

# REWILDING ADVENTURE

## Procedures: for administering the Level 3 Certificate for Forest School Leaders

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*We love to lead and share outdoor adventure experiences with you, in wild places to learn and promote physical, mental, emotional and social well-being!*

## INTRODUCTION

We have made reference to Open College Network- West Midlands's policies and procedures documents to inform our own; [these can be found here](#). This procedure document is a reference for both staff delivering the Level 3 Certificate for Forest School Leaders, and for learners who are enrolled onto it. All reference herein to processes, and those of Open College Network West Midlands are from the point of view that this is the only award Rewilding will be delivering under these procedures; if this is to change, then the content of these procedures will be reviewed.

This procedure will be reviewed biennially to ensure it is current.

## PLAGIARISM

### **Introduction:**

Plagiarism can be conceptualised as: '*Seeking to pass the ideas of others off as your own*', and is considered dishonest. That is to not say that you cannot use the ideas of others, rather that you should include a reference to them- letting others know that you are citing the ideas or research of another person.

You will receive information on how to reference the work of others during your training, but there are some details below.

### **What are the signs of Plagiarism:**

- Incomplete ideas or explanations
- A difference between what you can explain and what is written
- Use of different vocabulary than what you would usually use

### **How can you avoid Plagiarism:**

- Ensure the work you submit is your own
- Do not copy the work of another person, and try to pass it off as your own
- Use examples from your own practice
- Put other people's ideas into your own words, but then reference where you got the idea from
- Use your own photographs, rather than someone else's, or, work together to create what will be photographed

### **How do I reference other people's work:**

It's not as daunting or intimidating as it sounds, simply imagine you are tagging the other person in your work- this can be done by putting their name and the year that they said or shared the idea, by including a link to the online location you found the information, or by simply acknowledging that they have inspired you, or that you learnt from that person. There is not formal method of referencing that we require you to follow, but if you have used one, such as American Psychological Association's approach, or Harvard referencing, then you are free to apply it here.

## REASONABLE ADJUSTMENT

### **Introduction:**

This procedure is intended to inform both learners and Rewilding staff of the possible reasonable adjustments that can be made in order to allow learners to access the teaching and assessment, regardless of any factors that may interrupt their learning; thereby achieving the qualification.

### **Reasonable Adjustments:**

Rewilding Adventure accept the duty of making Reasonable Adjustments, a provision within the Equality Act 2010, if a learner with a disability is placed at significant disadvantage due to their disability, compared to their peers who do not have a disability. In this circumstance, it is steps taken to enable a learner with a disability to demonstrate their knowledge, skills and understanding to the required levels as required by the learning outcomes of the qualification.

Any reasonable adjustment made will reflect the learner's usual ways of working in order to ensure that an unfair advantage is not inadvertently provided. An adjustment will be considered reasonable depending on several factors, including:

- The needs of the learner
- The assessment itself
- How effective an adjustment would prove to be
- The cost incurred by enacting the adjustment
- The impact of the adjustment on the learner, and others present

An adjustment is unlikely to be reasonable and thereby approved if it:

- Incurs unreasonable cost for Rewilding
- Involves excessive timelines
- Unfairly advantages a learner
- Unfairly disadvantages a learner, others present or the group
- Prevents the qualification from providing a reliable indication of the extent the learner has the knowledge, skills and understanding being assessed
- Would alter the knowledge, skills and understanding being assessed, as opposed to the way the learner demonstrated it

### **Applying reasonable adjustments:**

The process of implementing the adjustments are dependent on the adjustment themselves. Rewilding recognises that some adjustments can be applied at our discretion, whilst for others will need to be approved via OCN-WM. We refer to the table of adjustments, and the whether they are permitted or requiring approval on pages: 3 and 4 of the OCN-WM's policy, [available here](#). Further ore, we note that the Level 3 Certificate for Forest School Leaders is assessed via a portfolio, and not under

exam conditions (which does influence the type and nature of any reasonable adjustment that may be provided).

When applying any reasonable adjustment at our own discretion, the Head of Quality shall, on behalf of Rewilding Adventure:

- Ascertain the adjustments the learner has had previously
- Record any evidence of the requirement for a reasonable adjustment the learner presents
- Record the rationale of applying the reasonable adjustment
- Inform the IQA of all circumstances when reasonable adjustments are approved

To record this, a ***Record of Reasonable Adjustment Application*** has been created, and will be used, please see **Appendix 1** of this document.

