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A Centre of Excellence for Reptile & Amphibian Education & Animal Welfare



Royal Society of
Biology

ASDAN Qualifications & Awards Policies

Approved by: Dr. J Weeks

Academic Years: 2025 - 2027



The CPD Accreditation Office



ASDAN Qualifications & Awards Polices

Centre Number: 41813

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For further information on all qualifications & programmes at The Reptile Academy contact us by email to education@reptileacademy.co.uk or Telephone to 02380 394174.

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Amphibian Education & Animal Welfare

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The Reptile Academy Introduction

The Reptile Academy Ltd. is an innovative educational provider committed to delivering outstanding quality, inclusive education tailored to the diverse needs of learners, particularly those who have faced challenges within mainstream education. Our approach is designed to support **Special Educational Needs and Disabilities (SEND)** learners, individuals with **Social, Emotional, and Mental Health (SEMH)** needs, and those who have been disaffected by traditional qualification pathways. We believe that every learner has the potential to succeed, and we aim to create an engaging, supportive, and nurturing environment that fosters personal growth and academic achievement.

In particular, The Reptile Academy Ltd has already been delivering a range of accredited and bespoke exotic-species animal programmes including residentials, workshops and standalone visits. The content of these programmes closely maps to challenges and skills presented in the ASDAN in Animal Care Short Course, which provides learners with the opportunity to have their work and participation recognised in an accredited manner beyond the accreditations we currently offer. In addition, for the first time through ASDAN, learners can develop their skills and knowledge and grow this Short Course into the Certificate of Personal Effectiveness Levels 1 or 2 which are Ofqual-regulated Qualifications equivalent to a GCSE at grades G-D/1-3 or C-B/4-6.

This document outlines the key policies and procedures that ensure compliance with ASDAN's standards, safeguarding learners' interests, and promoting a fair, supportive learning environment.

Commitment to SEND and SEMH Learners

We recognize that many young people face barriers to learning that are not addressed by mainstream educational approaches. At The Reptile Academy Ltd., we specialize in providing personalized support to SEND and SEMH learners by offering flexible, alternative education programs that cater to individual needs and learning styles. Our staff are trained to identify and respond to a range of learning difficulties, emotional challenges, and behavioural issues, ensuring that every learner feels understood, supported, and empowered to achieve their full potential.

Our learning environment is structured to provide both **academic** and **therapeutic** benefits. By offering qualifications like ASDAN's **Certificate of Personal Effectiveness (CoPE)** Levels 1 and 2, we help learners develop essential life skills, build self-confidence, and achieve nationally recognized qualifications that support their transition into further education or employment. We understand that traditional qualifications may not always be accessible or motivating for our learners, and we therefore focus on offering qualifications that are **practical, adaptable**, and relevant to their unique interests and strengths.

The Living Science Curriculum: ASDAN Animal Care Short Course and CoPE

A cornerstone of our educational offer is the **ASDAN Animal Care Short Course** and **CoPE**, which are central to our 'Living Science' curriculum. These qualifications provide learners with practical, hands-on experiences that are directly linked to real-world skills. By working with reptiles, amphibians, and other animals, learners not only develop their **scientific knowledge** but also enhance their **personal responsibility, teamwork, and communication skills**—all of which are transferable to a wide range of academic and professional contexts.

The unique nature of our curriculum—focused on living organisms—encourages learners to actively engage with science in a tangible, exciting way, while providing the structure needed for them to succeed in ASDAN qualifications. This **experiential learning** approach is particularly valuable for young people who have struggled in traditional classrooms, offering them an alternative pathway to success through direct interaction with animals and nature.

Therapeutic and Educational Benefits of Working with Reptiles and Amphibians

Working with reptiles and amphibians offers significant therapeutic benefits for young people, particularly those with SEMH needs. These interactions can have a calming and grounding effect, helping to reduce **anxiety**, improve **focus**, and build **emotional resilience**. The structured nature of caring for animals—such as feeding, cleaning, and observing their behaviour—also teaches **responsibility, patience, and empathy**, which are essential for personal development.

