



Stave Hill Ecology Park
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www.thehive-kids.com

The Hive Forest School Training Centre

Policies and Procedures


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Access to Fair Assessment Policy

Introduction

The Hive has the necessary systems and procedures in place to allow the provision of access to fair assessments. These reflect the needs of individual learners while also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated assessment criteria.

We aim to provide an assessment framework, which provides all learners with the opportunity to achieve their full potential by the most appropriate and direct route. Our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We endeavour to ensure that all our assessment processes are fair and non-discriminatory. Learners and tutors are made aware of the existence of this policy on The Hive website and have open access to it.

This policy is reviewed annually and may be revised in response to feedback from learners and tutors.

Policy Statement

Every learner at The Hive will be assessed fairly. This means that assessment will be a test of the learner's knowledge, what they understand, and what they are able to do. Every learner will be assessed using the same overall set of criteria.

Assessments are standardised and work moderated across the classes to ensure that all learners have been judged against the same standards.

The Hive's policy of 'access to fair assessment' ensures that all assessments and assessment activities undertaken by learners are reliable, valid, fit for purpose, and transparent. We recognise and respect equality and diversity and therefore use a variety of assessment strategies and language appropriate to the needs of our learners.

Learners can expect appropriate assessment opportunities throughout the training programme. Learning outcomes, performance criteria and other significant elements of learning and assessment will always be made clear. Constructive and focussed feedback, which is appropriate to the needs of different learners will be given by tutors as appropriate to enable students to progress.

At The Hive, tutors will:

1. Record the outcomes of all assessment activities
2. Provide clear and constructive feedback to learners mapped against achievement of the learning outcomes and assessment criteria where appropriate.
3. Ensure that assessment tasks allow for the generation of evidence in diverse ways
4. Ensure that the assessment strategy allows for the generation of evidence against all the learning outcomes and assessment criteria.
5. Ensure that all assessment of work is carried out fairly and in keeping with the OCNWM requirements.
6. Make sure that all portfolio-based work is assessed fairly against the qualification standards and tutors involved will be fully trained.
7. Make sure that internal assessments are carried out fairly and according to the OCNWM instructions.
8. Make sure that learning outcomes, performance criteria and other significant elements of learning and assessment are made clear at the outset of the course and when assignments are set.

Cheating and Plagiarism

A fair assessment of learners' work can only be made if that work is entirely the learner's own. Therefore learners can expect the OCNWM to be informed if they are found guilty of copying, giving or sharing information or answers, unless part of a joint project. All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the OCNWM.

If a learner feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Authenticating Identification Policy

Purpose

This Policy establishes guidelines for the process of validating Learner identity and authenticating Learner work. The process begins with initial provision of approved forms of identification for the purpose of enrolment on the programme, progresses through stages of validating assessment, and concludes with submission of authentic Learner work. This Policy identifies the procedures that establish that the learner is the named learner who participates in, completes the learning program and receives the academic credit.

Policy

Authenticating learner identity is integral:

- To prevent impersonation of Learners on the course of study and to protect and uphold the integrity and reliability of our qualifications
- When authenticating previous qualifications. Certificates or other evidence of previous qualifications must be an accurate reflection of a Learner's achievements.
- To ensure compliance to quality procedures.
- To maintain credibility: Through certificates, diplomas and certified forms, The Hive declare that a Learner named on these documents has personally achieved all relevant requirements. Qualifications are at risk if Learners emerge as having achieved but have not acquired new and relevant knowledge or skills

Areas of concern

There are two areas of concern where authentication of learner identification needs to be addressed:

1. Plagiarism and cheating - it is necessary to determine if a learner's work is authentic and unique.
2. Impersonation – it is necessary to determine if the learner receiving the credit for the course of study is the person completing the work.

Procedures

The Hive implements a number of procedures to ensure that a learner who gains a Forest School award is the person who actually completes the work.

Authentication is demonstrated by the following:

1. All learners must provide supporting evidence of personal identification prior to the commencement of study in the form of photographic ID. Valid examples are current Passport or Photo ID driving licence. In the event of a learner not holding a current Passport or Photo ID driving licence, they must provide a photograph of themselves countersigned by a professional person. Counter signatories cannot be a close members of the Learner's family and must work in (or be retired from) a recognised profession, or be 'a person of good standing in their community' i.e. Teacher, Member of the police, Doctor, Company Director Etc.
2. If requested, learners must provide copies of all previously certificated qualifications upon request
3. Each assignment submission has to include a signed declaration confirming that all the work being submitted is the learner's own work. This signature will be compared to ID signatures.
4. The Hive implement a variety of assessment methods and Tutors have a right to question the content or meaning of any submitted assignments with the learner, to verify that a verbal level of understanding reflects the written content.

Complaints Policy

At The Hive, we aim to work in partnership with learners to deliver a high-quality learning environment for everyone. If for any reason we fall short of this goal, we would like to be informed in order to amend our practices for the future. Our complaints policy will be provided in our learners' handbook.

Records of all complaints will be retained for a period of at least three years. A summary of complaints is available for learners on request.

Tutors are responsible for dealing with complaints in the first instance, in consultation where required with the Internal Verifier. If the complaint is about the Tutor, the Internal Verifier will investigate the matter. Any complaints received will be recorded on a Complaints Log.

Any complaints made will be dealt with in the following manner:

Stage one

Complaints about aspects of the training programme:

- The Tutor will discuss the matter informally with the learner concerned and aim to reach a satisfactory resolution.