**Arrangements not covered by these procedures:**

If Rewilding encounters a circumstance that is not covered by this policy, then OCN-NW will be contacted prior to the assessment taking place, in order for a variation to be agreed.

**Appeals:**

Should a learner wish to appeal the decision made in relation to receiving reasonable adjustments, then we ask them to refer to the Appeals Procedure.

## SPECIAL CONSIDERATIONS

### **Introduction:**

For the purpose of this procedure, we adopt [Open College Network- West Midland's](#) definition of a *Special Consideration*, that is any: '*consideration to be given to a learner/candidate who has temporarily experienced:*

- *An illness or injury*
- *Some other event outside of the learner/candidate's control*

*which has had, or is reasonably likely to have had, a material effect on that learner/candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment'*

We note that OCN-WM, Ofqual, and within other aspects of Rewilding's practice, Special Considerations are often referred to as Extenuating Circumstances; accordingly, and references to such as used synonymously with Special Considerations.

This procedure only considers the provision of Special Consideration in relation to administering the level 3 Certificate for Forest School Leaders; therefore, some elements of OCN-WM's overarching policy are not included here.

### **Process**

Learners will be informed of the provision for Special Considerations at the outset of their course, and given access to this procedure. Tutors will bring the possibility of applying for Special Consideration to the attention of any learners whose circumstances may necessitate its use- as they may not recall it, when dealing with the circumstances that necessitate it use.

Special considerations can be applied prior to or after the assessment, if there is evidence that the learner was disadvantaged during the assessment.

### **Possible Examples**

Special consideration may be given in the following circumstances:

- Illness whereby a person is incapacitated
- Serious injury or Illness
- Recent bereavement of a family member
- Serious illness of a parent
- Unexpected requirements of employment
- Accidental events at the time of, and relating to the administration of the assessment
- Hospital Treatment
- Serious domestic crisis

- Mental health crisis at the time of assessment

### **Considerations of Using Special Considerations:**

Special consideration should not give a learner any unfair advantage, and neither should it cause the *user of the certificate* (an employer for example) to be misled regarding a learner's achievements and abilities.

When using Special Consideration provisions, the learner's result must reflect their achievement within the assessment, and not their potential ability, if they did not experience the circumstances that necessitated its use.

Should the assessment require a learner to demonstrate practical competence the provision of Special Consideration may not be applicable.



## RECOGNITION OF PRIOR LEARNING (RPL)

### **Introduction:**

This is the approach and process that will be adopted in the event that a learner requests that prior learning be recognised when undertaking a qualification or unit with Rewilding, that is approved via Open College Network West Midlands.

Recognition of Prior Learning may be requested by a learner who has undertaken the training phase of their award with another provider/awarding body, and wishes to transfer to our provision.

Rewilding will adopt and comply with the process of OCN-WM in ensuring that we comply with the requirements of the RPL process in order to ensure we comply with the situation in a consistent manner.

This procedure aims to recognise the learning of potential students, in order to avoid them having to duplicate learning and any previous assessment they have undertaken. This procedure, and the option of RPL will be brought to the students attention; it will form part of the *Information, Advice and Guidance (IAG)* that is provided to all potential learners prior to them enrolling on the programme.

It is noted that RPL is alternative route to achieving an award, and not an easy option; given the nature of the Level 3 Certificate in Forest School Leadership, learners are unlikely to meet all learning outcomes.

Any learners undertaking an RPL route will have their assessment submission subject to the same Quality Assurance process.

### **Routes to RPL:**

Given that Rewilding offer the Level 3 Certificate for Forest School Leaders, the following routes to RPL are available:

1. Recognition of Prior Certificated Learning (RPCL)/Exemption: this is the ability for a learners to claim exemption from an element of the programme by using certificated evidence. This must be similar in subject to the units/modules offered by Rewilding, and be at the same level and credit value.
2. Recognition of Prior Experiential Learning (RPEL): this is the recognition of the non-certificated learning towards a unit or qualification; this may arise when a learner has undertaken the training element of the level 3 Certificate for Forest School Leaders with another centre, but has been unable to undertake the assessment with that centre. There are a variety of ways in which a learner may undertake this route:
  - a. Submission of a substantial portfolio or evidence which is assessed against the learning outcomes for the unit(s) for which the RPL is being sought; in all cases Rewilding need to ensure that all learning outcomes have been achieved

- b. Undertaking the same summative assessment as learners following a full course (The Assessment Week), without attending the teaching (Training Week)
3. Equivalency: this is used when learners have undertaken different qualifications or similar/updated units within the same qualification; in the event that Rewilding wish to use this route, OCN-WM will be consulted to ascertain if the unit/awards in questions are published as a suitable equivalent.

