as noted previously has been unsuccessful. Disclosures made to legal advisors in the course of obtaining legal advice will be protected.
- 2.2. If any disclosure concerns information which you do not substantially believe is true or is made in bad faith (for instance in order to cause disruption within the Organisation), or indeed if the disclosure is made for personal gain, then you may become subject to action under the Disciplinary Procedure, which could include dismissal.
- 2.3. While the Organisation hopes that such disclosures will never be necessary, it also recognises that it may find itself in circumstances which are new to it. Each case will be treated on its own facts.

Safeguarding Policy

1. Introduction

- 1.1. Urdang Academy fully recognises its responsibility for the safeguarding and protection of learner and vulnerable adults and for promoting the welfare young people and vulnerable adults who are learners of the College.
- 1.2. Urdang aims at all times to create and maintain a safe environment for all learners, staff, volunteers and visitors.

Safeguarding Principles

- All young people and vulnerable adults have the right to be safe from harm, abuse and exploitation
- The welfare of the learner is paramount and this principle underpins all safeguarding work
- Statements about abuse or neglect made by learners will be taken seriously
- A commitment to the Health and Wellbeing of learners, which underpins a successful learning experience

2. Application

- 2.1. This policy applies to all board members, staff, contractors, visitors and volunteers working for or within the College.
- 2.2. This policy should be read in conjunction with the College's policies on:
 - Disciplinary Procedure
 - Health & Safety
 - Use of Studio Policy
 - Whistle Blowing
 - Anti-Bullying and Harassment
 - Equal Opportunities
 - Harassment
 - Learning Support
 - Library and IT Suite acceptable use
 - Complaints Procedure
 - No Smoking Policy

3. Definitions

- 3.1. For the purposes of this policy:

- a 'child' is someone who has not yet reached their 18th birthday (1989 Children Act)
 - a 'vulnerable adult' is any person over the age of 18, "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation because of mental or other disability, age or illness."
 - 'staff' means all employees, full-time or part-time and all contract and volunteer staff working at or for the College;
 - the term 'learner' is used in this policy to refer to anyone who is studying at Urdang on either a fulltime or part time course.
 - 'visitor' means any person who enters the building who is not a staff member
 - 'volunteer' means any person who is unpaid employment in the College
- 3.2. Whilst the Board holds overall responsibility for the child protection and safeguarding functions of the College, the day to day operational responsibility rests with the College Director. The College is committed to providing an environment where learners can learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way.
- 3.3. The College is committed to ensuring that all staff are sensitive to the issues of race, culture, gender, sexuality, diversity and life-style choice, but these issues should never be a barrier to sharing and reporting concerns about learners.
- 3.4. All staff including teaching and non-teaching staff, temporary staff, administrative and domestic staff, volunteers and staff working on site employed by other services and agencies have a statutory responsibility to safeguard and promote the welfare of learners and must be fully conversant with and adhere to this policy.
- 3.5. For the purposes of this document, the term 'staff' will apply to those listed above.
- 3.6. Because of their day to day contact with learners, fulltime teaching staff in this College are well placed to observe possible signs of harm or abuse.
- 3.7. It is neither the role, nor responsibility of those working with learners in the College to assess, diagnose or investigate whether a learner is at risk of or is suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a learner to the Designated Member of Staff as a matter of priority, or to the deputy Designated Members of Staff in his/her absence. Should neither member of staff be available concerns should be raised with the Principal.

