



**Shinny Performance Training
Group Limited**

Learner Handbook:

**BTEC (RQF) Level 4 & Level 5
Qualification**

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Introduction of SPT

Shinny Performance Training Limited Company (SPT) has established since 2017. SPT is located at Kowloon centre side, the address is Flat 1305, 13/F, Win Plaza, 9 Sheung Hei Street, Sanpokong, Kowloon. SPT is a private education centre, we work partnership with Hong Kong and overseas education institute or University running CPD courses, Bachelor Degree, Master Degree or DBA programme in Hong Kong.

The aim of SPT is providing professional, practical and recognized academic programme to students in Hong Kong. SPT wishes assisting students or work people to gain more knowledge and enrich their ability in order to increase competitive power in the industry.

Learner Recruitment, Registration and certification policy – student

Learner recruitment

It is crucial that students are recruited with integrity onto the correct programme and correct level. There is a carefully designed progression route. Every BTEC specification has clear guidance on the level of the qualification.

SPT delivering BTEC programmes have responsibility to ensure that all students who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a Level 4 or 5 qualification
- IELTS 6.5 for a Level 6 or 7 qualification

Student Identification

During the enrolment, SPT is able to invite learner provide and show their own identification document as evidence for enrolment, such as Hong Kong Identification Card (HKID card), password with student name and some confidential private information.

Entry Requirements and Admissions

SPT administration and admission team take responsibility to review student academic qualification before entry or admission.

When SPT recruit students to BTEC Higher National programmes with integrity, SPT needs to make sure that applicants have relevant information and advice about the qualification, to make sure it meets their needs.

SPT should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For students who have recently been in education, the entry profile is likely to be a level 3 qualification or for those who have returned to learning.

SPT's equality policy requires that all students should have an equal opportunity to access their qualifications and assessments, and that qualifications are awarded in a way that is fair to every student.

SPT is committed to making ensuring that:

- Students with a protected characteristic (as defined by the Equality Act, 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic.
- All students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

English language requirements

For BTEC Higher National programmes that are taught and assessed in English, SPT must ensure all students can demonstrate capability in English at the required standard.

Non-native English speakers and those students who have not had their final two years of schooling in English will need to demonstrate one of the following upon entry:

- Common European Framework of Reference (CEFR) B2
- IELTS 5.5 (including 5.5 for reading and writing)
- PTE Academic 51 or equivalent (e.g. centre-devised test).

Student induction

The induction the student receives is key to the success of the student on their chosen qualification. Students must understand the programme specification, including:

- Programme structure (how and when unit are assessed)
- Programme / unit content

- Assessment grading
- Level of programme and equivalency
- Purpose of the assignment briefs for learning and assessment
- Relationship between the tasks given in an assignment and the grading criteria
- Importance of presenting authentic work and being clear on what constitute as plagiarism
- Rules relating to submission and resubmission of evidence
- Appeals procedure
- Arrangements for any units that have external assessment or other exceptional assessment (e.g. through performances, trips, exhibitions)

Recognition of Prior Learning (RPL) for Higher Nations

What is Recognition of Prior Learning (RPL)?

2.1 RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification. An assessor reviews whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification. The learner needs to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity.

2.2 If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification.

The evidence must be: valid; current; reliable; authentic and sufficient

Recognition of prior learning for Higher Nationals

When using RPL for Higher National awards, the underlying principle is that assessed evidence from certified learning should be at the same level of education for which RPL is being used. Pearson also acknowledges that RPL can be undertaken through assessment of previous experiential learning. However, a Higher Education award which has been certified by Pearson, cannot be used as prior learning to contribute to the achievement of another Pearson higher education award of an equivalent level. An award is defined as a completed qualification. Individual units are not defined as an award and can be used for RPL

SPT Center compliance to Pearson BTEC policy on Recognition of Prior Learning (RPL) for Higher Nations policy referring to [Recognition of prior learning: policy and process \(pearson.com\)](#)

Reference Sources:

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/recognition_of_prior_learning_and_process_policy.pdf

Student resources – HN Global

Student portal - HN Global is an exciting new online platform created by Pearson for Higher National students around the world.