### **Currency of RPL:**

Prior learning must be current for the learner; Rewilding adopts OCN-WM's timescale that all outcomes will be judged as current if the outcomes have been achieved within 3 years of starting a qualification.

### **Restrictions on RPL:**

A maximum of 70% of a qualification can be achieved through RPL, the remaining percentage being achieved through new learning

### **Procedure for undertaking RPL:**

Rewilding will inform learners of the process of undertaking RPL, and work with them to achieve it, if it is right to do so in the circumstances.

Learners are responsible for providing relevant evidence for the assessment of the outcomes. Rewilding will assess the evidence to ensure it meets the outcomes, and that it is valid and reliable; then they will inform OCN-WM of which learners will have some component of their achievements undertaken through RPL.

Rewilding will register learners against any units they are claiming RPL for via the usual Recommendation for the Award of Credit process; retaining records of these claims for three years.

## APPEALS

### **Introduction:**

This procedure sets out the process that learners can follow if they wish to appeal any decision or assessment outcome made by Rewilding in relation to the administration of the Level 3 Certificate for Forest School Leaders; as well as being a guide to ensure that Rewilding responds to such appeals in a timely and diligent manner.

This procedure will be brought to the attention of learners upon enrolment, and will be available throughout their time as a learner with Rewilding. If a learner wishes to appeal any decision, then they must go through this procedure, before it can be escalated to the awarding body, Open College Network, West Midlands.

Rewilding undertakes to make impartial decisions on all matters, taking account of all available evidence. These will be accompanied with a rationale and justification - which will be communicated to any learner involved; this is an attempt to negate any appeals in the first instance. However, Rewilding recognises that appeals may still be received.

### **Process:**

This procedure has two stages to it, the first is an informal stage, when a learner can request that a decision be reviewed, and we will deal with this as an **Enquiry**, and this may be for such examples as:

- Result of a learner evaluation
- The findings from an internal review/evaluation
- Result of an assessment
- The decision made in relation to a request for Reasonable Adjustment
- A complaint received regarding the Level 3 Certificate for Forest School Leaders
- Any concern regarding maladministration or malpractice
- Any failures/concerns we have been made aware of that have occurred in other centres

Stage two is a **Formal Appeals** stage, and will focus on decisions regarding:

- Result of an assessment
- Decision in relation to Reasonable Adjustments
- Concerns of malpractice or maladministration

Formal Appeals will only be heard, once they have been reviewed as an Enquiry; therefore, learners should see this stage as an escalation of the preceding Enquiry stage.

### **Timescales:**

Enquiries must be made by learners within 20 days of being notified the original decision/issue they wish to have a decision received; this is in order for us to retain the documents that may relate to it, as well updating any assessment results in a timely manner.

An Appeal must be made by the learner within 10 days of receiving the outcome of an Enquiry.

Rewilding aim to complete the review in to the decision at both stages, with 20 working days; with the learner being informed in writing of the outcome of the Enquiry/Appeal. Please note at times, a review of a decision may take longer than this timescale.

### **Format of the Enquiry/Appeal:**

Any appeal or request for an enquiry are required to be submitted in writing- and clearly marked as an Enquiry/Appeal; they should include the details of the learner and their enrolment on the Level 3 Certificate for Forest School Leaders, and the nature/details of the nature of their appeal. Appeals can be submitted via email to [info@rewildingdventure.co.uk](mailto:info@rewildingdventure.co.uk).

Rewilding will acknowledge the receipt of the Enquiry/Appeal within 2 working days. Rewilding will impartially and diligently examine the appeal, and support the learner throughout, including keeping them updated of its progress.

When making an enquiry or appeal, we will discuss with the learner the possibility that an assessment result may go down, as well as up, and seek their permission to carry out an appeal.

Where possible Rewilding will appoint someone who is independent of the decision to examine the appeal; this may be the IQA, or other suitable qualified person. This may be a person external to the business, such as an External Examiner; the cost incurred in doing this will be charged to the learner making the Appeal, and will be reimbursed if the Appeal is upheld.