4. Purpose and Aims of the Policy

4.1. The purpose of this policy is to:

- Raise the awareness of all staff of the need to safeguard learners and of their responsibilities in identifying concerns and reporting them as a matter of priority
- Promote and maintain an environment where learners feel secure and are listened to

- Promote an environment where learners and staff treat each other with mutual respect and develop positive relationships which are built on trust
- Ensure that the College has sufficient Designated Members of Staff for Safeguarding to enable one of them to be available or contactable at all times during the College day
- Ensure that the Board has a nominated member who is responsible for safeguarding and protecting learner and vulnerable adults
- Enable and support good levels of communication between staff to ensure that relevant information about learners is disseminated is shared with appropriate staff on a 'need to know' basis
- Provide a means of monitoring learners who are thought be at risk of harm or who are subject to child protection plans.
- Ensure that all adults working with learners in the College have undergone appropriate Enhanced DBS checks
- Ensure that procedures are followed where an allegation is made against a member of staff or volunteer

5. Procedures and Guidance

Responsibilities of the College Director

- 5.1. The College Director is responsible for ensuring that the Safeguarding policy and procedures and all linked safeguarding policies adopted by the Board are fully implemented and followed by all staff.
- 5.2. It is the College Director's responsibility to allocate sufficient resources and time to enable the responsibilities of the Designated Member of Staff for Safeguarding to be discharged fully and to ensure that relevant staff are able to attend strategy discussions.
- 5.3. The College Director is responsible for ensuring that all staff feel able to raise concerns about poor or unsafe practice regarding learners, and that concerns will be addressed sensitively and in a timely manner in accordance with the College's whistle blowing policy. We recognise that it is not the responsibility of learners to raise concerns. It is the responsibility of all staff to share concerns about the actions or attitudes of colleagues with the Principal who will deal with the concerns appropriately.

The Role of the Designated Member of Staff for Safeguarding (DMS)

- 5.4. It is the role of the DMS to act as a source of support and guidance on all matters of child protection and safeguarding within the College. The Principal retains overall responsibility for and oversight of safeguarding within the College. In the absence of the DMS, staff should report any concerns to one of the Deputy Designated Members of Staff who will report back to the DMS.
- 5.5. The Designated Member of Staff is responsible for:
 - Maintaining and up-dating safeguarding policies and procedures and ensuring that they disseminated and adhered to by all staff
 - Ensuring that there is a system for monitoring and recording concerns about learners

- Ensuring that relevant information about learners is shared with staff on a 'need to know basis'
- Ensuring that all staff are aware of the need to record concerns about learners and enabling them to do this as part of a College-wide process, such as in tutorial records, individual/personal learning plans. These would include bullying and racial issues.
- Ensuring that learners, parents and carers have access to the College's safeguarding policies and procedures

5.6. Initial training for staff will ensure that:

- All staff know to whom they should report any concern about a learner's welfare and well being
- All staff understand the College's safeguarding policy and procedures and are clear about their statutory duties
- All staff are aware of how to manage a disclosure from a learner in order to promote the best outcomes for that learner
- All staff are aware of the boundaries of confidentiality and disclosure and understand when the disclosure of confidential information would be a proportional response to the need to safeguard a learner
- All staff have a duty to report any child protection and vulnerable adult issues to the DMS
- All staff understand that they have a duty to safeguard and promote the welfare of learners through tutorial and enrichment activities

Safer Recruitment and Staff Appointments

5.7. Safe recruitment and selection practice is vital in safeguarding and protecting learners. The Board recognises and takes seriously its responsibility to adopt practice which minimises risk to the learners in this College by ensuring that measures are in place through this practice to deter, reject or identify people who might abuse learners or who are unsuitable to work with them. The Board is committed to evidencing this practice in relation to all staff working with learners in the College.

5.8. The safety and wellbeing of learners is borne in mind at all times throughout the recruitment and selection process.

5.9. In accordance with this, the College makes sure that appropriate checks are carried out on new staff, volunteers and helpers and bears in mind the safety of learners when drawing up job descriptions and person specifications, advertising posts, calling for and scrutinising references and picking up on gaps in employment history through to the interview process and carrying out enhanced DBS and professional checks and verifications of qualifications and identity. Applicants will be scrutinised by:

- verifying identity and academic or vocational qualifications
- obtaining two written professional references
- checking previous employment history
- undertaking DBS checks

- conducting interviews with applicants
- undertaking risk assessments where it is appropriate and necessary to do so

Safe use of E Technology

5.10. The College has a Library and IT Suite Acceptable Use Policy. The College staff are responsible for monitoring the safe and appropriate use of E technology and any concerns about inappropriate use will be reported and investigated.

