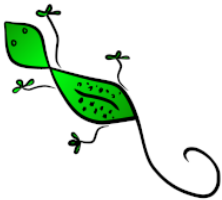


Policy (statement) on Candidate Support



Gecko Community

Empower, Inspire, Educate

Contents:

Section A: Learner Induction Process

Section B: Initial Assessments & Recognition of Prior Learning

Section C: Assessment Policy

Section D: Disability and Discrimination Policy

Section E: Procedure for Quality Assurance Review of the Qualification

Section A: Learner Induction

INDUCTION PROCESS

Stage 1: Parents receive a letter via email detailing login information for the young person's Gecko email account in order to receive a video link for their Family session.

Stage 2: Family Session. This includes the young person and a parent attending an online session with their teacher in order to establish:

- a) student expectations, including them voicing what they would like to gain from the sessions
- b) student needs, including what skills they may need to learn in order to access the sessions, break requirements, communication difficulties and solutions and specific learning needs
- c) Gecko expectations, willingness to learn
- d) how the sessions will go, this includes negotiating communication options such as video, voice, typing or a mixture of communication mediums
- e) student induction into using Google chat and expectations for the Getting to Know You session

Stage 3: Getting to Know You session. This will be with the young person, a parent may or may not still be present. The aims of this session are:

- a) for the student to learn more about their teacher
- b) for the student to share information about their likes, interests, hobbies etc
- c) for the student to be inducted into the use of Google Slides
- d) discussion about what topic/project the student would like to focus on first

Section B: Initial Assessment & Prior Learning Recognition

1.0 INITIAL ASSESSMENTS

Informal initial assessments are carried out during the first weeks following the students induction in order to assess the right level for qualifications, projects and short courses.

GCSE qualification, certificates and school reports also contribute towards assessing learner level and suitability for qualifications and courses.

In relation to ASDAN qualifications, Gecko will perform assessment to ensure the learner is competent to meet the standards as set out in point 1. 3 Key Skills Levels 1 to 3 and point 1.6 of the ASDAN Wider

Key Skills Guidance: [wider_key_skills_guidance_2016.pdf](#)

2.0 RECOGNITION OF PRIOR LEARNING (RPL)

Knowledge and skills attained through prior qualifications to ensure that they meet the learning outcomes and assessment criteria for the qualification that they are being considered for.

In relation to ASDAN qualifications, Gecko will follow guidance set out in point 2.5 Recognition of Prior Learning – in the ASDAN Assessment, Structure and Process

[sect_2_assessment_structure_and_process_oct_19.pdf](#)

Section C: Assessment Policy

Contents:

- The Assessment Policy contains important information to ensure that all staff comply with the College's requirements regarding the Assessing & Internal Verification of qualifications.
- Introduction, Aims, Scope & Principles
- Assessment Schedules & Calendar
- Setting Assignments, Receipt of Assignments, Late Submissions & Formative Assessment
- Assessment Grading, Return of Work, Extensions
- Moderation, Arrangements for Learners with Special Requirements
- Standards, Malpractice, Appeals, Conflicts of Interest, Accountabilities, Related Policies
- Links to Awarding Bodies
- Appendix 1: Internal Verification Procedures & Internal Verification of Assessment
- Appendix 2: Appeals Procedure
- Appendix 3: Conflicts of Interest Policy
- Guidance on Assignment Extensions & Extension Application Form

1.0 INTRODUCTION

- Gecko Community aims to provide fair access to assessment for all learners on qualification based programmes. Gecko teachers are able to provide evidence for any necessary access arrangements.

- Assessment practice will be open and consistent with the codes of practice and regulations laid down by the relevant awarding and validation bodies.

2.0 AIMS

The aim of this policy and its related procedures is to:

- ensure that learners receive accurate and useful information about their progress and attainment;
- ensure that staff receive clear and effective advice on managing the assessment process;
- ensure compliance with awarding body regulations;
- support improvements in teaching effectiveness, learner achievement and progression.

3.0 SCOPE

The policy applies to:

- all qualifications offered by the Charity and its partners up to and including Level 3;
- any Charity staff with teaching, learning or assessment responsibilities.