Created in parallel with the development of the new Higher National qualifications, HN Global houses a great number of resources so students can get the most out of their HN experience.

With HN Global, students can get access to course specific core textbooks, work on their CV, improve their study skills by completing online learning modules targeted at common development areas.

Self-directed study skills modules to provide students with the tools to develop their academic skills in areas such as critical and creative thinking, reading and analysis, and writing for higher education.

Forums and a community space to interact and engage in conversations.

Reference Sources for HN Global for students:

[HN Global | BTEC Higher Nationals | Pearson qualifications](https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/hn-global.html)

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/hn-global.html>

Assignment and Assessment policy

Assessment strategies

The purpose of assessment is to deliver valid, reliable, fair, and manageable assessment. The assessment programme must be designed so that skills and knowledge can be developed in line with the assessment criteria.

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- presentations, written reports, accounts, surveys
- vlogs, blogs, log books, production diaries
- role play
- articles for journals, press releases, web pages
- production of visual or audio materials, artefacts, products and specimens
- peer and self-assessment: presentations or reports

Using a variety of assessment methods enhances learning and should improve the validity of assessment. They improve the knowledge of the assessment criteria and what is required to gain higher grade achievement.

Assignment Resubmissions

A student who, for the first assessment opportunity, has failed to achieve a Pass for that unit specification shall be expected to undertake a reassessment.

- Only one opportunity for reassessment of the unit will be permitted.
- Reassessment for course work, project or portfolio-based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.
- A student who undertakes a reassessment will have their grade capped at a

Pass for that unit.

- A student will not be entitled to be reassessed in any component of assessment for which a Pass grade or higher has already been awarded.³

Re-assessment

A student who, for the first assessment opportunity, has failed to achieve a Pass for a unit may be offered.

- One opportunity for re-assessment of the unit.
- Reassessment for course work, project or portfolio based assessments shall normally involve the reworking of the original task.
- For examinations, reassessment shall involve completion of a new task.

A student who undertakes a reassessment will have their grade capped at a Pass for that unit.

Retaking Units

- A student who, fails to achieve a Pass on a re-assessment may, at the Center's discretion, be offered the opportunity to repeat the unit.
- The student must study the unit again with full attendance and payment of the unit fee.
- The overall unit grade for a successfully completed repeat unit is capped at a Pass for that unit.
- Units may only be repeated once.
- All such decisions should be discussed and decided through an Assessment Board.

Registrations and Certificates

We believe that all learners should achieve the recognition they deserve from completing a qualification and that this achievement can be fairly compared to the achievement of their peers.

Plagiarism and assessment malpractice

Plagiarism

There are many definitions of what constitutes as plagiarism. All of them agree that plagiarism is a form of academic misconduct or, put more simply, a form of cheating. Plagiarism is much more than simple copying from another student, or from books or the Internet, and can be taken to include paraphrasing, subcontracting the work to someone else, submitting the same piece of work for two different purposes, etc. Ultimately, plagiarism is attempting to pass off other people's work and ideas as your own. Plagiarism is fundamentally wrong and provides students with an unfair advantage.

It is a strong SPT recommendation that all student work is checked for plagiarism by staff and by anti-plagiarism software (if necessary). Please note that some anti-plagiarism software is unable to read text that has been placed inside text boxes. Therefore, SPT recommends that student work that makes heavy use of text boxes should be returned to the student so the text boxes can be removed.

Identifying plagiarism

The expertise of individual Assessors is the best safeguard against plagiarism, supported by appropriate technology where available. Assessors should check student work for:

- the use of unfamiliar words
- grammar and syntax of a standard far higher than that demonstrated previously
- a discontinuous rise in the quality and accuracy of the student's work
- the use of American spellings and unfamiliar product names.