Extended Services and Activities

5.11. The Board of the College is responsible for controlling the use of College premises both during and outside College hours. Where services are provided directly under the supervision and management of the College, the College's safeguarding policies and procedures will apply.

Professional Relationships with Learners

5.12. Urdang recognises that positive professional relationships with learners will support and promote the best outcomes for them. Urdang gives guidance on the expectations of staff in this matter to which all staff are expected to adhere. Good professional boundaries safeguard learners and safeguard professionals from unfounded allegations. The College has a professional code of conduct which all staff must adhere to.

Personal Relationships

5.13. It is the prime duty of the College to provide a safe and secure learning environment for students and staff and to protect the safety and welfare of young people in its care. The guidance below ensures that staff maintain professional standards while at work and do not commit acts of impropriety or abuse the trust of students for whom they are responsible. The personal relationships referred to are those that are of a romantic and/or sexual nature.

5.13.1. Maintaining Professional Relationships

A professional relationship exists where a member of staff is responsible for assessing, supervising, tutoring, teaching or providing pastoral support, administrative or technical support. Maintaining this professional relationship is vital to the educational development and achievement of its students.

Where staff engage in inappropriate personal relationships with students, this can have damaging effects, causing distress and lead to physical and mental ill health. Students may feel they have no choice but to comply with the employee's wishes or leave the course. At the same time, staff may make themselves vulnerable to claims of sexual harassment or abuse.

5.13.2. The College Standard

The College strongly disapproves of personal/sexual relationships between staff and learners, regardless whether or not a professional relationship exists. Any staff member

entering into such a relationship with a learner will be considered to have committed gross misconduct and will be investigated under disciplinary procedures. If it is found to be true the staff member will be summarily dismissed.

In the event that a successful applicant has a pre-existing personal/sexual relationship with a staff member then the staff member must declare the relationship and resign their post, or the applicant will not be accepted onto the course. If the staff member is on the audition panel, they must declare their relationship before the applicant's audition. Failure to do so will be investigated under disciplinary procedures. If the staff member has not declared a pre-existing relationship, the staff member will be summarily dismissed.

Urdang will not recruit any member of staff who has declared a personal/sexual relationship with a current learner.

Confidentiality

- 5.14. Confidentiality is an issue which needs to be fully understood by all those working with learners, particularly in the context of safeguarding and the protection of children and vulnerable adults.
- 5.15. We respect the right of learners and families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding learners in our College will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the learner. All staff are expected to conform to the College's standards of good professional practice and maintain confidentially appropriately at all times.
- 5.16. All staff must be aware of their responsibility to share information with the DMS and with other agencies in order to protect and safeguard learners. This must be done in accordance with the College's Safeguarding and Child Protection Policy. Where there is uncertainty about the need to share information, the six points referred to in Appendix 1 should be considered. Advice will be sought by the DMS on this issue where necessary from the Head of Targeted Services, Cambridge Education @Islington 020 7527 5833.
- 5.17. No one in the College may guarantee confidentiality to a learner and must make it clear that information will be shared if there are concerns about the welfare of a learner, even if they do not consent to the sharing of information.
- 5.18. No one in the College may guarantee to a learner that they will keep a secret or confidence and must always make it clear to learner in language that is appropriate, that any information which leads a member of staff to be concerned that a learner is suffering or is at risk of suffering harm will be shared with the DMS in order to take measures to safeguard the learner at risk.
- 5.19. Disclosing confidential information should always take place if it is a proportional response to meet the need to safeguard and promote the welfare of a learner. See Appendix 5 Child Protection and Vulnerable Adults: staff procedures

Supporting Staff

5.20. We recognise that safeguarding is a difficult and sometimes upsetting subject for those who work with learners. Working with a learner who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DMS or Principal and to seek further support as appropriate. All staff and volunteers should feel able to raise concerns about poor or unsafe practice, such concerns will be addressed sensitively and effectively in accordance with agreed whistle blowing procedures.