If the original decision's overturned, then Rewilding will recall any certificates issued, inform OCN-WM of the appeal outcome, and request amended certificates. Furthermore, the basis of the decision being overturned will be shared within the centre, in order to inform future practice.

### **Fees:**

An Enquiry will be carried out as part of the routine responsibility of the Rewilding. However, upon receipt of an Appeal, given the extent of the preceding review of the decision at the Enquiry stage, the learner will be informed of the relevant fee.

### **Escalating after a Stage 2 Appeal:**

Should a learner wish to have the decision of an Appeal reviewed, the matter will be forwarded to the awarding body- Open College Network West Midlands; including the documents, decisions and records that Rewilding hold in relation to the original decision and the preceding Enquiry and Appeal. In these circumstances we will bring the [Enquiries and Appeals Policy](#) of OCN-WM to the attention of the learner.

### **Internal Review Following a Successful Enquiry/Appeal:**

In a situation when an enquiry or appeal has been successful, and an original decision overturned, Rewilding will review the original decisions and processes, taking appropriate actions where necessary, to reduce the likelihood of another learner being subject to a similar decision.

## COMPLAINTS

This procedure sets out the basis and process that Rewilding will receive and handle complaints from learners who are enrolled on the Level 3 Certificate for Forest School Leadership, who are making a complaint regarding that provision. This procedure will be made available to learners.

In the first instance, Rewilding undertake to teach, assess and administer the qualification in a consistent, transparent and justified manner. If a learner wishes to appeal an assessment decision, then they are advised to see the *Appeals procedure*. If they are concerned regarding how teaching or assessment has been delivered or conducted, then the malpractice procedure should be referred to.

### **Confidentiality:**

All complaints will be handled confidentiality; if someone wishes to make a complaint anonymously, then this will be considered, however, in order to fully examine the issue we'd ask that full contact details be provided. If a person wishes to make a complaint anonymously, and that having their details divulged may lead to adverse consequences, then we ask that this wish is made clear upon making the complaint.

### **Complaints process:**

- We ask that the issue be taken up on a 1:1 basis with the individual at the earliest opportunity in order to resolve it
- If this is not successful, or you wish to speak to someone else, you can raise the issue with the Quality Manager or the Director, in person, in writing or via our contact methods
- If this is not possible, or you are not satisfied with the outcome, please submit your complaint in writing, within one month of the issue to the email address [info@rewildingadvneture.co.uk](mailto:info@rewildingadvneture.co.uk)
- We will acknowledge your complaint with 2 working days of receiving it
- We will consider and investigate your complaint, including speaking to those involved
- We may need to contact you to seek further details or clarify points
- We aim to respond to you with an outcome of the complaint within 20 working days; if this is delayed, we will inform you as we proceed

### **Details to provide when complaining:**

When making a complaint please provide:

- Your name and contact details
- A full description of the complaint, including times, dates, locations if known
- Any names of the people involved

- Any steps you have already taken and the people you have spoken to

### **If a complaint is upheld:**

If a complaint is upheld we will update you accordingly, providing a response to you, as well as an outline of how we intend to improve our service and arrangements. If disciplinary procedures are required, then we may outline this too.

If there is a concern regarding the assessment process we will take appropriate steps, such as identifying other learners affected; correcting or mitigating the effect of the failure and ensuring it will not occur again.

### **If you are not satisfied with the outcome:**

If you are not happy with the outcome you may take the matter through our appeals procedure (see above).

### **Complaining to the Awarding Body:**

Open College Network Wes Midlands will only be considered once our internal complaints procedure (this process) has been exhausted. They will only hear them directly in exceptional circumstances where learners feel there has been a significant breach by Rewilding of their policies and/or procedures.

## PREVENTION, INVESTIGATIONS AND MANAGEMENT OF MALPRACTICE AND MALADMINISTRATION

### **Introduction:**

This procedure is intended to inform staff and learners on the Level 3 Certificate for Forest School Leaders who encounter or suspect malpractice or maladministration; in order for them to know how to respond and conduct investigations in a relation to such matters. We recognise and accept our responsibilities of ensuring appropriate practice and administration in relation to these matter, as the qualification allows people to gain employment, as well as being a regulated qualification.

All staff working on the qualification on behalf of Rewilding, as well as all learners will be made aware of this procedure.