Complaints about a Tutor:

- If appropriate, the learner will be encouraged to discuss the matter with the tutor concerned.
- If the learner feels that this is not appropriate, the matter will be discussed with the Internal Verifier, who will then discuss the complaint with the Tutor and try to reach a satisfactory resolution.

Stage two

If it is impossible to reach a satisfactory resolution to the complaint through informal discussion, the learner should put their complaint in writing to the Internal Verifier, who will:

- Acknowledge receipt of the letter within 7 days.
- Investigate the matter and notify the complainant of the outcome within 28 days.
- Send a full response in writing, to all relevant parties, including details of any recommended changes to be made to The Hive's practices or policies as a result of the complaint.
- Meet relevant parties to discuss The Hive's response to the complaint, together or on an individual basis.



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Stage three

If it is impossible to reach a satisfactory resolution to the complaint after stage 2, the learner should escalate their complaint to AIM Qualifications and Assessment Group.

All formal complaints must be made in writing to AIM Qualifications and Assessment Group via feedback@aim-group.org.uk and submitted within one month of the event being complained about. The complaint must meet all the requirements of AIM's own complaints policy.

Acknowledgement of the complaint and confirmation it meets the requirements of this policy will be provided by AIM within two working days. AIM's complaints procedure will then take over and their full process is available on their website.

Learners must go through the centre complaints process prior to contacting the awarding organisation.

The Hive keeps records of Complaints for a minimum of 3 years.

Contingency Planning Policy

Types of Situations

The Hive training centre is located at Stave Hill Ecology Park, in South East London:
Stave Hill Ecological Park
Timber Pond Road
London, SE16 6AX

Stave Hill Ecological Park is managed by The Conservation Volunteers as a nature reserve, educational facility, research area and place of recreation. The Park has been designed and managed to form a mosaic of grassland, woodland, scrub and wetland habitats which support a wide variety of wildlife.

The Hive also runs training sessions across a range of alternative outdoor locations at trainees' sites, when they are deemed suitable for Forest School training.

Contingency planning needs to be in place for the following situations:

1. Tutors unable to get to the training venue because of illness or personal emergency
2. Outdoor training not being possible because of weather or safety considerations
3. Group needing to evacuate the training centre because of fire or damage to the buildings

Tutor unable to get to the training venue

If a tutor is having difficulty getting to the training venue, they should:

- Make all reasonable attempts to get in without jeopardising their own safety
- Inform the Head of Organisation as soon as possible, so a replacement can be sought
- If a replacement cannot be found, inform their trainees as soon as possible to avoid them having to travel to the training venue
- If a replacement cannot be found, organise a replacement session for the trainees as soon as possible

Outdoor training not possible because of weather or safety considerations

If outdoor training cannot be delivered because of heavy rain, extreme weather or external safety events, the tutor will move training indoors, either in Stave Hill's Shed or its offices area. This may lead to changes to the training schedule for that particular day. Any change will be remedied in further training sessions.

Group needing to evacuate the training centre because of fire or damage to the buildings

- Evacuation will be carried out in accordance with Stave Hill or alternative venue Fire Alarm Procedure.
- The tutor will take a head count and roll call
- If anyone is missing, assess the situation and carry out a search if safe to do so.
- If result of fire, phone the Fire Service
- Contact the Head of Organisation if not on site
- If for any reason the building is unfit to continue the training, the group will make its way to a nearby public space (café / school / leisure centre, etc.)

Data Protection Policy

The Hive is committed to protecting trainee privacy. This statement explains how we use any information trainees give to us and the ways in which we protect their privacy.

We treat any personal information (which means data from which trainees can be identified, including their name, address, e-mail address, etc.) that they provide us, or that we obtain from them, in accordance with the provisions of the Data Protection Act. Under this Act, we have a legal duty to protect any information we collect from trainees. Any amendments to this policy will continue to be in accordance with the provisions of the Data Protection Act 1998.

How we collect information about trainees

When trainees sign up to a training course, we receive information about them in a number of different ways. They may give us information when they:

- Apply for, or we offer them a place on our training courses
- Apply for, or we offer them, a place on our taster sessions
- When they sign up to our training waiting lists
- When they let us know about a change in their personal circumstances (for example, if they change their name when they get married or move house).
- We may receive it from another organisation, for example, when we are required to work with other educational settings, such as schools and nurseries

How we use trainee personal information

We use information that we have about trainees for the running of The Hive and for the purpose of identity verification for our courses. These generally fall into the following areas.

1. Administration

The types of personal information we collect and use include:

- Trainee personal details
- Payment of fees due
- Medical information (so we can cater for any special needs)
- Ethnic background (this is collected by OCNWM)

2. Provision of Education

The types of information we collect and use include:

- Education and training details, so we can ensure trainee educational needs are catered for

3. Keeping trainees informed

The types of information we collect and use include:

- Email address and telephone number, so we can email training updates and newsletters (newsletters are optional, and trainees can opt out of receiving email updates at any time).

Who we share trainee information with

Generally, we only use your information within The Hive. There are some occasions when we need to share personal information about trainees with third parties. These are:

- In case of an emergency, we may need to share with the emergency services details of trainees including details of any medical conditions
- In the course of the training, we may need to share with Open College Network West Midlands
- To contact trainees when we want to inform them about events at The Hive

Where we store personal data

We use third party data processors, these are secure online systems and any personal information shared with us is stored securely for necessary use by The Hive.

The following systems are in use and their privacy statements and policies can be found below.