5.21. We believe that working within a College that has clear safeguarding and child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

6. Implementation and Evaluation of Safeguarding Policy and Practice

6.1. All staff have a duty to be fully conversant with the College's safeguarding policy and procedures.

- The implementation of the policy and the resulting good practice are monitored in the following ways to ensure effectiveness:
- Staff raise concerns about the welfare of students routinely as good practice with the DMS or Deputy DMS
- Staff attend safeguarding training and a central register of training is held by the College
- Staff are willing to raise concerns about students at an early stage to ensure that appropriate support or intervention is offered
- Staff use the College's recording format to document concerns
- Poor safeguarding practice is challenged and appropriate action is taken to remedy it
- A full safeguarding report is submitted to the Governing Body annually.

7. Allegations against College staff and volunteers

7.1. Allegations made against College staff and volunteers will be dealt with according to the process laid out in Harassment Policy – Students. The Principal or Managing Director (if it is an allegation about the Principal) will work with the Local Authority Designated Officer to confirm the details of individual cases and to reach a decision on the way forward in each case, in conjunction with Children's Social Care and the Police Child Abuse Investigation Team.

7.2. College staff will not investigate cases of suspected abuse themselves. The College will cooperate fully with the Police and Learner's Social Care. Please see Allegations against College Staff Guidance for Colleges at the back of this policy for further information.

1. Staff Development Policy

- 1.1. The Academy recognises that the key to success depends on all staff, whatever their role, having the relevant skills, knowledge and competencies to enhance and enrich the cultural, social and educational environment of the Academy.
- 1.2. Staff development refers to all the policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff to improve the effectiveness and efficiency both of the individual, The Academy and the opportunities offered to our students.
- 1.3. We are committed to providing staff with development opportunities to ensure that individuals and departments are able to contribute fully to the achievement of the highest professional standards and practices.
- 1.4. The Academy acknowledges that as an educational provider it has a unique responsibility to support and encourage the development of its staff, and recognises that staff development can play a critical role in building the capability of its workforce.

1. Introduction

- 1.1. The Academy is highly conscious of the importance of a student's wellbeing, both physically and mentally, during their training and strives to ensure that each student is given guidance as to his or her personal health, particularly relevant to dance/performing arts training.
- 1.2. These procedures, advice and guidelines have been sourced from relevant specialist bodies in each area of training. Each student should remember that whilst the Academy can advise and offer guidance, ultimate responsibility for their health lies with the individual. The Academy is a member of 'Dance U.K.' which undertakes research and offers practical guidance on issues which affect dancers, both in training and professionally.

2. GP Information

- 2.1. Prior to starting the course, students must have returned the Academy 'Medical Questionnaire' completed 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.

General Practitioner

- 2.2. Students attending Urdang 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 main office notified of the GP'S 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.

How to find a GP

- 2.3. Names and addresses of doctors in the area where you will be living can be obtained from your hostel. If you are going into private accommodation, the local library should have a list of doctors covering the area. You could also try the following website: www.nhs.uk To search on this website, use the "Find and choose services" link. You will need your post code to do this.
- 2.4. For medical advice call NHS Direct on 0845 4647. This is a service able to give telephone advice about diagnosis and treatment, and can often advise you about the urgency of seeking medical attention i.e. they let you know if you should go to A & E or wait to see your doctor.
- 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 e.g. asthma sufferers, must keep their medication with them or nearby. Students who may require a member of staff to administer their medication in an emergency must inform the Academy of the procedure in writing and supply necessary spare medication which will be kept in the admin office.

4. Injuries

- 4.1. In the event of an injury the student should discuss any treatment with the Treatment Manager. If the injury cannot be treated on site then specialist referrals will be given to registered practitioners only.
- 4.2. Following external treatment, the student should inform the Academy and the Treatment Manager. The Treatment Manager must obtain a report of treatment given to the student by the external practitioner. This report will be held in the student's treatment file.
- 4.3. The Treatment Manager can arrange appointments for the students for sports massage therapists and physiotherapists who treat on site in the Academy's Treatment Room.