Rewilding adopts the [Open College Network- West Midland's](#) definition of malpractice, which is:

*'any deliberate activity or practice which contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. Malpractice may include a range of issues from completing assessments on behalf of learners to the deliberate falsification of records in order to claim certificates'.*

Likewise, their definition of maladministration is also adopted:

*'Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. failure to maintain appropriate learner records)'.*

### **Examples of malpractice and maladministration (taken from OCN-WM):**

The categories listed below are examples of centre and learner malpractice and maladministration. Please note that this list is not exhaustive and the examples are only intended as indicative guidance on our definition of malpractice:

- Failure to carry out internal assessment, internal moderation or internal verification in accordance with [OCN-WM's] requirements;
- Deliberate failure to adhere to [OCN-WM's] learner registration and certification procedures;
- Deliberate or persistent failure to continually adhere to our centre recognition and/or qualification approval criteria or actions assigned to [Rewilding]
- Deliberate failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence;
- Persistent instances of maladministration within [Rewilding]
- Fraudulent claim for certificates;



- The unauthorised use of inappropriate materials / equipment in assessment settings (e.g. mobile phones);
- Intentional withholding of information from [OCN-WM] which is critical to maintaining the rigour of quality assurance and standards of qualifications;
- Deliberate misuse of [OCN-WM's] logo and trademarks or misrepresentation of a centre's relationship with Open College Network West Midlands and/or its recognition and approval status with Open College Network West Midlands;
- Collusion or permitting collusion in exams/assessments;
- Learners still working towards qualification after certification claims have been made;
- Contravention by [OCN-WM's] centres and learners of the assessment arrangements we specify for our qualifications;
- A loss, theft of, or a breach of confidentiality in, any assessment materials;
- Plagiarism by learners/staff;
- Unauthorised amendment, copying or distributing of exam/assessment papers/materials;
- Inappropriate assistance to learners by [Rewilding] staff (e.g. unfairly helping them to pass a unit or qualification);
- Submission of false information to gain a qualification or unit;
- Deliberate failure to adhere to, or to circumvent, the requirements of [Rewilding's and/or OCN-WM's] Reasonable Adjustments and Special Considerations Policy.

## **Process**

Any person who suspects or identifies maladministration or malpractice must immediately inform Rewilding in writing by emailing [info@rewildingadventure.co.uk](mailto:info@rewildingadventure.co.uk), providing the following information and supporting evidence where appropriate:

- Their name and contact details
- The involved learner's(s') names
- The Rewilding's staff name(s) and role(s)- if they are involved in the case
- The nature of the suspected malpractice or maladministration, including dates

Upon being notified of any suspected malpractice or maladministration, Rewilding will immediately notify OCN-WM, in order for them to meet their responsibilities with relevant regulatory authorities. In accordance with that, Rewilding may conduct an initial investigation using staff who are competent enough and with no conflict of interest in the situation being investigated; ensuring that a rigorous and effective consideration of the matter is undertaken.

Naturally, any person wishing to make an allegation directly to the awarding body; in this instance Rewilding will comply and fully co-operate with all steps taken by OCN-WM to consider the matter.

## **Confidentiality:**

We will protect the identity of any person making a complaint of malpractice and maladministration;

## CONFIRMING IDENTITY OF EACH LEARNER

### **Introduction:**

At enrolment, Rewilding will ensure that all learners provide some documentary evidence to confirm their identity. This is in order to confirm the name of the person as it will appear on their award certificate, and not for any funding or legal reasons.

Photo identification is preferable, but not imperative; as is the proof of address and age (given the learners must be 19 to undertake the qualification, and 21 to practice as a Forest School Leader)- yet, we are happy to take these undertaking on trust from the learner.

### **Documents accepted:**

- Valid passport
- Birth Certificate
- Driving Licence
- National Insurance Card
- Bank Card

### **Recording their identity:**

Rewilding are not obliged to take or store a copy of their identity document, but simply that a document has been seen, and that we are satisfied of their identity.

## CONFLICT OF INTEREST POLICY

### **Introduction:**

This policy aims to protect the integrity of awards delivered by Rewilding Adventure, and is intended to be a guide for those involved in the delivery of the Level 3 CfFSL, should they encounter a circumstance that could be deemed to be a conflict of interest.

### **Defining a conflict of interest:**

A conflict of interest is any situation where a person may have opposing or competing interests or loyalties in a given situation, within which their decisions may appear to be compromised. For example, a tutor, also being required to assess the work of a family member who is undertaken the programme.