- **Wufoo:** At the point of enrolment, we use [Wufoo](#) form creator for our online enrolment forms. Wufoo [under Survey monkey] terms of service: “*We do not use your survey data other than as described in this privacy policy or unless we have your express consent. We do not sell your survey data to third parties without your permission.*” Wufoo privacy policy can be found [here](#).
- **Google drive:** Google drive, an online cloud-based storage system, is used for necessary data storage including personal information when relevant. Google Drive [terms of service](#) state, “You retain ownership of any intellectual property rights that you hold in that content. In short, what belongs to you stays yours.” Google privacy policy can be found [here](#).
- **Mailing lists:** When we contact trainees via a mailing list we use an external platform called [Mailchimp](#) and their privacy policy can be found [here](#). Trainees can opt out of receiving mailing list emails at any time.

Where we process personal information

As we use third party storage systems (detailed above), personal information may be stored in servers outside of the United Kingdom. We will only use trainee personal information in the United Kingdom.

Our commitment to trainees

We will process trainee personal information in line with the Data Protection Act. This means that we will:

- Only collect and hold information about trainees which we need
- Keep trainee personal information up to date and accurate
- Take appropriate steps to protect trainee personal information from being used without permission, or illegally, and to safeguard their rights; and
- Destroy trainee personal information in a secure way once we no longer need it.

Trainee rights over their personal information

Trainees have certain rights over their personal information. Most importantly, they have a right to ask for a copy of all the personal information we hold about them but there are some legal exceptions to this, such as information which is confidential to The Hive.

If a trainee would like a copy of their personal information, they should contact us on:
team@thehive-kids.com

Equal Opportunities & Diversity Policy

Introduction

The Hive is committed to creating and sustaining a positive and supportive working environment for our tutors, and an excellent teaching and learning experience for our learners. We aspire that tutors are equally valued and respected, and learners are encouraged to thrive academically.

As a provider of education, we value the diversity of our tutors and learners. We are committed to providing a fair, equitable and mutually supportive learning and working environment for all. This is reflected in our core values of valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all our professional activities and relationships – equality of educational opportunity based on merit, irrespective of background, beliefs and socio-economic context.

Commitment to equality and diversity

We believe that excellence will be achieved through recognising the value of every individual. We aim to create an environment that respects the diversity of tutors and learners, enabling them to achieve their full potential, contribute fully and derive maximum benefit and enjoyment from their involvement in our training programme.

To this end, we acknowledge the following basic rights for all: – to be treated with respect and dignity – to be treated fairly with regard to all procedures, assessments and choices – to be encouraged to reach one's full potential. These rights carry responsibilities and we require all tutors and learners to recognise these rights and act in accordance with them.

In addition, we will comply with all relevant legislation and good practice. No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Dealing with discrimination

We perceive bullying, harassment and victimisation of any individual as contradictory to our aspirations for a supportive working environment and will not be tolerated. Any allegations of such behaviour will be investigated, and ultimately disciplined.

Health & Safety Policy

The Hive considers health and safety to be of utmost importance. We comply with The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 at all times. The Hive has appropriate insurance cover, including employer's liability insurance and public liability insurance.

Each member of staff follows The Hive's Health and Safety policy and is responsible for:

- Maintaining a reasonably foreseeable suitable and sufficient safe environment and resources
- Taking reasonable care for the health, welfare and safety of tutors and learners
- Reporting all accidents and incidents which have caused injury or damage or may do so in the future
- Undertaking relevant health and safety training when required to do so by The Hive.

Any member of staff who disregards safety instructions or recognised safe practices will be subject to disciplinary procedures.

Head of Organisation responsibilities

The Head of Organisation holds ultimate responsibility and liability for the safe operation of our training programme. She will ensure that:

- All staff receive information on health and safety matters and receive training where necessary.
- The Health and Safety policy and procedures are reviewed regularly.
- Staff understand and follow health and safety procedures.
- Resources are provided to meet The Hive's health and safety responsibilities.
- All accidents, incidents and dangerous occurrences are properly reported and recorded.
- All reported accidents, incidents and dangerous occurrences are reviewed, so that preventative measures can be taken.

Tutor responsibilities

Tutors are responsible for ensuring that at each session:

- Premises are clean, well lit, adequately ventilated and maintained at an appropriate temperature, suitable to the activity, personal clothing and learning outcomes.
- All The Hive's equipment is safely and securely stored.
- A working telephone is available on the premises at all times.
- Chemicals and cleaning materials are stored appropriately, and in accordance with CoSSH.
- External pathways are cleared in severe weather.
- Regular environment checks are carried out in accordance with our Risk Assessment policy.

Equipment

All equipment is kept clean, well maintained and in good repair. We select equipment and resources with care, and we carry out risk assessments before learners are allowed to use them. Broken equipment is disposed of promptly. We ensure that any flammable equipment is stored in line with manufacturer guidance.

Personal hygiene

Staff at The Hive strive to maintain high standards of personal hygiene and take all practicable steps to prevent and control the spread of infection.

- A generally clean environment is maintained at all times.
- Toilets are cleaned daily and soap and hand drying facilities are always available.
- Waste is disposed of safely.
- Cuts and abrasions are kept covered.

Dealing with body fluids

Spillages of blood, vomit, urine and faeces will be cleaned up immediately by a competent person, using a suitable spill kit or method of managing cross infection/contamination.

Internal Verification Policy

Internal Verification is a process in which assessment practices and decisions are regularly sampled and evaluated and findings are acted upon to ensure consistency and fairness.