5. First Aid

- 5.1. In accordance with our Health & Safety policy Urdang Academy ensures that several staff hold valid first aid certificates and that suitably equipped first aid boxes are kept in several locations throughout the building:
 - Admin Office
 - Main entrance security
 - Treatment Room
- 5.2. A full list of qualified first aid staff are distributed throughout the building.
- 5.3. The Academy makes training and development available to all staff to ensure they are fully informed of correct and current theory and procedures in relevant areas of health and safety, first aid and safe teaching practices.
- 5.4. The Treatment Manager is available for confidential advice on treatments, injury or any matter relating to their physical welfare as required.

6. Nutrition

- 6.1. Guest lectures take place to provide students with advice and guidance on Health and Nutrition. The Treatment Manager can also provide advice and information.
- 6.2. The following notes are taken from advice sheets as well as lectures given by Dance UK.
- 6.3. The diet of an average person in Great Britain is often poor which is compounded with very little exercise over the age of eighteen. Whilst one may be able to survive quite happily to a certain extent for most of our lives, this is not the case with a dancer and especially so with a trainee dancer. 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 athletes' 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. 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.
- 6.5. Learn to take responsibility for your body! You probably have heard the cliché 'you are what you eat' and that is especially true if you wish to succeed as you embark on strenuous physical training. You will benefit more by keeping to a healthy eating plan. You are less likely to be sick if you build up your immune system and it has been proven that you are less likely to suffer injury.
- 6.6. If you wish to discuss any issue connected with nutrition please see the Treatment Manager or Head of Dance when appropriate advice on any action which may be necessary can be given.

7. Drugs and Alcohol

7.1. *Information is taken in part from 'Alcohol' by Rob Stepney and 'Drugs' by Adrian King.*

Drugs

- 7.2. The word drug is used to mean different things. It can mean prescribed medication, legal drug, or illegal drug.
- 7.3. Medicines are often necessary to get well when you are sick, however you should tell your doctor before prescribing medication that you are in training, including dance, as strenuous physical exercise does not mix with certain medicines. There are many alternative complimentary remedies that are available which in certain circumstances may be a better option.
- 7.4. **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.
- 7.5. **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.
- 7.6. 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.
- 7.7. **Ecstasy kills.** It can make your jaw stiff and your heart rate beat dangerously fast. You will be constantly hot and will sweat a great deal, constantly needing water, especially so if you are dancing. Afterwards you will feel tired and probably unhappy too. There may be other dangers that we do not know yet. If the police catch you with an 'E' then you will be in serious trouble.

- 7.8. Any student found in possession or under the influence of any illegal drug is liable to immediate dismissal.

Smoking

- 7.9. 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 atmospheres. 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. The Academy is a no-smoking college. Please refer to the No Smoking Policy

Alcohol

- 7.10. 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.
- 7.11. 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.
- 7.12. 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 e.g. 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.
- 7.13. 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.
- 7.14. If you wish to discuss such issues please do not hesitate to talk in confidence to an appropriate member of staff, such as the Treatment Manager or the Courses Administrator & Pastoral Liaison Officer who will be able to give you information on professional bodies that specialise in help of this kind.

8. Prevention and Recovery of Injuries

- 8.1. *Taken in part from 'Working in a Performing Company' by The Royal Opera House*
- 8.2. The dance profession highlights a dilemma for anyone going into the arts – performing careers are relatively short and can be shortened by injury. There may be periods when you cannot dance. Whilst training you can easily become depressed due to injury – you can help prevent this from happening by maintaining a positive attitude and using the time to study more and to listen and watch classes to see how the class responds to corrections and errors made. Visualise how you will apply corrections to each discipline once you have recovered. You may even be able to help your fellow students apply what is being taught.

You must have staying power and be ready to take what comes and make the best use of it.