4.0 PRINCIPLES

Course teams are expected to ensure that:

- assessment is conducted with rigour, fairness and in accordance with current awarding body regulations (see 2.2.0);
- evidence for assessment meets the VACSR test in that it is valid (it genuinely tests the skills being assessed), authentic (actually the learner's original work), current (sufficiently recent and up to date), sufficient (it meets the requirements of the assessment tool or awarding body) and reliable (if the assessment were to be repeated, the results would be similar);
- formative assessment is used to measure learners' progress, challenge learners to achieve high standards and prepare them for summative assessment;
- appropriate feedback is provided to learners on assessed work which promotes learning and facilitates improvement (this must adhere to awarding body regulations where strict feedback rules apply, as with ASDAN);
- assessment decisions are recorded and documented accurately and systematically, and in accordance with the requirements of awarding bodies;
- there is a robust system for standardising and internally verifying assessment decisions and grades;
- assessment is co-ordinated between teachers and well-being mentors to ensure that learner workloads are staggered and manageable;
- assessment and internal verification records are kept securely for the period stipulated by the awarding body;

- learner work is kept securely for the period stipulated by the awarding body;
- the Malpractice and Maladministration Policy is referred to when necessary.

5.0 ASSESSMENT SCHEDULES

The assessment schedule is part of the Charity Scheme of Work and should be made available to learners during Induction in hard or soft copy. Where awarding bodies have their preferred template, this may be used instead of section two of the SoW.

Assessment schedules should include all internal and external assessment dates for each learner, and Personal Tutors should ensure that learners are aware of dates for each part of the Study Programme for example Mathematics and English.

6.0 ASSESSMENT CALENDAR

Refer to section 3.8.1 for May/June timeline and section 3.8.2 for November timeline in the Extended Project Qualification (EPQ) Handbook [epq_centrehandbook_v2-0_oct21.pdf](#)

7.0 SETTING ASSIGNMENTS

- Placement Coordinator should ensure that SoWs contain details of all assignment deadlines and external test dates during Induction. This should also include target dates for the completion of practical work.
- Course teams should work together to agree assessment schedules that are staggered across the year and provide learners with an even spread of work.
- SoWs should be checked by Head/Centre Manager
- A copy of the first three sections of the scheme of work must be provided to the learners at the start of their course.
- PC should ensure that learners understand the assignment grading criteria at the start of their course (e.g. the difference between a Pass, Merit and Distinction).
- All assignments should be issued with a top sheet which meets awarding body requirements (most provide templates).
- Any formative assessment deadlines should be set sufficiently in advance of the summative deadlines to enable the learners to benefit from the feedback.
- Staff are not advised to change assessment dates unless it is absolutely essential. Where changes are necessary, learners should be given plenty of advanced notice, and some awarding bodies will need to be informed.
- All assignment briefs must be internally verified before being issued to learners.
- PC are expected to ensure that lecturers set clear guidelines on how work should be submitted and exactly what evidence is required.

8.0 RECEIPT OF ASSIGNMENTS

- The PC is expected to set up a tracking system for recording learner submission dates whether by hand or online. Learners should have this system explained to them at the beginning of the course to avoid any misunderstanding and the processes for submitting work must be consistent with awarding body guidelines.
- Pearson has specific guidelines about the meeting of initial deadlines if a learner is to be eligible for a re-submission, and these must be rigorously adhered to.

9.0 LATE SUBMISSIONS

- Late submission is defined as receipt of an assignment after the final submission time/date. An assignment that is due by noon, for example, is considered late if it is submitted at 17.00 on the same day.
- Actions taken by course teams to address late submission must always be in accordance with award body regulations (Appendix 5).
- Learners may request an extension in accordance with the procedure in Appendix 4.

10.0 FORMATIVE ASSESSMENT

- Formative assessment is proven by research to be one of the key activities that improves learner achievement and lecturers should plan opportunities for feedback in class and on draft submissions that are sufficient to prepare learners for summative assessment.
- Course teams must ensure that their approach to formative assessment meets the awarding body regulations where, for example, ASDAN stipulates that no formative assessment or feedback can take place once a summative assignment has begun.
- Formative feedback should be constructive, focussed on improvement, criterion referenced where relevant and designed to develop English, maths and employability skills in addition to the subject.