The Internal Verification system ensures:

1. A forum for discussion of borderline cases
2. Valid, reliable and consistent award of credit
3. Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
4. Clarity for learners about assessment requirements
5. Effective preparation and presentation for external verification
6. Regular review of the programme
7. Tutor networking and sharing of good practice

The process

The Tutor will assess the Learners work and their record their assessment decisions on the appropriate forms. Tutors will all use the same assessment sheets to record achievement.

The Internal Verifier will verify all assessment and portfolio tasks before they are briefed out to Learners.

The Internal Verifier will sample assessed work to ensure that all of the criteria in the units are being met and the workload for Learners is appropriate to the level and credit of the unit. Given the flexible nature of the course, precise dates for internal verification cannot be set at the beginning of the year.

All tutors will be provided with assessment guidance and a copy of internal verification paperwork. The sampling process will comply with the benchmark laid down by AIM Qualifications and Assessment Group. The sample will consist of all assessed work completed to date of 5 Learners or 10% of Learners, which ever is the greater. The same will include an element of random selection. All aspects of the course must be considered over time, not at each activity.

Factors to consider are:

1. Sites for delivery
2. Tutors / Trainers
3. Number of units
4. Delivery methods
5. Assessment methods

If there are fewer than 5 Learners on the course, all Learners work will be sampled. The Internal Verifier will select the sample from these. The Internal Verifier will provide feedback to the Head of Organisation of the outcome of internal verification.



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When the internal verification process highlights assessment inaccuracies, the assessor will be asked to re-assess an entire cohort based on the feedback. The Internal Verifier will then re-verify the re-assessed work. This may lead to providing learners with the opportunity to resubmit their portfolio if required.

The Head of organisation will follow up any action points identified. The internal verification process will be reviewed at the end of the year and any changes/ recommendations will be recorded.

All internal verification documentation is retained by The Hive and stored securely on the company's secure online drive for 3 years.

Learner Assessment Appeals Policy

This procedure applies specifically to learners who undertake an examination or assessment that is within the control of The Hive.

As part of the assessment procedure, learners will be asked to sign that they accept and understand their assessment outcomes/grades. If a learner believes that they have a justified grievance related to an assessment process or decision, the appeals should follow the process set out below.

Grounds for appeals

Centre reasons

- Content of a centre monitoring report
- Findings of an investigation
- Confirmed malpractice and/or maladministration
- Applied sanctions
- Ruling on a complaint
- Action taken following a moderation visit
- Reasonable adjustments and/or special considerations request being declined
- Amendment of a learner's result following a malpractice or maladministration investigation
- Late registration charges
- External assessment result
- Examination marking, standardisation and moderation
- Issuing of results and factual accuracy of examiner feedback
- Errors made by AIM Qualifications and Assessment Group in the generation of certificates

Learner reasons

- The findings of an investigation
- Confirmed malpractice and/or maladministration
- Applied sanctions
- Assessment decisions where procedures were not followed properly and/or fairly
- Reasonable adjustments and/or special considerations requests being declined
- Amendment of results following a malpractice or maladministration investigation
- External assessment result
- Centre procedures not being properly followed or exhausted
- AIM procedures not being properly or fairly followed and/or applied consistently
- Marking, standardisation and moderation
- Issuing of results and factual accuracy of examiner feedback
- Judgement following an appeal

- An internal assessment decision once the centre's own appeals process has been exhausted
- Ruling on a complaint
- Errors made by AIM Qualifications and Assessment Group in the generation of certificates

Stage 1: Tutor & Learner

The learner should discuss the matter with the tutor who undertook the assessment in the first instance within five working days of receiving their assessment decision.

The tutor must consider the reasons and look again at the assessment. He or she must then give the learner a response, which must be either:

1. Confirmation in writing that the original assessment decision stands
2. A new decision with an explanation of the reason for the change.

The response must be filed electronically, following The Hive process. If the learner accepts the tutor's response, then the appeal stops at this point. If the learner is still unhappy with the decision, he/she must tell the tutor within five working days of receipt. The appeal will then move to Stage 2.

Stage 2: Internal Verifier

Following notification that the learner is still unhappy with the assessment decision, the tutor must give the Internal Verifier the following information within two working days of the appeal reaching Stage 2:

1. The original assessment record and learner's evidence, where appropriate
2. The written explanation and confirmation of the assessment decision

The Internal Verifier will then reconsider the assessment decision, taking the following into account:

1. The learner's reason for appeal
2. The learner's evidence and associated records
3. The assessor's reason for the decision

The Internal Verifier must then give the reconsidered decision, in writing, within five working days of receiving the appeal, to both learner and tutor.

The learner must tell the Internal Verifier and confirm in writing if they are still unhappy with the reconsidered assessment decision within five working days of receipt of the decision. If so, the appeal moves to Stage 3.

Stage 3: Appeals Panel

If the learner is dissatisfied with the decision after Stage 2, they have the right to go to an Appeals Panel.

The staff member who conducted the Stage 2 process must send the following details to the Quality Nominee:

1. The written explanation and confirmation of the assessment decision
2. The assessment record sheets
3. Any written comments

Within ten working days of receiving the appeal, the Quality Nominee will convene an Appeals Panel to hear the appeal. The Appeals Panel will consist of the Quality Nominee, and a subject expert.