Prevention

- 8.3. As stated in the nutrition section of this policy it has been proven that a good diet will make injury less likely and could shorten recovery time. If your body is weak from a lack of the right foods you raise the possibility of an injury.
- 8.4. It is absolutely essential that you warm up sufficiently for each class and do not attempt any stretching when your muscles are cold. Your body is less pliable when you have not warmed up sufficiently and muscles can be easily torn. Not warming up is the cause of a large number of injuries. The Academy includes warm up exercises at the start of each class.
- 8.5. Another cause for injury is bad posture and incorrect use of muscles during class. It is therefore essential that you listen carefully and take note to apply all of the corrections your tutor gives you in class.
- 8.6. Lectures on anatomy are included in the curriculum as well as talks on injury prevention and conditioning classes covering core stability and postural maintenance. Students are encouraged to seek further information during research periods.

When an injury occurs

- 8.7. Whether an injury occurs during or outside college hours you must report it to the admin office or Treatment Manager before you attempt any form of dance.
- 8.8. You will be referred to the appropriate qualified medical professional for treatment. Do not attempt to continue dancing until you have sought advice and have received a satisfactory result.
- 8.9. You must always obtain a signed permission slip from the Head of Dance, Treatment Manager or Courses Administrator & Pastoral Liaison Officer whenever you are injured to present to your tutors.

Injury Action Plan

- 8.10. The aim of this plan is to speed your recovery from injury and to encourage a pro-active attitude to injuries, how to recover from them and how to prevent them.
- 8.11. If you are injured during class or within the college there are several courses of action you must take:
 - 1 Stop the activity you are doing immediately.
 - 2 Remember the **RICE** rule **R**est, **I**ce, **C**ompression, and **E**levation.
Get an ice pack 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 a small area.
 - 3 You must report the injury to the admin office or Treatment 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.
 - 4 Consult with the Treatment Manager as to the type of treatment needed and contact the relevant person as soon as possible.

- 5 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.
- 6 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 also an opportunity to observe other students and how they work, and learn from the situation).
- 7 Report back to the Treatment Manager, as required, to monitor progress.
- 8 One last thing to remember, in the case of acute injuries. **Do not H.A.R.M.Heat, Alcohol, Run/Dance, Massage.**

Recovery

- 8.12. 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 the Treatment Manager with the Head of Dance and under consultation with your medical practitioner or other professional arranged by the Academy, and not of your own volition.
- 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 the Treatment Manager 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 Treatment Manager 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 Treatment Manager.

9. Vocal Hygiene by Doctor Reid Epstein

9.1. The following will irritate and/or dry your throat:

- smoking and/or being in smoky places
- drinking alcohol
- caffeine – tea, coffee, chocolate
- taking medicated throat lozenges
- eating too many spicy foods or too many dairy products
- being in a polluted/dusty atmosphere

9.2. The following things are harmful habits:

- shouting
- throat clearing/coughing
- whispering
- talking over background noise
- gargling with aspirin

9.3. How you can help your voice:

- drink plenty of water – at least 8 cups a day
- try plain steam inhalations and keep rooms humidified/ventilated
- eat regularly, balanced meals and do not eat just before going to bed
- get plenty of sleep
- rest your voice if you have a sore throat or a cold
- learn to relax and make time each day to do so
- take regular exercise
- avoid excessive throat clearing – try swallowing hard or drink water

9.4. Things to look out for:

- clearing your throat a lot
- a gap in your voice
- repeated heartburn
- your voice tires easily

9.5. If you notice any of the above signs please attend the weekly Vocal Health Clinic or make an appointment to see the Head of Musical Theatre.