11.0 ASSESSMENT GRADING

- The marking of assessments must comply with the requirements of the assessment criteria laid down by awarding bodies.
- Summative feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance (with the exception of Level 2 and 3 ASDAN courses for which strict guidelines pertain to summative feedback and resubmissions).
- Where an assignment is based on group work, learners must receive an individual grade which reflects their personal contribution; evidence of individual work must be clearly delineated and demonstrate that all learners have met the criteria targeted.

- Allowances may need to be made for learners with additional support needs. Please liaise with the Learning Support Manager for information on an individual case; they will need to liaise with Examinations Officer where arrangements need to be put in place;
- Assessment grades must be internally verified in accordance with the sampling plan before being returned to the learners; where actions are necessary, feedback to the assessor must be acted upon by the assessor and signed off by the verifier before the final assessment decision is returned to the learner.
- All course teams are strongly encouraged to attend awarding body standardisation events and relevant training courses to remain current and share best practice in assessment and grading.

12.0 RETURN OF WORK

- Learner written work should be marked and returned, with feedback, within three working weeks; assessors should leave adequate time to act on any feedback from the internal verification process within this period.
- Delaying feedback can have a hugely deleterious impact on learning and future assignments and should be avoided wherever possible.
- If it becomes clear that work is unlikely to be returned within three weeks, the Head/Centre Manager must be informed, and learners given a clear indication of when they can expect feedback.

13.0 EXTENSIONS

- In exceptional cases (e.g. ill-health) an extension may be authorised by the lecturer where appropriate evidence (e.g. a medical certificate) has been provided.
- Lecturers should ensure that learners are aware of the procedures governing extensions at the start of their course.
- Learners, or their parents or guardians, must apply for an extension in writing outlining the reasons for their request.
- Learners should apply for an extension using the Extension Form in Appendix 4.

14.0 INTERNAL VERIFICATION AND MODERATION

Principles:

- All programmes are subject to an internal verification procedure in order to assure standards and consistency. Assessment will be internally verified in line with the principles of assessment set out in this policy and in accordance with awarding body regulations.

Procedure:

The Charity's Internal Verification procedure is set out under Appendix 1.

Feedback:

- It is vital that, having completed internal verification, the internal verifier gives personal feedback to the assessor (which may be to affirm good practice as well as to address problems), and that this feedback is recorded. It is this discussion that forms the basis for the IV system and provides the opportunity to review practice.

Disagreements:

- It can be a delicate process commenting on a colleague's marking and assessment, and it needs to be handled with sensitivity and tact. In the event of a disagreement over grades awarded or decisions reached, it is important to try and reach a consensus. If, after discussion, an agreement cannot be reached, it should be referred to the Curriculum Coordinator and then to the Head/Centre Manager. If agreement cannot be reached at this stage, the Head/Centre Manager will seek guidance from the awarding body.

15.0 EXTERNAL VERIFICATION AND MODERATION

- All programmes are subject to some form of external verification, standardisation or moderation, and Placement Coordinator are responsible for ensuring that awarding body regulations are followed.
-
- Quality Assurance Manager must be sent copies of all external reports.
- Placement Coordinator must ensure that all actions and recommendations from reports are included in course QIPs so that progress can be recorded and reviewed.

16.0 ARRANGEMENTS FOR LEARNERS WITH SPECIAL ASSESSMENT REQUIREMENTS

- Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification.
- Where special arrangements need to be made to accommodate learners with particular needs, care must be taken to ensure that they are fair.
- Support may be appropriate in a variety of ways including:
 - help with communication and number skills;
 - adapted equipment and physical environment;
 - extended assessment time;
 - assistive technology.
 - awarding body protocols must be adhered to.
 - for external examinations and tests, the lecturer must consult with the Learning Support Manager.

17.0 MALPRACTICE

- All incidences of academic misconduct, such as cheating and plagiarism, must be dealt with according to the Charity's Malpractice and Maladministration Policy.
- Learners must be informed of this policy during Induction and given careful guidance about what constitutes malpractice and the study skills required to avoid it.
- The Charity has already adopted the use of Turnitin for Higher Education courses.