SPT might also:

- build an oral element into the assessment process, wherever appropriate, to check on understanding
- ask students to elaborate on suspect passages within their work
- type a few selected phrases into a search engine such as Google: simple but effective
- employ a sophisticated electronic plagiarism detection device such as 'Turnitin'
- discourage the use of unregulated websites such as Wikipedia

- familiarise yourself with the more widely-used ‘essay banks’ that can be found on the Internet
- pay particular attention to those students who perform well in coursework but considerably poorer in examinations and tests
- share concerns with colleagues; if everyone has the same suspicions about a particular student, it would seem appropriate to apply rigorous checks to all of his or her work.

Policies and procedures to address plagiarism

SPT has the following policies and procedures:

- a precise definition of plagiarism and other forms of academic misconduct
- a statement of why plagiarism, and all other forms of academic misconduct, are wrong
- take actions to address the culture of plagiarism
- monitor students’ assessed work and detect plagiarism
- to investigate allegations of plagiarism
- a tariff of penalties that will be applied to students found guilty of plagiarism
- details of the appeals system for students to use when appealing against decisions made.

Malpractice

‘Candidate malpractice’ means malpractice by a candidate in the course of any examination or assessment, including the preparation and authentication of any controlled assessments or coursework, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Once discovery of any irregularity in the internally assessed components of examinations before a learner has signed the declaration of authentication, center don't need to report this to Pearson. Instead, center may decline to accept the work for assessment purposes.

If center discover an irregularity after a learner has signed the declaration of authentication, or center suspect any malpractice by a learner during an examination.

Malpractice issues can be minimized by ensuring students and staff are aware of the issues: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero-tolerance approach.

SPT Center compliance to Pearson BTEC policy on Plagiarism and assessment malpractice policy, for the details please refer to [Malpractice and plagiarism | Pearson qualifications](#)

Reference Sources:

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice.html/content/demo/en/support/support-topics/results-certification/grade-statistics>

Special Considerations and Reasonable Adjustments Policy

Special Considerations

Student performance can sometimes be affected by circumstances out of their control. Special consideration is a post-assessment adjustment that compensates students who were suffering from a temporary illness or condition or who were otherwise disadvantaged at the time of assessment submission.

SPT may apply for special consideration on a student's behalf.

Reasonable Adjustments Policy

Reasonable adjustment can help reduce the effects of a disability or difficulty that puts the learner at a substantial disadvantage in an assessment. It applies to vocational qualifications, and is agreed at the pre-assessment planning stage.

Reasonable adjustments cannot affect the integrity of assessment outcomes, or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Reasonable adjustments and special consideration

We are committed to fulfilling our duty to meet the access arrangements requested for our learners in a way that does not disadvantage either them or their peers.

We will always consider a request relating to access to our qualifications, except where acceptance of the request is not logistically possible or where it would undermine the criteria for the assessment.

We believe that all learners should achieve the recognition they deserve from completing a qualification and that this achievement can be fairly compared to the achievement of their peers.

SPT Center compliance to Pearson BTEC policy on Special Considerations and Reasonable Adjustments policy, for the details please refer to [Reasonable adjustment | Pearson qualifications](#)

Reference Sources:

<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

Equal Opportunities Policy

SPT equality policy requires that all students should have an equal opportunity to access their qualifications and assessments, and that qualifications are awarded in a way that is fair to every student.

SPT has a mission: to help people make more of their lives through learning. Whether it's at home, in the classroom or in the workplace, learning is the key to improving our life chances. BTEC is the UK's largest awarding body and is regulated by Ofqual (England), SQA Accreditation (Scotland), CCEA Regulation (Northern Ireland) and Qualifications Wales (Wales). BTEC offer academic and vocational qualifications that are globally recognised and benchmarked, with educational excellence rooted in names like Edexcel, BTEC.

BTEC regulatory policies are integral to our approach and articulate in a consistent way how we meet regulatory requirements. These policies are designed to support centres and learners with the design, delivery and award of Pearson qualifications and services.

Policy statement

All learners should have equal opportunity to access our qualifications, assessments, related products and services and the content of our qualifications and assessments should reflect the wide diversity of our audiences. We strive to support all our learners, regardless of their ability and to ensure that our qualifications are awarded in a way that is fair to every learner.

Equal Opportunities

The anti-discrimination ordinances prohibit discrimination against a person on the grounds of sex, marital status, pregnancy, disability, family status and race.