Student Non-Academy Work Policy

1. Procedure

- 1.1. Students must be available to attend classes between the hours of **8.20am** and **7.30pm**. During performance periods this may vary. Students are expected to focus on their training whilst studying at the Academy. This **must** be the priority. However, it is acceptable for students to undertake appropriate non-professional performance related work outside of the Academy provided it does not interfere with their training nor is at variance with the Academy and its reputation.
- 1.2. Students are not permitted to audition for professional productions during the first and second year other than exceptional cases when permission can be granted by the Principal or Managing Director only.
- 1.3. However, it is acceptable for students to undertake appropriate non-professional performance related work outside the Academy, provided it does not interfere with their training nor is at variance with the Academy and its reputation. Work must be taken outside Academy hours. The Principal must be informed in writing in all instances.
- 1.4. Third year students are registered with the college's in-house agency, Link Talent and may attend auditions from the beginning of the first term of their 3rd year with the prior permission of the Artistic Director and subject to them having satisfactory attendance.
- 1.5. All students are required to take part in performances, auditions and events arranged by the Academy outside Academy hours.
- 1.6. If a student is given permission to undertake paid work they will be required by the Trinity validating body to produce a diary or journal of their work experience.

Student Withdrawal Policy and Procedure

1. Introduction

- 1.1. The purpose of this policy is to outline the procedure to be followed for processing student withdrawals for any student attending fulltime provision on the BA (Hons), Diploma and Foundation courses who wish to either withdraw from the Academy or defer their enrolment after they have enrolled on a course, or those students who are excluded from the course by Urdang.
- 1.2. Students who defer or withdraw their place before they are enrolled should be processed in accordance with the admissions procedure and policy (*see Admissions and Auditions Policy Procedure*).
- 1.3. Students attending short courses do not fall within the remit of this policy.
- 1.4. This policy replaces the Student Exit Policy and Procedure.

2. Withdrawal and Deferral Procedure

- 2.1. If a student is thinking of withdrawing from the Academy they should arrange to see the Principal to discuss this 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 Section A of a Student Withdrawal Form (Appendix 1) and submit it to the Courses Administrator & Pastoral Liaison Officer.
- 2.5. The Courses Administrator & Pastoral Liaison Officer will check and attach the completed form to the front of the student's file and hand to Principal for authorisation (Section B). Only the Principal can authorise withdrawals, deferrals and expulsions.
- 2.6. The student file will then be passed to the Financial Controller, who will complete Section C. If necessary, a letter will be sent to the Parent or Guardian advising them of any monies due in terms of the period of notice or outstanding monies still due to the Academy.
- 2.7. If the student is in receipt of funding, the Financial Controller will notify the Admissions Manager who will complete the D2 form to notify the EFA. If a student is in receipt of a Student Loan the Admissions Manager will complete a Change of Circumstance on the HEI Portal. The Admissions Manager will complete Section D of the student withdrawal form and notify the appropriate awarding body.
- 2.8. If the student is on a Tier 4 visa the QAHRM will report to UK Visas and Immigration the change in the student's visa status.

- 2.9. The Student Termination Form together with the student file should then be passed to Admin Support to update the student database, registers and to notify staff of withdrawal.
- 2.10. Once all the procedures above have been completed, the student file should be passed to the QAHRM for final procedural sign off, placed in a red folder and inserted back into the student filing cabinet.

3. Expulsion Procedure

- 3.1. If a student is excluded from the Academy then Section A of the withdrawal form will be completed by the Principal or a delegated member of staff and if possible or appropriate signed by the student. The appropriate disciplinary documentation will be submitted with the form in the student's file.

Appendix 1

Student Withdrawal Form

Section A – Student Details and reason for withdrawal

Student Name:					U No:
Withdrawal		Expulsion		Deferral	(Tick one)

Reason for leaving/deferral:

Student Signature..... Date.....

Section B –Authorisation

Has the student met with Principal?	Yes/No	Date of meeting:
Have the student’s parents been notified?	Yes/No n/a	Date:

Date of written confirmation to leave:

Final date of attendance:

Principal’s Signature: _____

Section C – Finance

Outstanding fees: Yes/No

(if yes) Amount due:

Notice period due: Yes/No

Balance due:
(enter amount)

Letter sent to Parent/ Guardian: : Yes/No

Signed _____ Date _____
(Financial Controller)

Section D – Funding and Awarding Bodies

Prepare D2 and send to EFA if DaDA	Yes/No/ n/a
Complete CoC on HEI Portal if Degree	Yes/No/ n/a
Send Notification to Trinity	Date Sent
Send Notification to UEL	Date Sent
<i>Please complete as appropriate</i>	
Signed _____	Date _____
<i>(Admissions Manager)</i>	

Section E – Administration

Student Database Updated	Yes/No
Registers Updated	Yes/No
Staff notified	Yes/No
Signed _____	Date _____
<i>(Admin Support)</i>	

Please return this form, attached to the student file, to the Quality Assurance and HR Manager when all appropriate actions have been completed.