The learner may speak to the Appeals Panel and may be accompanied by an adviser*, and/or make a written submission. The tutor who made the original decision will be asked to attend the Appeals Panel to answer questions. The Appeals Panel will then discuss the matter in private and reach a majority decision. All parties will then be informed of the decision. The decision of the Appeals Panel is final, although learners may appeal to AIM Qualifications and Assessment Group once the internal appeals decision has been completed.

Process for recording the appeals process

A record is made of every internal review and appeal, including who was involved and what the outcome was, which is available to AIM Qualifications and Assessment Group as required

Both staff and learners are made aware of the time limits for submitting a review request or appeal and of the need to retain assessment evidence where necessary

All appeal records are retained by The Hive for a minimum of 3 years.

Learner Assessment Appeals Form

Name of learner:	Programme title:
Name of tutor:	Name of internal verifier:
Date of assessment:	Criteria covered by assessment activity:
STAGE 1	
Assessment details:	
Tutor comments:	
Learner's reason for appeal:	
Learner's signature:	Date:
Tutor's signature:	Date:
Assessor's decision based on Stage 1 procedure:	
Date letter of appeal received:	Acknowledgement letter sent: Y/N

STAGE 2	
Internal Verifier's comments:	
Signature:	Date:
Final assessment decision:	
STAGE 3	
Date of Stage 3 letter of appeal received:	Acknowledgement letter sent: Y/N
Members of Appeals Panel:	Appeal Panel Date:
Comments (Appeals Panel):	
Final Assessment Decision:	
Chair of Appeals Panel Signature:	Date:
Date Entered on Appeals Record Log:	

Learner Disability Policy

Purpose

The purpose of this policy is to:

1. Set out a framework to ensure learners with disabilities can fully participate, where practicable, in The Hive's Forest School Training programmes
2. Ensure that The Hive complies with its legal requirements under the Equalities act 2010

Equality Analysis

The policy is designed to ensure that our disabled learners receive the support and adjustments that they require in a fair and timely manner and are not unreasonably disadvantaged. The policy seeks to encourage and promote equality of opportunity and fair access and is a positive step towards inclusivity.

Legal Context

The Equality Act 2010 sets out to consolidate and replace previous legislation with respect to the nine protected characteristics, one of which is disability. Within the context of disability, the act addresses the types of direct and indirect discrimination that may occur within an institution, including harassment, victimisation and failing to put in place reasonable adjustments.

Definitions of Disability

A disability is defined as a physical or mental impairment that is likely to have a substantial and long term effect on an individual's ability to carry out day to day activities. Long term is defined as a condition that has lasted for a year and a day, a condition that is likely to last for a year and a day or a condition that will last for the duration of the individual's lifetime.

Overarching Principles

The Hive aims to create an inclusive environment that enables disabled learners to fully participate in The Hive training experience and where reasonably practicable, one that is comparable to non-disabled students.

The Hive will:

1. Encourage applications from prospective learners who have a disability
2. Make reasonable efforts to contact those applicants who have declared a disability in order to discuss their needs
3. Eliminate unlawful discrimination, harassment and victimisation
4. Promote equality of opportunity and foster good relations between disabled people and others
5. Take account of a disabled person's disability, which may involve treating a disabled person more favourably if this results in their being treated fairly
6. Ensure that reasonable anticipatory adjustments are considered and implemented
7. Take anticipatory action to enhance the accessibility of our training
8. Promote an inclusive, safe and supportive environment for all learners, including those with disabilities
9. Provide training and support for tutors to be able to promote disability awareness

Disclosure and Confidentiality

The Hive will endeavour to create an environment that encourages disclosure by implementing the following actions:

1. All information relating to disclosure of a disability will be treated as sensitive information, as laid down by The Hive's Data Protection Policy
2. Information relating to a learner's disability will only be shared with the learner's consent, to ensure that appropriate support to meet the individual's needs can be provided.
3. Where learners decide that they do not wish to disclose, this may affect the type of support that can be provided.

Teaching and Learning

The Hive will endeavour to provide appropriate reasonable adjustments dependant on the individual's needs. This will include assisting a learner to obtain relevant evidence so that we can provide appropriate support and address any issues relating to professional competency standards. Once the level of need has been established, and with permission, information can be disseminated to arrange support.

The Hive will endeavour to consider the requirements of disabled learners in the following areas:

1. Inclusive and accessible programme design
2. Where practicable, all learning and teaching materials are accessible as standard
3. Appropriate exam adjustments are implemented within the constraints of The Hive policy, to ensure that assessment and examination practices should provide the same opportunities as non-disabled peers.

Malpractice, Maladministration & Plagiarism Policy

Scope

This policy is aimed at our learners, who are registered on The Hive's programmes or courses, approved qualifications or units therein who are involved in suspected or actual malpractice/maladministration.

It is also for use by our tutors to ensure they deal with all malpractice and maladministration investigations in a consistent manner. It sets out the steps The Hive, its learners and any other personnel must follow when reporting suspected or actual cases of malpractice/maladministration and our responsibilities in dealing with such cases. It also sets out the procedural steps we will follow when reviewing the cases.

Our responsibility

It is important that all staff involved in the management, assessment and quality assurance of our qualifications, and learners, are fully aware of the contents of the policy and we have arrangements in place to prevent and investigate instances of malpractice and maladministration.

Definition of malpractice

Malpractice is essentially any activity or practice, which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates.