Anti-discrimination.

It is anti-discriminate against a person on the grounds of sex, marital status or pregnancy in the following areas of activities:

- education

It also protects a person from sexual harassment in the areas of education. Sexual harassment is any type of unwanted sexual behaviour towards another person. This includes, but is not limited to acts such as touching a person, making sexual jokes or asking for sex. Disability harassment would include behaviour that would make a person with disability feel humiliated and offended such as rude comments, jokes, pictures and text messages etc. about a person's disability.

Design and development of our qualifications

We are committed to:

- Developing qualifications that are accessible to, and representative of, the learners taking them, where these are not restricted by government determined conditions.
- Developing qualifications and assessments which are free from bias and do not discriminate against specific groups or characteristics.
- Making sure BTEC qualifications and related products are of the appropriate demand and rigour, and that our learners are empowered by them.
- Designing qualifications that support the development of skills and abilities so that they enable progression and do not place a cap on learners' aspirations.
- Developing qualifications and assessments that refer to provision at levels above, alongside and below, to enable the progression of learning.

By doing these things we ensure that learners with a protected characteristic, when they are undertaking one of our qualifications, are neither advantaged nor disadvantaged in comparison to learners who do not share that characteristic.

Delivery and assessment of our qualifications

We pledge to provide equality of opportunity for learners to access all assessments, whether they are internally or externally assessed, and by whatever means.

Appeals policy

SPT will review all student appeals and make appropriated decisions on progression, assessment and awards. Ensuring all students and staff are aware of:

- what constitutes an academic appeal and what is considered assessment malpractice
- the related processes for instigating an appeal or investigating malpractice
- the possible outcomes that may be reached
- the consequences of both internal and external outcomes
- the process that exists to enable students to make an appeal with Pearson relating to external or internally awarded assessment outcomes.

The enquiries and appeals process:

Enquiry – First Stage:

Learner will not be able to appeal to Pearson unless learner has first gone through the appeals process at centre.

If students want to enquire about or appeal against student centres decision which student feel has disadvantaged yourself, then learner should email Pearson BTEC at vocationalqualitystandards@pearson.com within 14 calendar days of being told outcome of your centre's appeals process.

All cases are reviewed by Pearson BTEC assessment experts who have responsibility for the matter being appealed. Pearson BTEC will:

- Acknowledge your enquiry application within 3 days.
- Respond to learner enquiry within 30 days of receiving it. If learner are not happy with the outcome of the enquiry you have 14 days in which to request that a Preliminary Appeal Review is undertaken.

Preliminary Appeal Review - Second Stage

Learner should make an appeal only on the basis of whether center used procedures that were consistent with the regulatory authorities' requirements, and applied center own procedures properly and fairly in arriving at judgments. The appeals office may refuse to accept your appeal if no procedural ground is given.

Centres and learners:

Requests for a review must be sent to vocationalqualitystandards@pearson.com or for End Point Assessment to epadelivery@pearson.com.

We will:

- Acknowledge an appeal application within 3 days.
- Tell you within 14 days whether the case has been accepted or not.
- Arrange for appeals specialists, with no previous involvement with your case, to review the appeal.
- Respond, in writing, with the outcome of the preliminary appeal review within 21 days of confirming our acceptance of the case. If you are not happy with the outcome of the review, you may submit a request for an appeal hearing by contacting edexcelappeals@pearson.com.

Pearson Appeal Hearing - Third Stage

Pearson will acknowledge learner application for an appeal hearing within 3 days. Pearson has up to 50 working days to hold an appeal hearing.

The Appeals Panel

- The Pearson Appeals Panel normally consists of 3 panellists who are independent of Pearson. Panelists are appointed in line with Section 28 of the JCQ Appeals process. They have had no employment or other work with Awarding Organisations for at least the previous 5 years.
- The Head of your Centre, learner or delegated representative may be asked to attend the hearing. For international centres, the hearing may be held remotely.

- The Appeals Panel will follow the procedure in the JCQ Guide to the Awarding Bodies Appeals Processes.