18.0 APPEALS

- Learners who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their subject lecturer or assessor. If they wish to take the matter further they should do so through the Charity's Appeals Procedure in Appendix 2.
- The Assessment Appeals Process should be explained to all learners at the start of their course.

19.0 CONFLICT OF INTEREST

- The Charity ensures that any conflict of interest by staff members directly or indirectly involved in assessment is managed as per the Conflict of Interest policy in Appendix 3

20.0 ACCOUNTABILITIES

- All course teams are expected to refer to this policy and the relevant awarding body guidance when they plan their assessment strategy.
- Assessment guidance should be an integrated feature of learner and subject Inductions, and should be included in Course Handbooks.
- Course teams are expected to evaluate their assessment strategy at the end of each academic year as part of the course self-assessment process.
- The Head/Centre Manager is ultimately responsible for the management of assessment practices for courses in their charge, and for the implementation of actions arising from the internal and external verification processes.
- Should a withdrawal of qualification take place in year, Gecko Community will be committed to ensuring the learners registered to the qualification are not disadvantaged

21.0 DEFINITIONS

Assignment: This term is used to denote a SUMMATIVE assessment instrument

Summative Assessment: A form of assessment that contributes to the learner's final mark/award for the course

Formative Assessment: A form of assessment designed to give the learner feedback on how to improve their work before summative assessment begins

Final submission date: The final cut-off date for submission

Internal Verification: that ensures that assignments are written, marked and recorded in line with awarding body regulations and criteria

External Verification Placement Coordinator: A process whereby an external specialist reviews the permanence, standards and quality assurance processes of the course in line with awarding body regulations. A nominated staff member who monitors the progress of assessment, IV and EV processes for a given course, and evaluates the process annually.

22.0 RELATED POLICIES AND PROCEDURES


Recognition of Prior Learning Policy


- Conflict of Interest Policy
- Malpractice and Maladministration Policy

23.0 LINKS TO KEY AWARDING BODY DOCUMENTS

<https://www.asdan.org.uk/courses>

Extended Project Qualification (EPQ) Handbook  epq_centrehandbook_v2-0_oct21.pdf

Wider Key Skills Guidance  wider_key_skills_guidance_2016.pdf
Assessment, Structure and Process

 sect_2_assessment_structure_and_process_oct_19.pdf

APPENDIX 1

INTERNAL VERIFICATION PROCEDURE

Internal Verification of Assignments

1. The PC or LIV allocates an IV for each assignment.
2. All assignments go through IV even if they are repeated from previous years to ensure dates and any new guidance or industrial practices have been taken into account.
3. The assessor submits the assignment to the IV in good time to make any necessary amendments before the planned hand-out date.
4. The IV follows awarding body protocols and uses any templates or checklists provided to assess the assignment.
5. Checks are likely to include, but are not limited to:
 - a. correct course codes and titles;
 - b. correct unit/module codes and titles;
 - c. reasonable time for completion between hand-out and submission dates;
 - d. a clear scenario giving an employment context to the assignment;
 - e. correct spelling, punctuation and grammar;
 - f. language suitable for the learners, level and subject;
 - g. accurate linkage of criteria to tasks;
 - h. tasks likely to enable learners to produce evidence that meets the criteria at all grades available;
 - i. guidance about how the evidence should be presented by the learner;
 - j. tasks which provide adequate coverage of course content;
 - k. tasks which adhere to assessment guidance in the specification.
6. If the assignment is fit for purpose, the IV includes feedback about good practice and signs and dates the IV form; a copy of the IV form and assignment are kept in the IV file and the assignment can be issued to learners.
7. If the assignment is not fit for purpose, the IV completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time to make amendments before the issue date.
8. The assessor makes the necessary amendments and hands back the new assignment and the IV form to the IV.
9. The IV checks the assignment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IV form and assignment are kept in the IV file and the assignment can be issued to learners.

10. If the assignment is still not fit for purpose, the IV should repeat the cycle or alert the Head/Centre Manager if they require further support. It is vital that any issues are resolved in good time to hand out the assignment in accordance with the assessment schedule.