It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification
- The validity of a result or certificate
- The reputation and credibility of The Hive
- The qualification or the wider qualifications community

Examples of staff malpractice include issues such as the failure to maintain appropriate records or systems, the deliberate falsification of records in order to claim certificates, a tutor making alterations to a learner's portfolio without their knowledge or a tutor providing improper assistance to Learners, deception, breach of security, failure to adhere to regulations.

Examples of learner malpractice include a learner copying portfolio content from another learner, or a learner plagiarising content sourced online, the deliberate destruction of another learner's work, the inclusion of inappropriate evidence in assessment, the impersonation by assuming the identity of another learner or having someone assume their identity in relation to an assessment, acting in a disruptive manner during an assessment.

For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of maladministration

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.

Examples of staff maladministration include:

- Persistent and/or deliberate failure to adhere to The Hive's policies and/or procedures
- Late learner registrations (both infrequent and persistent)
- Unreasonable delays in responding to requests and/or communications from learners
- Inaccurate claim for certificates
- Failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Failure to carry out internal assessment, internal moderation or internal verification in accordance with AIM requirements
- Deliberate failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Fraudulent claim(s) for certificates

Examples of learner maladministration include:

- Learners still working towards qualification after certification claims have been made
- Plagiarism
- Copying from another learner

Process for minimising staff malpractice and maladministration

The Hive aims to minimise staff malpractice and plagiarism by following the process below:

- All new staff undergo The Hive Induction training, which covers processes, procedures, policies and code of conduct
- All staff undergo a yearly appraisal, which covers staff conduct and good practice

- The Forest School team (tutors, assessors, IQA and Head of Organisation) undergo a yearly “best practice” meeting where policies, processes and teaching materials are reviewed and flagged for improvement
- All processes are overseen by the Head of Organisation

Process for minimising learner malpractice and plagiarism

The Hive aims to minimise learner malpractice and plagiarism by following the process below:

- Learners are made aware of The Hive policy with regards to malpractice and plagiarism on the first day of the course
- Learners are required to submit a plagiarism statement at the beginning of their portfolio
- Assessors are trained in spotting plagiarism
- Assessors continuously check submitted learner portfolios for plagiarised content against published online content by copying and pasting sample content into online search engines
- When plagiarism is suspected, the Head of Organisation organises a one-to-one meeting with the learner, who is then given one opportunity to resubmit their content
- Plagiarised content in the second submission leads to learner disqualification

Process for making an allegation of malpractice or maladministration

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must immediately notify The Hive Head of Organisation. In doing so they should put them in writing/email and enclose appropriate supporting evidence.

All allegations must include (where possible):

- Learner’s name and registration number
- The Hive’s staff members name and job role - if they are involved in the case
- Details of the course/qualification affected or nature of the service affected
- Nature of the suspected or actual malpractice and associated dates details and outcome of any initial investigation carried out by The Hive or anybody else involved in the case, including any mitigating circumstances

In all cases of suspected malpractice and maladministration reported The Hive protect the identity of the ‘informant’ in accordance with our duty of confidentiality and/or any other legal duty.

Confidentiality & whistle blowing

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous. Although it is always preferable to reveal your identity and contact details to us; however if you are concerned about possible adverse consequences you may request that the committee do not divulge your identity. While we are prepared to investigate issues which are reported to us anonymously we shall always try to confirm an allegation by means of a separate investigation before taking up the matter with those the allegation relates.

Responsibility for the investigation

In accordance with regulatory requirements all suspected cases of maladministration and malpractice will be examined promptly by The Hive to establish if malpractice or maladministration has occurred and will take all reasonable steps to prevent any adverse effect from the occurrence as defined by Ofqual. We will acknowledge receipt, as appropriate, to external parties within 48 hours. Our Head of organisation will be responsible for ensuring the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy and will allocate a relevant member of staff to lead the investigation and establish whether or not the malpractice or maladministration has occurred, and review any supporting evidence received or gathered by The Hive.

Notifying AIM Qualifications and Assessment Group

The Head of Organisation at The Hive has responsibility for reporting all suspicions or actual incidents of malpractice or maladministration to AIM. They need to ensure that:

- All staff involved in the management, assessment and quality assurance of AIM qualifications, and any learners undertaking one are fully aware of the contents of the centre's Malpractice and Maladministration policy
- Anyone who identifies or is made aware of suspected or actual cases of malpractice or maladministration immediately notifies AIM in writing, making use of the appropriate notification form, enclosing appropriate supporting evidence
- They comply with all requests for information in the timescales specified by AIM
- Notify AIM if any personnel involved, in the malpractice or maladministration, leave the centre
- Inform centre staff and learners affected by suspected or actual malpractice or maladministration of the implications of any actions or sanctions

Investigation timelines and summary process

We aim to action and resolve all stages of the investigation within 10 working days of receipt of the allegation. The fundamental principle of all investigations is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias.

In doing so investigations will be based around the following broad objectives:

- To establish the facts relating to allegations/complaints in order to determine whether any irregularities have occurred
- To identify the cause of the irregularities and those involved.
- To establish the scale of the irregularities
- To evaluate any action already taken
- To determine whether remedial action is required to reduce the risk to current registered learners and to preserve the integrity of The Hive and the qualification
- To identify any adverse patterns or trends

The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation.

Therefore, we will:

- Ensure all material collected as part of an investigation must be kept secure.
- If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for five years thereafter.
- Expect all parties, who are either directly or indirectly involved in the investigation, to fully co-operate with us.

Either at notification of a suspected or actual case of malpractice or maladministration and/ or at any time during the investigation, we reserve the right to withhold a learner's, and/or cohort's, results.