Making an appeal

The chair of the Appeals Panel will consider an appeal if:

- The Head of your Centre makes the appeal in writing within 14 days of the outcome of the Preliminary Appeal Review.
- Your centre's appeal process is completed.
- The preliminary appeal review process or any further work resulting from the review. is completed.

Outcomes of the Appeal Panel

This is the last stage of the enquiry and appeals process. A final decision will be made and there is no further route of appeal for vocational qualifications.

The appeals office will:

- Let Center Head or learner know the decision of the Appeals Panel within 2 days of the hearing.
- Send a letter to the Center Head or learner describing what was discussed at the hearing and explaining the panel's decision.

You will need to keep all documents related to the enquiry or appeal for at least three years.

Complaints

A student complaint is the expression of a specific concern about matters that affect the quality of their learning opportunities.

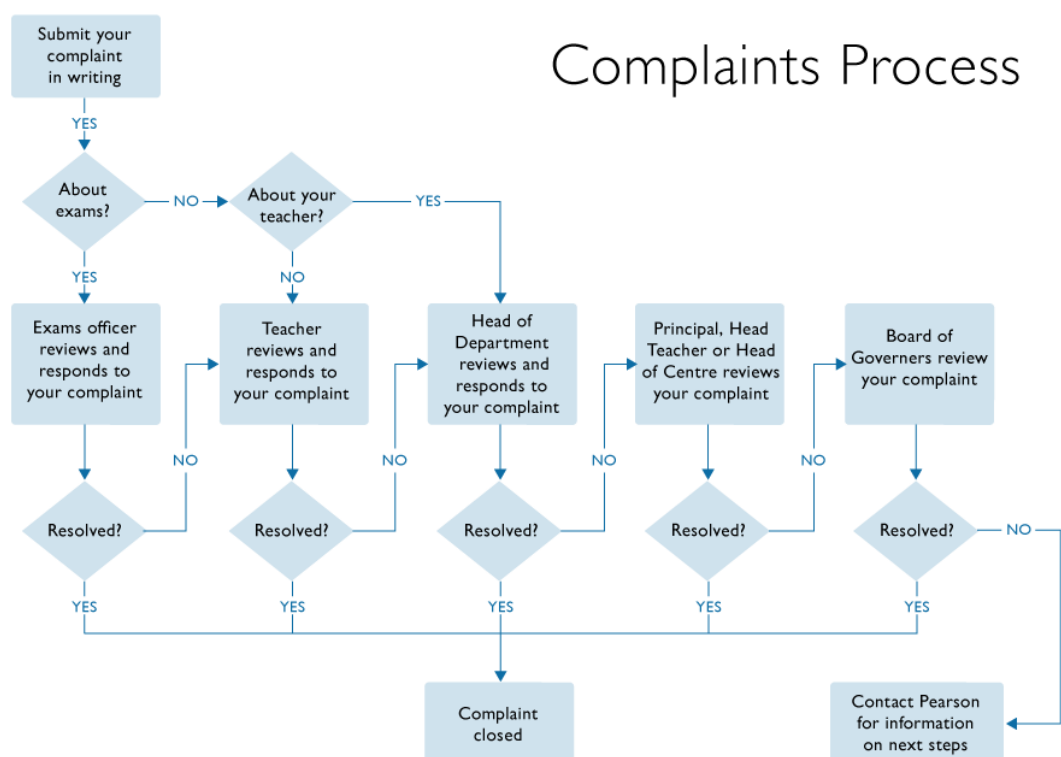
SPT encourage students to fill out and submit “Student Complaints Form” once student has any complaints to raise out to SPT center.

Complaints about your teacher, school, college or learning provider

If student is unhappy with the way your teacher is delivering a Pearson qualification, or with a decision that’s been made by your school, college or learning provider, you need to give them the opportunity to investigate and respond to your concerns before getting in touch with us. The only exception to this rule is where you have evidence that someone has committed malpractice.

Please note that once a learner has exhausted a centre’s complaints procedure, there will only be certain matters Pearson can then assist with. We cannot assist with matters which are between the centre and learner, for example, fee disputes.