Internal Verification of Assessments

1. The PC or LIV completes an IV sampling planner which ensures coverage of all units, assessors, students and sites.
2. The number of pieces of work sampled in each unit must adhere to the awarding body guidelines – some stipulate a percentage or minimum while others are risk-based.
3. There may be reasons for increasing the number of samples in a particular unit if the risk of safeguarding academic standards is increased by factors such as a new teacher, a new unit or a unit which was blocked in the previous year. The PC or LIV decides the number and incorporates it in the plan.
4. When the work has been submitted, the assessor marks the work and hands the submissions identified on the sampling planner to the nominated IV.
5. The IV checks the assessment decisions and feedback using the awarding body template where provided.
6. Checks are likely to include, but are not limited to:
 - a. VACSR (see 4.0 Principles);
 - b. Whether the criteria awarded have been met;
 - c. Whether differentiated grades have been interpreted and awarded correctly;
 - d. Where a unit grade has been awarded, whether the grade has been calculated correctly;
 - e. Whether the awarding of grades is consistent between submissions;
 - f. Whether feedback is constructive and criterion referenced;
 - g. Whether opportunities have been taken to mark SPAG;
 - h. Whether specific guidelines for giving feedback have been adhered to (as with ASDAN).
7. If the assessment is agreed, the IV includes feedback about good practice and signs and dates the IV form; a copy of the IV form and assessment top sheet are kept in the IV file and the assessment can be returned to learners.
8. If the assessment is not agreed, the IV completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time for them to make amendments within the three-week assessment window.
9. The assessor makes the necessary amendments and hands back the

- submission, the new assessment sheet and the IV form to the IV.
10. The IV checks the assessment again to ensure it is now fit for purpose. If so, the IV signs and dates the form to agree that the actions have been met; a copy of the IV form and assignment and assessment top sheet are kept in the IV file and the assignment can be issued to learners.
 11. If the assessment is still not fit for purpose, the IV should repeat the cycle or alert the Head/Centre Manager if they require further support. It is vital that any issues are resolved in good time to hand the submission back within the three-week window.
 12. Copies of sampling should be kept for three years following certification including:
 - a. the assignment and assignment IV sheet;
 - b. the learner work;
 - c. the assessment top and IV sheet;
 - d. any associated witness statements, observation records, videos, photos etc.;
 - e. learner and staff authentication declarations and permissions where required by the awarding body.;
 - f. the sampling plan;
 - g. tracking documents at criterion level.
 13. Awarding bodies stipulate how long all learner work must be kept.

APPENDIX 2

APPEALS PROCEDURE

In the first instance learners who have concerns about the outcome of an assessment procedure or the procedure itself should discuss the matter fully with the assessor. If they continue to have concerns, then they should follow this appeals procedure.

Stage One

- Learners will have access to their marks prior to submission for external moderation. The marks will remain confidential, however the learner may review their marks given by the assessor and verified by the internal moderator.
- Learners wishing to appeal should do so in writing, to the Placement Coordinator (PC).
- The PC will explore the matter at an initial meeting with the learner held as soon as possible following receipt of the appeal; if no resolution can be found at this point, the PC will conduct an investigation possibly including scrutiny of internal and awarding body documents and interviews with other learners and internal/ external colleagues.
- The learner will be informed that the external moderation review process may result in an adjustment to their current mark.
- The investigation should be completed within **two weeks** of the date of the learner receiving their mark. The PC should inform the learner of the outcome of the Appeal as

soon as possible after it. The formal letter detailing the decision should be cc'd to the Quality Assurance Manager, the Placement Coordinator and Head/Centre Manger.

- The learner should also be notified of the right of a further appeal to the Head/Centre Manager within five working days.
- The PC and Personal Tutor should retain copies of all relevant documentation.
- Review arrangements will be made available to the external moderator on their request.

Stage Two

- In the event of a Stage Two appeal to the HoD/PM, s/he will investigate the matter, interview the learner and others as necessary, and respond formally within **two weeks** of the Stage Two appeal being lodged.
- The Head/Centre Manager will specify the reasons for their decision in writing. They will also inform the learner of their right to appeal to the Director of Curriculum within **two weeks**.

Stage Three

- The Director of Curriculum will investigate the matter as for Stage Two and respond within **two weeks**.