There may be instances where the investigation of centre staff into malpractice may be delegated to ensure there are no conflicts of interest and the process is fair.

Where a member of The Hive staff or associate is under investigation we may suspend them or move them to other duties until the investigation is complete.

Throughout the investigation the Head of Organisation is responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed and for liaising with and keeping informed relevant external parties.

Investigation report

After an investigation, we'll produce a draft report for the parties concerned to check the factual accuracy. Any subsequent amendments will be agreed between the parties concerned and ourselves.

The report will:

- Identify where the breach, if any, occurred
- Confirm the facts of the case
- Identify who is responsible for the breach (if any)
- Confirm an appropriate level of remedial action to be applied.

We'll make the final report available to the parties concerned and to the regulatory authorities and other external agencies as required. If it was an independent/third party that notified us of the suspected or actual case of malpractice, we'll also inform them of the outcome – normally within 10 working days of making our decision - in doing so we may withhold some details if to disclose such information would breach a duty of confidentiality or any other legal duty.

If it's an internal investigation against a member of our staff the report will be agreed by the Head of Organisation, and appropriate internal disciplinary procedures will be implemented.

Investigation outcomes

If the investigation confirms that malpractice or maladministration has taken place we will consider what action to take in order to:

- Minimise the risk to the integrity of certification now and in the future
- Maintain public confidence in the delivery and awarding of qualifications
- Discourage others from carrying out similar instances of malpractice or maladministration
- Ensure there has been no gain from compromising our standards

The action we take may include:

- Imposing actions to address malpractice/maladministration and prevent it from reoccurring
- In cases where certificates are deemed to be invalid, inform Aim Qualifications and Assessment Group and the regulatory authorities why they're invalid and any action to be taken for reassessment and/or for the withdrawal of the certificates. We'll also let the affected learners know the action we're taking and that their original certificates are invalid and ask – where possible – to return the invalid certificates to The Hive.
- Informing relevant third parties (e.g. funding bodies) of our findings in case they need to take relevant action in relation to the centre.

In addition, to the above the centre manager will record any lessons learnt from the investigation and pass these onto relevant internal colleagues to help prevent the same instance of maladministration or malpractice from reoccurring.

If the relevant party(ies) wishes to appeal against our decision to impose sanctions, please refer to our Complaints Procedure.

Recognition of Prior Learning Policy

Recognition of Prior Learning (RPL) is 'a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning.

The Hive aims to provide opportunities for learners to submit evidence using recognised prior learning (RPL) that can be mapped against our qualifications' learning outcomes and assessment criteria.

This policy aims to ensure that learners are able to apply for RPL against our Level 1, Level 2 and level 3 Forest School qualifications, and to recognise learning based on experience and/or other previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within schools, nurseries, outdoor education settings, university and outside formal learning situations such as through life and work experiences.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of each unit and is subject to exactly the same internal and external quality assurance requirements as any other kind of assessment.

Any RPL must first satisfy the AIM Qualifications and Assessment Group requirements and it must be checked by the IQA. The following procedure applies:

- An application is made in writing by the learner indicating their intention to apply for RPL for a specific unit of the course to the course tutor. Learners can submit an RPL request within 3 months of starting the course. Requests will not be considered after 3 months.
- The course tutor undertakes a recorded personal tutorial with the applicant to confirm the unit, learning outcome and assessment criteria against which evidence submitted is to be assessed. The course tutor has 1 month to undertake the tutorial from receiving the RPL request.
- Confirmation and accuracy is then undertaken by the Course Tutor and IQA within 1 month of the tutorial taking place:
 - The Course Tutor will assess the evidence, clearly mapping to the specified assessment criteria and ensuring that evidence is valid, sufficient and current in relation to expected industry competence. The evidence should be consistent with non-RPL evidence submitted as part of the learning programme.
 - The IQA will view the assessed evidence to confirm that accurate mapping against the identified criteria has been undertaken. The IQA will then provide feedback to confirm achievement or indicate clearly any further evidence required.

- Once confirmation and accuracy has been undertaken by the Course Tutor and IQA, the process for requesting an RPL with AIM Qualifications and Assessment Group is as follows:
 - The Head of Organisation will submit the RPL request to the awarding body within 1 week of receiving the confirmation and accuracy feedback by the Course Tutor and IQA
 - Upon confirmation or refusal from the Awarding body, the Head of Organisation will notify the Course Tutor and IQA, who will in turn notify the Learner.
- If learners disagree with the RPL decision, they may appeal within 15 working days of receipt of the decision by following the procedure in The Hive Appeals Policy.
- Following approval by AIM Qualifications and Assessment Group, the Course Tutor follows normal Hive procedure.

Registration & Certification Policy

Aims

1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to achieve this, The Hive will:

1. Register each learner within the requirements of AIM Qualifications and Assessment Group, including registering all Learners within 60 days of them starting the course.
2. Ensure that accurate registrations are made by asking all Learners to provide a proof of ID on the first day of the course. Their ID will be checked by their tutor as part of the register on the first day of training.
3. Ensure the accurate certification of learners by checking final results against previous assessment records before submitting results, as well as by ensuring that both tutors and the internal verifier checks previous records.
4. Make each learner aware of their registration status
5. Inform AIM Qualifications and Assessment Group of withdrawals, transfers or changes to learner details. Withdrawal of learners from Quartz will be completed within 30 days of the learner withdrawing from the programme, per AIM Qualifications and Assessment Group requirements.
6. Ensure that certificate claims are timely and based solely on internally verified assessment records
7. Audit the certificates received from the awarding body to ensure accuracy and completeness
8. Keep all records safely and securely for three years post certification
9. Report inaccurate registrations or certification claims in writing to AIM Qualifications and Assessment Group within 48 hours of noticing or being notified. It is the responsibility of the Head of Organisation to notify AIM Qualifications and Assessment Group.