Complaints Process



During the investigation of a complaint, SPT or learning provider can get in touch with Pearson BTEC for more information, support or advice. However, Pearson BTEC would not usually become directly involved until the internal process has been completed.

Complaint about exams, coursework or assessment

If learners are concerned about an aspect of one of center assessments, center teacher is in the best position to guide learner. If center feel center need to formally raise learner concerns with Pearson, center can do so on behalf of all students at SPT

Where an issue is identified with an exam or other assessment that we've set, we work with our examiners to ensure that no students are unfairly advantaged or disadvantaged. We do this by carefully monitoring students' responses during the marking and by setting grade boundaries that make sure you're fairly rewarded for your performance.

This makes it very difficult to respond to you within a reasonable timeframe as

we can't comment on concerns until all of the work has been marked and results have been released. Therefore, we publish information on our student updates page and share the details of any actions we've taken to our centers who can share the information with you.

Complaint about results and grading

When learners or parents contact center, we can't share specific information about results because we don't hold enough information to verify your identity. This means that if you are unhappy with your results or feel that they are incorrect, your teacher is in the best position to help you. They will be able to clearly explain the options available and can contact us on your behalf if necessary.

I'm a private candidate - are the rules different?

Yes. Although private candidates often find it easier to speak to their school, college or learning provider about their results, they can contact Pearson directly to request post-results services like a 'review of marking' or to request a marked copy of their exam paper. If a private candidate is unhappy with the outcome of a review of marking, they can also appeal our decision without going through their exam centre.

Why can't I have my coursework or controlled assessment re-moderated?

Coursework and controlled assessments are internally marked by your teacher and then the work is externally moderated by Pearson. If your teacher marked the work incorrectly, this is picked up during the moderation process and marks are adjusted accordingly.

If your teacher's marks were adjusted, only your school, college or learning provider can request work to be re-moderated. This is because if a re-moderation is requested, all work must be resubmitted and any changes will affect all students registered at your centre for that particular subject.

Who determines the rules around marking and re-marking assessments?

Pearson works with the other major UK awarding organisations to set common

rules for processes such as the marking and re-marking of assessments. This is to ensure that all students are treated in the same way, regardless of the awarding organisation your school, college or learner provider has chosen.

The major UK awarding organisations are members of the Joint Council for Qualifications (JCQ) and all rules set by this body comply with the Ofqual Code of Practice.

Risk assessment and Health and Safety Policy

When schools are responsible for health and safety

Schools are responsible for day-to-day health and safety whenever your child is in the care of school staff - this includes school trips and clubs.

What schools are responsible for

Every school has a health and safety policy. Ask the school if you want to read it. It should contain details of what the school is responsible for (eg school trips) as well as what they should do to look after your child.

Schools must follow the same health and safety law for indoor temperatures as other workplaces.

Serious accidents at school

SPT must report serious accidents, outbreaks of disease or dangerous incidents to the health & safety department.

Risk Assessment Policy.

Risk assessments are drawn up for the following: normal on-site activities; School trips, on an individual basis; any activity that involves an unusual risk (e.g. adventure play, kayaking etc.).

Risk assessment in different aspects

Fire Safety

Most fires are preventable. Those responsible for workplaces and other buildings to which the public have access can avoid them by taking responsibility for and adopting the right behaviours and procedures.

This section covers general advice on fire safety and also provides guidance on substances that cause fire and explosion.

General fire safety hazards

Fires need three things to start – a source of ignition (heat), a source of fuel (something that burns) and oxygen:

- sources of ignition include heaters, lighting, naked flames, electrical equipment, smokers' materials (cigarettes, matches etc), and anything else that can get very hot or cause sparks

- sources of fuel include wood, paper, plastic, rubber or foam, loose packaging materials, waste rubbish and furniture
- sources of oxygen include the air around us

Electrical Safety

Electricity is a familiar and necessary part of everyday life, but electricity can kill or severely injure people and cause damage to property.

There are simple precautions when working with, or near electricity that can be taken to significantly reduce the risk of electrical injury to you and others around you.