Stage Four

A final appeal may be made in writing to the Deputy Principal within five working days of the learner being notified of the outcome of Stage Three.

- The Head of Teaching and Quality will convene a sub-committee of the Staff Liaison Committee to consider the appeal. The sub-committee will be chaired by the Principal and membership will include a governing body representative. The sub-committee will meet within one half-term of the appeal being received. Their decision is the last internal stage before potential referral to the awarding body.

In relation to the EPQ marking review process Gecko will observe the following

procedure: Extended Project Qualification (EPQ) Handbook [epq_centrehandbook_v2-0_oct21.pdf](#)

- Make sure arrangement for the review of Gecko's assessed marks are made available to ASDAN on request
- Assessed and internally moderated marks must be shared with learners before they are sent to ASDAN for external modification. The marks will remain confidential to Gecko and learners
- Sufficient time should be allocated for learners to consider whether to request a marking review (**two weeks**).
- Gecko will ensure that the learners understand the need for a rationale for their request.
- Gecko will ensure that learners are aware that the moderation review process may result in a change in their mark.

- A new supervisor/assessor with the necessary competence and training should be allocated for the review process. Reviewers must declare any potential conflict of interest, such as a personal interest in the review outcome, prior to the review.
- A supervisor/assessor who has attended internal standardised meetings can review the work of a learner marked by another supervisor/assessor with Gecko. An exception is when the learners work is part of Gecko's internal standardisation process.
- All documentation from an internal standardisation meeting must be retained. The learners marked work along with the assessors marks sheet and comment pertaining to the rationale for the mark must be made available to the reviewer.
- All parties must understand that the work cannot be altered after Gecko's mark has been provided to the learner.
- The review must provide a reason for upholding or revising the final mark awarded.
- The outcome of the review should be shared with the learner in writing and also disclosed to the Centre Manager and a written record made available to ASDAN on request.
- The reviewer should discuss any other concerns with the Centre Manager or with ASDAN if necessary.

Guidance Notes

- Where an appeal may lead to changes on an external awarding body's formal learner assessment record then the Examinations Officer should be informed immediately by the PC, both about the lodging of the appeal and its ultimate outcome.
- In instances where the appeal is against the assessment decision of a staff member who would normally be part of the appeals process, the Head/Centre Manager will nominate an alternative member of staff to hear the appeal.
- A learner making an appeal may be supported by a friend or parent at all meetings and interviews.
- This policy complements any external validating body's assessment appeals procedures as appropriate.

APPENDIX 3

CONFLICT OF INTEREST POLICY

Gecko Community is committed to ensuring that individuals undertaking a course, programme of learning, training or any other activity provided by the company do so confidentially, honestly, fairly and with integrity and objectivity.

A conflict of interest is defined as, a situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.

In relation to assessment this could be, a person in a number of different capacities within the organisation, and include the following staff/activity;

- Assessments of candidates
- Invigilation of candidates
- Certification of candidates
- Internal management functions
- Internal Staff training
- Engagement with suppliers
- (This list is not exhaustive)

In order to minimise any instances of a conflict of interest within the organisation, relating to assessment, the Charity has a number of responsibilities that should be adhered to;

- Any Gecko Community staff member involved in assessment should immediately disclose a conflict of interest to their line manager, when this is brought to their attention. The line manager then decides if the disclosure adequately addresses the conflict.
- In instances where the manager may feel they need to seek further clarification regarding the staff members conflict of interest they must seek this from the Quality Assurance Manager
- The organisation on declaration of the conflict of interest, may decide to minimise the level of conflict, by making the following adjustments;
 - Disclosure to other interested parties, this may include awarding Bodies, funding agencies and/or others
 - Restricting access to particular information
 - Reallocating responsibilities to avoid further conflict, e.g. assigning a new assessor
 - Removing the staff member from delivery, in specific instances.
- In most cases a declaration of interest and undertaking by the affected person to relevant parties to prioritise the interests of Gecko Community will be sufficient.
- Where a conflict of interest has arisen and is reported after the event, the relevant Awarding Body will be contacted if certification has been compromised.