Risk Assessment Policy

(in line with new HSE guidelines on Risk Assessments - <http://www.hse.gov.uk/risk/>)

The Hive uses its risk assessment systems to ensure that all training sessions are where ever reasonable practicable and/or foreseeable a safe and secure place for learners. All tutors are expected to undertake dynamic risk assessments as part of their routine tasks and take responsibility for the welfare of all attendees and third parties.

In line with current health and safety legislation, The Hive will carry out and evidence regular risk assessments and take appropriate action to deal with any hazards or risks identified. It is the responsibility of the Head of Organisation to ensure that risk assessments are conducted monitored and any actions acted upon.

Risk assessments will be carried out:

- whenever there is any change to equipment or resources
- when there is any change to the training premises
- when the particular needs of a learner necessitate this
- when there is a significant change in staff
- when a significant or trend in the Incident, Accident and Dangerous Occurrence or near miss's have occurred

Note that not all risk assessments need to be written down. Tutors will decide, in consultation with the Head of Organisation, which risk assessments need to be formally recorded.

If changes are required to The Hive's policies or procedures as a result of the risk assessment, the Head of Organisation will ensure that the relevant documents are updated and that all staff are informed at the first reasonable opportunity.

Written risk assessments will be written for where significant risks are identified and in normal circumstances will consist of generic camp activity risk assessments and site risk assessments for each training location. Any Service Provider will be expected to carry out their own risk assessment based upon their specialist knowledge of the subject area for the services provided.

Daily checks

We will carry out a visual inspection of the equipment and the whole premises (indoors and out) daily, before any learner arrives. During the course of the session, staff will remain alert to any potential risks to health and safety.

If a member of staff discovers - while dynamically risk assessing - a hazard during the course of a session, they will make the area safe (eg by cordoning it off). The Head of Organisation will ensure that any actions needed to mitigate the immediate hazard have been taken and will implement measures to prevent the incident from recurring.

Recording accidents, incident and near miss events

The Head of organisation will ensure all events on the Incident or Accident Record sheets as soon as possible after the incident. The Hive will monitor Incident and Accident Records to see whether any pattern to the occurrences.

Training will be made available to all staff should they feel they require it and or The Hive feel it is appropriate given the planned activity and or role the individual is choosing to take on. For further guidance on risk management and advice see - <http://www.hse.gov.uk/risk/>

Reasonable Adjustments & Special Considerations Policy

The Hive is committed to ensuring that the integrity of its qualifications and assessment is maintained at all times. The Hive recognises that some learners may require Reasonable Adjustments to Training and Assessment to ensure access to the qualification.

This policy identifies the procedure for learners to apply for Reasonable Adjustments and Special Considerations and the criteria by which The Hive will accept or decline the request. The designated person responsible for the decision-making process in relation to reasonable adjustment and special considerations applications is the Head of Organisation.

Reasonable Adjustments are defined by The Hive as adjustments made prior to an assessment to enable a learner with particular needs to demonstrate their knowledge, skills and understanding to the levels of attainment required by the specification for that qualification. Reasonable adjustments must not affect the validity or reliability of assessment outcomes or give the Learner in question an unfair assessment advantage.

Reasonable Adjustments must be approved by The Head of Organisation and set in place prior to the assessment and must be requested a minimum of 6 weeks prior to the assessment to give The Head of Organisation time to review the request and put adjustments in place where required.

Special Considerations are defined by The Hive as the implementation of arrangements given to learners who have temporarily experienced an illness, injury or some other event outside of their control which has affected their ability to take an assessment or demonstrate their level of attainment in an assessment.

Special Considerations must be approved by The Head of Organisation and must be requested within 10 working days of the assessment date.

Reasonable Adjustment Applications Requests must include supporting documentation. The type of documentation depends on the type of adjustment the learner requires. The documentation must include the Learner's full legal name, a diagnosis of the difficulties given on the application, the name of the assessor and their qualifications. All Reasonable Adjustment applications will be processed in line with this policy.

Special Considerations Applications Requests must include supporting documentation, such as a medical certificate. The Hive will review the request and the supporting evidence in line with this policy. Written outcomes will be sent to the learner within 15 working days of initial receipt of the application.

Process for requesting reasonable adjustments from AIM Qualifications and Assessment Group

The process for implementing reasonable adjustments depends on the nature of the adjustment. Some adjustments may be used at the discretion of the centre, others require permission from AIM.

Where reasonable adjustment is permitted at the discretion of The Hive, The Hive is to keep records for inspection, including any signed and dated declarations by the Head of Organisation.

Where AIM permission is required, The Hive will complete a reasonable adjustment or special considerations form through Quartzweb providing relevant details and, where appropriate, supporting evidence. The Hive will submit requests for reasonable adjustments no later than 10 working days before the assessment.

Appeals

If learners disagree with the Reasonable Adjustment or Special Consideration decision, they may appeal within 15 working days of receipt of the decision by following the procedure in The Hive Appeals Policy.

The Hive keeps all documentation relative to Reasonable Adjustments and Special Considerations requests safely and securely for three years post certification.