### **How will conflicts of interest be dealt with:**

- All those involved in delivering on the programme, including tutors, assessors or IQAs will declare any potential conflict of interest
- In the event of a possible conflict of interest being identified then they will be assessed accordingly, with the advice of the IQA, EQA and guidance of the awarding body being sought
- Procedures for dealing with a conflict of interest will be made according to each individual occurrence, having been assessed on an individual basis
- A record of the declaration and decision, including any measures will be kept for each occurrence (please see appendix 2)
- These will be disclosed to the IQA and EQA during the usual assessment cycle

## CONTINGENCY PLANNING IN THE EVENT OF WITHDRAWAL FROM QUALIFICATION DELIVERY

### **Introduction:**

This procedure outline the steps that will be taken should the qualification be withdrawn. The circumstances in which the qualification may be withdrawn are:

- Rewilding no longer wishes to offer the qualification
- The awarding body withdraws the qualification form its offer
- Rewilding has its approval to offer the qualification withdrawn by the awarding body

### **Rewilding's Responsibility:**

This procedure will be brought to the attention of all learners upon enrolment, so that they are all aware of it's provisions.

In all circumstances, the interests and success of the learners will be the priority. Rewilding accept that any learner who have enrolled are, have enrolled to the centre, and not the awarding body; therefore, any fees are the responsibility of Rewilding, and not OCN-WM.

We undertake to have a planned and managed withdrawal from the qualification; so that we can wind down the delivery of the qualification- including all teaching, assessment and support- at the same quality, so that all learners can succeed.

We will comply with the awarding body's notice periods and processes, and this will be undertaken at such a time when al learners are concluding their studies, rather than at a mid-point in the qualification.

If the circumstances dictate, we will work with other centres to provide evidence and support, so that learners can undergo their RPL process in order to transfer their studies elsewhere.

Should the awarding body cease to offer the qualification, then we will either transfer the learners to another centre, or undertake the approval process with an alternative awarding body and seek to transfer learners via the RPL process.

## Appendix One: Application for Reasonable Adjustment

This form is to be used for any learner who wishes to apply for reasonable adjustment to support them undertaking the assessment for the Level 3 Certificate for Forest School Leaders with Rewilding Adventure. Please read the *Reasonable Adjustment and Special Consideration* procedure on p.5 of the procedures document before completing this form. You may also wish to discuss the subject of reasonable adjustment with your course tutor.

Name:		Date of request:	
Course date:		Tutor Name:	

Please provide details of why you'd like to apply for reasonable adjustment:

--

Please give us some details of any reasonable adjustments you have received before:

--

What adjustments do you feel you would need to succeed in this course:

--

Please provide any details of evidence, reports or plans you have that support this request:

--

- Please tick to confirm that you are happy for us to receive this information, and that you are aware and consent to us sharing it with the awarding body, Open College Network- West Midlands in order for us to support you successfully complete your qualification

Please sign below:	Date:

For competition by Rewilding:

Is there a disability that could substantially disadvantage this learner?	Yes / No	Details:
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What adjustments are appropriate in the circumstances:

Record why these adjustments are reasonable:

Is this a circumstance where Rewilding can use discretion to permit?	Yes / No	Details:
Will the reasonable adjustments allow the learner to succeed?	Yes / No	Details:
Will the adjustment give the learner an unfair advantage?	Yes / No	Details:
Does OCN-WM need to be informed?	Yes / No	Details:
Do other staff/tutors need to be informed?	Yes / No	Details:
Is the request for reasonable adjustment approved?		
Has the learner been informed?		

Reviewed by:		Date:	
Signed:			

## Appendix Two: Record of Potential Conflict of Interest

This form is to be used for any occurrence where a tutor, assessor or IQA involved in the delivery of the L3 CfFSL considers there is a potential conflict of interest between, them, their position or responsibilities, and any learner on the programme.

Name:		Role:	
Date:		Course #:	
IQA Name:		EQA Name:	

Please provide details of why you suspect a conflict of interest may occur:

--

Provide details of who you have disclosed this to:

--

Record of what steps/additional safeguards can be put in place to ensure the integrity of the award:

--



**Has the IQA been informed?**

Yes / No

Summary of the IQA's suggestions/views:

--

**Has the EQA been informed?**

Yes / No

Summary of the EQA's suggestions/views:

--