APPENDIX 4a

GUIDANCE ON ASSIGNMENT EXTENSIONS

All extension requests by learners should be made in writing on an application basis and must be formally approved and signed off by the assessor.

Granting an extension means that the learner must normally submit their assignment no later than **three working weeks** after the original summative assessment deadline; variations to this contract are agreed by exception.

Authorised Extensions

The following represent legitimate requests for an authorised extension to an assessment deadline:

- certified illness;
- bereavement or personal trauma;
- accident that necessitates time-off from Charity or prevents the learner from completing the assessment;
- jury service;
- serious illness of a family member that requires the person to take time-off; • other notified personal reasons that prevent the learner from attending Charity and/or submitting their work by the assessment deadline;
- diagnosed learning disability or difficulty.

It is the responsibility of the individual learner to inform their lecturer that they require an authorised extension prior to the summative assessment deadline. The learner must present appropriate evidence to justify their request – this is detailed on the Extension Application Form.

Grounds to Reject an Application:

Lecturers are entitled to reject an application for extension where one or more of the following criteria apply:

- uncertified illness;
- the learner missed work because they were on holiday;
- the submitted work has been lost due to a problem with a PC, printer or any other hardware/software used in its publication;
- the learner claims they didn't know the assessment deadlines and/or procedure; • any other reason where there is insufficient evidence to support the request.

Learners should use the Extension Application Form to apply for an extension (see Appendix 4)

APPENDIX 4b

EXTENSION APPLICATION FORM

Please complete this form if you need an extension to complete your assignment.

(Please note: only complete this form if your assignment counts towards your final grade)

Name: Date:

Course Title:

Course Tutor:

Assignment Title:

Unit: Date of Submission:

An Extension will usually mean that you will be entitled to an additional amount of time to complete your assignment up to a maximum of three weeks.

Applications for an extension will only be granted under the following reasons:

Please tick

EX01 Certified illness

EX02 Bereavement or personal trauma

EX03 Accident that necessitates time-off from Gecko or prevents the learner from completing the assessment

EX04 Jury Service

EX05 Serious illness of a family member that requires the person to take time of from Gecko

EX06 Other notified personal reasons that prevent the learner from attending Gecko and/or meeting the deadline

EX07 Diagnosed learning disability or difficulty

I have attached appropriate evidence to support my application Additional Comments:

Please note: Your application will be automatically rejected without the appropriate evidence attached to this form. Examples of appropriate evidence are an Official Jury Summons, Statement of Disability, Doctor's Certificate on Headed Notepaper or Sick Certificate.

I confirm that the information I have given is accurate and complete.

Signature of Learner: _____

Date: _____

Please return the completed form to your Course Tutor

Gecko Community Use Only

This extension is: (Please Circle) ACCEPTED / REJECTED

Reason:

New Submission Date:

Signature of Staff Member:

Date

Section D: Disability and Discrimination Policy

DISABILITY AND DISCRIMINATION POLICY

LEGISLATION AND GUIDANCE THAT INFORM THIS DOCUMENT

- SEN and Disability Act (2001) ... this extended the
- Disability Discrimination Act (DDA 1995) to cover education
- Disability Equality Duty (2006)
- Equality Act (2010)
- Disability Discrimination Act (2005)

STATEMENT OF INTENT

Gecko Community strives to ensure that all young people, regardless of disability, gender, sexual preference or race are able to thrive and learn within its centres. It acknowledges the legal requirements now placed upon it.

RESPONSIBILITY FOR IMPLEMENTATION

It is the responsibility of everyone working at Gecko Community to ensure that no member of the Gecko Community is ever discriminated against, and to promote positive attitudes towards any person who has a disability.

DEFINITIONS OF 'DISABILITY' AND SUBSEQUENT PRESCRIBED PRACTICE THAT MUST INFORM GECKO COMMUNITY PROVISION

Under the Equality Act, there are nine protected characteristics:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief,
- sex.

Gecko Community will work to ensure that there is no discrimination whatsoever within any of the above characteristics.