There are some simple precautions that can be taken that will significantly reduce the risk of electrical injury to you and others around you:

- [Work near electricity](#)
- [Excavation and underground services](#)
- [Overhead power lines](#)
- [Work using electrically powered equipment](#)
- [Work on electrical equipment, machinery or installations](#)
- [Maintaining electrical equipment](#)
- [Electricity in potentially explosive atmospheres](#)

Electrical injuries can be caused by a wide range of voltages but the risk of injury is generally greater with higher voltages and is dependent upon individual circumstances. Torch batteries can ignite flammable substances.

Alternating current (AC) and Direct Current (DC) electrical supplies can cause a range of injuries including:

Contents

- [Electric shock](#)
- [Electrical burns](#)
- [Loss of muscle control](#)
- [Thermal burns](#)

Electric shock

A voltage as low as 50 volts applied between two parts of the human body causes a current to flow that can block the electrical signals between the brain and the muscles. This may have a number of effects including:

- Stopping the heart beating properly
- Preventing the person from breathing
- Causing muscle spasms

The exact effect is dependent upon a large number of things including the size of the voltage, which parts of the body are involved, how damp the person is, and the length of time the current flows.

Electric shocks from static electricity such as those experienced when getting out of a car or walking across a man-made carpet can be at more than 10,000 volts, but the current flows for such a short time that there is no dangerous effect on a person. However, static electricity can cause a fire or explosion where there is an explosive atmosphere (such as in a paint spray booth).

Electrical burns

When an electrical current passes through the human body it heats the tissue along the length of the current flow. This can result in deep burns that often require major surgery and are permanently disabling. Burns are more common with higher voltages but may occur from domestic electricity supplies if the current flows for more than a few fractions of a second.

Loss of muscle control

People who receive an electric shock often get painful muscle spasms that can be strong enough to break bones or dislocate joints. This loss of muscle control often means the person cannot 'let go' or escape the electric shock. The person may fall if they are working at height or be thrown into nearby machinery and structures.

Thermal burns

Overloaded, faulty, incorrectly maintained, or shorted electrical equipment can get very hot, and some electrical equipment gets hot in normal operation. Even low voltage batteries (such as those in motor vehicles) can get hot and may explode if they are shorted out.

People can receive thermal burns if they get too near hot surfaces or if they are near an electrical explosion. Other injuries may result if the person pulls quickly away from hot surfaces whilst working at height or if they then accidentally touch nearby machinery.

A single low voltage torch battery can generate a spark powerful enough to cause a fire or explosion in an explosive atmosphere such as in a paint spray booth, near fuel tanks, in sumps, or many places where aerosols, vapours, mists, gases, or dusts exist.

Advice on smoking at work

Smoke-free legislation was introduced in England in 2007, banning smoking in nearly all enclosed workplaces and public spaces, following similar bans in Scotland and Wales. Local authorities are responsible for enforcing the legislation.

Accidents and investigations

Monitor the effectiveness of the measures you put in place to control the risks in your workplace. As part of your monitoring, you should investigate incidents to ensure that corrective action is taken, learning is shared and any necessary improvements are put in place.

Investigations will help you to:

- identify why your existing control measures failed and what improvements or additional measures are needed
- plan to prevent the incident from happening again
- point to areas where your risk assessment needs reviewing
- improve risk control in your workplace in the future

Reporting incidents should not stop you from carrying out your own investigation to ensure risks in your workplace are controlled efficiently.

An investigation is not an end in itself, but the first step in preventing future **adverse events** that includes:

- **accident:** an event that results in injury or ill health
- **incident:**

- **near miss:** an event not causing harm, but has the potential to cause injury or ill health (in this guidance, the term near miss will include dangerous occurrences)
- **undesired circumstance:** a set of conditions or circumstances that have the potential to cause injury or ill health, eg untrained nurses handling heavy patients
- **dangerous occurrence:** one of a number of specific, reportable adverse events, as defined in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

Risk assessments are written or reviewed and renewed on an annual basis and whenever circumstances change in a way that impacts on risk. SPT staff (through the health and safety committee) to ensure that he is aware of risks and hazards.