Received by QAHRM _____ Date _____

Tracking Student Destination Policy & Procedure

1. Policy

- 1.1. The Academy is committed to tracking the employment destinations of the students who graduate. Employment destination is an important measure of the success of our courses and teaching staff.

2. Procedure

- 2.1. The Academy will use a range of methods to ensure that the destination data is accurate and up to date.

3. Students

- 3.1. The Academy will contact the student quarterly by email to gain an update on their current employment status. We will also use social websites such as Facebook and Twitter to contact students for information.
- 3.2. We will ensure that we have obtained programmes from all the main productions in the West End at least once a year. If we are advised that a student has secured employment we will obtain a programme immediately.
- 3.3. We are committed to telephone students on a regular basis throughout the year to talk to them directly about their employment destinations and next steps.

4. Parents

- 4.1. We will send a letter to the students' parent(s) every six months to gather information on employment destinations and progress.

Tutor Observation Policy & Procedure

1. Policy

- 1.1. Teaching Observation is intended to be a positive and mutually beneficial process. This allows the Academy and staff to discuss issues, to encourage best practice and the achievement of high standards in all aspects of work.
- 1.2. Staff appraisal sessions take place annually. The Heads of Department and/or Senior Lecturers will observe classes to ensure Academy standards are met and maintained. The College Principal and College Director will monitor the Heads of Department and Senior Lectures during observations to ensure consistency of class observations across the courses. A meeting will take place afterward to discuss the session. New staff will be observed in the first term and may be observed again later in the academic year.

2. Pre Observation

- 2.1. A copy of the Tutor Observation form should be sent to the tutor at least a week before the observation is due to take place. This will give them an indication of what is being observed during their class.
- 2.2. The tutor should provide a copy of the lesson plan or session breakdown to the appraiser at least 48 hours prior to the observation.

3. Class Observation

- 3.1. During the observation the appraiser will make notes as appropriate as this will form the basis of the appraisal interview.

4. Appraisal Interview

- 4.1. During the appraisal interview the appraiser and member of staff will discuss feedback from the class observation. The appraiser will summarise comments from the member of staff, their own comments, agreed actions and any development needs and opportunities.
- 4.2. Both parties will sign and date the interview form to show they have agreed and understood the actions.

5. Post Interview

- 5.1. The appraiser will give a copy of the completed forms to the QAHRM who will keep a copy in the appropriate staff file.
- 5.2. Copies are saved on a restricted area of SharePoint.
- 5.3. If appropriate, the appraiser will arrange any necessary training or development for the member of staff.

6. Unsatisfactory Performance

6.1. If work is deemed to be unsatisfactory due to carelessness or lack of neglect it may result in disciplinary action.

6.2. Issues which would raise concern regarding teaching staff and may result in disciplinary action include:

- lack of progress by students. This is monitored by the staff appraisal, lesson observations and by results of student assessment.
- actions that could cause damage to a student
- not providing a good teaching environment
- inability to control the students
- failure to abide by Urdang's policies on equal opportunities or evidence of discrimination
- any unprofessional behaviour that is detrimental to the running of The Academy
- failure to adhere to the Schemes of Work

6.3. This is not an exhaustive list.

7. Grades

- 1. Outstanding
- 2. Good
- 3. Satisfactory
- 4. Inadequate

Policies are reviewed annually by The Quality Assurance and HR Manager and College Director. The next scheduled review is for August 2015.

If any student, staff member, or member of the public has any queries regarding this policy document please contact the Quality Assurance and HR Manager on 020 7713 7710 ext. 2227