The definition of disability in the DDA ('definition' may be misleading but the Act identifies those students covered by the Act) is not the same as the definition for SEN. The DDA covers only those who have 'a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities'. This definition is considered in detail in guidance produced by the Disability Rights Commission. The DDA also covers those with:

- severe disfigurements,
- impairments which are controlled or corrected by the use of medication, prostheses, or otherwise,
- progressive symptomatic conditions,
- a history of impairment,
- cancer, HIV or multiple sclerosis.

The DDA does not cover addiction to or dependence on nicotine, tobacco or other non-prescribed drugs or substances, hay fever, or certain mental illnesses that have anti-social consequences. Accordingly, it might be possible for a student to have special educational needs, but not be disabled for the purposes of the DDA, and vice versa (although the majority of disabled students will also have special educational needs).

PROTECTION FROM DISCRIMINATION

A student who is disabled is protected from discrimination in two ways:

1. They are entitled not to be treated less favourably than a non-disabled student for a reason relating to their disability.
2. They are entitled to have reasonable adjustments made with respect to admission arrangements or in the provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments is 'justified'.

Unlawful discrimination against a disabled student can occur in several ways:

- direct discrimination,
- indirect discrimination,
- discrimination arising from disability,
- harassment.

Direct discrimination

Direct discrimination occurs when a school treats a disabled student less favourably

than a non-disabled student. An example might be a school refusing to admit disabled students.

Direct discrimination is unlawful whether it is intended or not and regardless of the motive. However, it is not discrimination to treat a disabled student more favourably than a non-disabled student because of their disability.

Indirect discrimination

Indirect discrimination might occur when a school has a policy or rule that puts, or would put, disabled students at a disadvantage. An example might be a school having a rule that all students must be able to make their own way to and from after school clubs independently.

Schools also have a duty to make 'reasonable adjustments' (see below) for disabled students – in effect making an exception to the rule if the rule would put the disabled student at a disadvantage.

Discrimination arising from disability

Discrimination arising from disability might happen when a school treats a disabled student unfavourably because of something that is a consequence of their disability. An example might be a school refusing to allow a student with attention deficit hyperactivity disorder (ADHD) to go on a class visit to the theatre, because that student has attention difficulties and may disrupt the performance. The student's attention difficulties are a consequence of their disability.

Harassment

Harassment occurs when a member of centre staff engages in conduct that either:

- violates a student's dignity,
- creates an intimidating, hostile, degrading, humiliating or offensive environment for a student.

An example might be a teacher shouting at a student for failing to carry out an instruction because, as part of their autism, the pupil has receptive language difficulties and may have either misunderstood what has been asked or needs more time to process the instruction.

Reasonable adjustments

Schools have a legal duty to take positive steps to make sure that students with disabilities can participate in all aspects of school life. Failure to make reasonable adjustments to ensure that disabled and non-disabled students have equal access in admission arrangements and to education services is unlawful. The 'reasonable adjustments' duty requires schools:

- to think ahead;
- anticipate the barriers that disabled pupils may face;
- remove or minimise them before a disabled pupil is placed at a substantial disadvantage.

Section E: Procedure for Quality Assurance Review of the Qualification

This relates to the review and feedback of qualifications and monitoring learner progress.

1. Monitoring learner progress.

Every half term the Supervision Assessor, Placement Coordinator and Internal Moderator / Quality Assurance (Jo Tyler) will meet to discuss learner progress. Any actions will be carried forward and implemented by the most appropriate staff member. This may include feedback to the learner.

The staff team is small and discussions are had weekly about learner progress. Any problems can immediately be dealt with following Policy procedures.

2. Feedback on qualifications

Two weeks after a qualification is finished a review is held. This involves all staff involved in the process of the qualification. Including but not limited to, the Finances Officer, the DSL, the Placement Coordinator, teachers and mentors. An open and honest discussion is had about the qualification process from all angles. Including finances, hours of input, learner satisfaction, use of qualification.

During the previous two weeks, either through the mentor and learner relationship, through direct feedback to a teacher or through the parents, the learner's feedback is received.

The learner's feedback is weighty and discussed equally with staff feedback.

3. There is further information in the Exam Complaints & Internal Appeals Policy.

Gecko Community will strive to meet the legal requirements of the legislation described here.

Updated: November 2023
Emily Hartley-Heaven
Placement Coordinator and Safeguarding Lead



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