Risk assessments for all standard School activities, where appropriate, counter-signed and dated by relevant staff. They are then saved on the shared common drive and displayed in the classroom, where possible.

All risk assessments must be submitted to the Director of SPT well in advance of the activity, to be checked and signed off. This submission time will vary depending on the nature of the activity.

Health and Safety Policy:

To state the School's legal responsibility for the health and safety of its employees, students and visitors.

To establish who is responsible for health and safety and what responsibilities are delegated to whom.

To outline the School's arrangements to establish, monitor and review measures needed to meet satisfactory health and safety standards. To state the School's risk assessment policy.

To provide appropriate risk assessments for particular School activities, including staff training.

Learner Support

Learners can contact the SPT student support team or administration team for study support, including special teaching support, assignment brief guidance support, WhatsApp communication, e-book providing services.

Study Support:

- Assessment: SPT provide regular assessment supporting class, as tutor support for assisting learner to do assessment.
- E-library:
- Physical reference book:
- Journal sharing:
- Flexible communication channel:

Learner is able to contact with SPT 5112 8649 or by email info@sptraining.org.

Internal Verification:

What is internal verification?

Internal verification ensures that internally assessed units:

- have assignment briefs that are fit for purpose
- are assessed accurately to national standards against the unit criteria.
- utilise consistent assessment and grading across the programme.

Internal verification is a necessary part of the BTEC programme and is intended to be a supportive process.

The internal verification sample

During the course of the programme, sampling from Assessors must cover the following as a minimum:

- every Assessor
- every unit
- work from every assignment
- every assessment site (for multi-site and consortia centres).

There is not a requirement that all learners must have been internally verified during the lifetime of a programme. There is no prescribed sample size but a well-constructed sample should consider:

- the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible
- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor
- new BTEC programmes: when a unit or programme is first introduced, the sample should be increased
- the size of the group of learners
- known issues with internal verification: these may have been identified previously

The internal verification of assessment decisions process

The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification.

This will include checking:

- the learner work against the assessment criteria and judge whether it has been assessed accurately.
- the assessment criteria. This represents the national standard and all BTEC learners are measured against it
- coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.
- the feedback from Assessor to learner is accurate and linked to the assessment criteria Following internal verification, if there are any assessment concerns, feedback should be provided to the Assessor with any actions applied to the whole cohort and not just the sampled learners.

Internal verification is one of the essential of BTEC programme and provides essential guidance on learning progression, learner planning and continuous improvement of learning BTEC qualifications.

The majority of BTEC units are assessed through internal assessment, which means that the programme suits the learners and relates to local need. The way in which you learn the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

The Internal Verifier is a center-based role and it is of benefit to develop these skills across the delivery team in each principal subject area. The Internal Verifier should undertake verification of the following during the various stages of BTEC delivery.

Assessment decisions

Retaining Documents

Internal verification documentation, along with the assessment records, should be stored for a minimum of three years after certification. The internal verification process should be monitored in the centre, by the Lead Internal Verifier and the Quality Nominee.

Closure of and Withdrawal of BTEC approval centre

This policy covers the closure of and withdrawal of BTEC approval centre

In exceptional circumstance programmes may be suspended or closed.

The reasons for programme closures are varied and may include (but are not limited to)

- low recruitment,
- changes in strategic priorities or staffing alterations.

The recommendation considered by SPT should include:

- Reasons for proposing closure;
- Plans for continuing students, where relevant.

Following approval of the proposed closure, SPT will inform:

- Students
- Marketing department

Where applicable, SPT shall make any special arrangements for current completing students, and plans for how these arrangements shall be monitored. Pearson BTEC and SPT have responsibility for ensuring that students remaining on the provision have the opportunity to complete their studies, and that academic standards for these students are maintained. Arrangements shall be made for students to complete their programme.

Transfer options, if relevant, should be discussed with students at the earliest possible date.

Where a programme is discontinued, applicants holding offers will be informed as soon as possible, and where possible and appropriate, will be offered a place on an alternative programme by the College or alternatively support.