In addition to these therapeutic benefits, learners engage in **hands-on problem-solving** and **critical thinking** as they study the biology, habitats, and behaviours of the animals. This process fosters a deeper understanding of **living systems**, while also promoting **academic curiosity** and a renewed passion for learning. By creating a connection between learners and the natural world, we help them re-engage with their education in a way that feels meaningful and fulfilling.

Reigniting a Passion for Lifelong Learning

At The Reptile Academy Ltd., one of our core educational goals is to **reignite a passion for lifelong learning** among young people who may have become disengaged from formal education. Through our carefully structured programs, we aim to instil a sense of achievement and curiosity that inspires learners to pursue further learning opportunities. By offering **personalized support, hands-on learning, and practical qualifications**, we help learners recognize their own potential and develop the confidence to explore new educational and vocational pathways.

We see our placements as a springboard for three key outcomes:

1. **Returning to Mainstream or SEND/SEMH School:** Many learners use their time with us to rebuild the skills and confidence needed to reintegrate into mainstream or specialist education settings. The experience they gain in structured, supportive learning environments helps prepare them for the academic and social demands of school life.
2. **Preparing for Post-16 Education:** For learners approaching the end of their compulsory education, our programs provide the **skills** and **qualifications** necessary to transition smoothly into post-16 education, including college or further training programs.
3. **Getting Ready for the World of Work:** The practical nature of our qualifications, particularly the **ASDAN Animal Care Short Course**, helps learners develop **workplace skills** such as time management, teamwork, and communication, while fostering a sense of responsibility that is crucial for employment readiness.

These outcomes align with the expectations of local authorities and councils, who place students with us as part of their effort to support young people who are currently out of school. Our ability to provide learners with the skills, confidence, and motivation they need to return to education or prepare for the world of work makes The Reptile Academy Ltd. a trusted partner in supporting vulnerable learners and helping them achieve their full potential.

Partnerships with Local Authorities and Community Impact

At The Reptile Academy Ltd., we work closely with **local councils**, **SEND/SEMH schools**, and **community partners** to ensure that our programs meet the needs of the learners we serve. By collaborating with these key stakeholders, we are able to offer tailored placements that not only focus on academic and vocational development but also prioritize the **emotional well-being** of each learner.

These partnerships enable us to provide targeted interventions for students who may have been excluded from mainstream education or are struggling in their current educational settings. Local councils value our work because we offer a **holistic approach** that addresses both the academic and personal development of learners. This is especially beneficial for students who are at risk of becoming **NEET** (Not in Education, Employment, or Training), as our programs help them gain valuable qualifications and skills that prepare them for the next stage of their lives.

Additionally, through our **outreach activities** and **community involvement**, we aim to raise awareness of the importance of alternative education pathways. We actively participate in local initiatives that promote the **mental health** and **well-being** of young people, contributing to broader community efforts to support those facing educational barriers.

In turn, these collaborations create a positive cycle of support, where learners benefit from structured placements that address their immediate needs while gaining the tools to thrive in the long term. By providing them with the opportunity to **re-engage with learning, achieve qualifications, and gain work-ready skills**, we are helping to shape a generation of confident, capable young people who are better equipped for the challenges of education, employment, and life.



Organisational Structure

The Reptile Academy Ltd. operates with a clear and transparent organisational structure to ensure accountability and effective delivery of qualifications.

Organisational Chart:

- **Head of Centre:** Dr. Jake Weeks
- **Internal Quality Assurer (IQA):** Mx. Frankie Morris-Evans
- **Lead Assessors:** Dr. Jake Weeks
- **Administration Officer:**
- **Safeguarding Officer (DSL):** Mr. Gary Weeks
- **Internal Moderator:** Mx. Frankie Morris-Evans
- **Independent Teacher:** Mr. Connor Whelan
- **Deputy Assessor/IQA:** Mr. Gary Weeks
- **Support Staff / Animal Technicians (Reptile Rangers)**
 - **Mr. Wes Jameson**
 - **Miss. Verity Pike**
 - **Mrs. Hilary Baker**
 - **Mx. Robin Strange**
 - **Mrs. Emma Nutland**
 - N.b. The Reptile Ranger Team provide a supporting role to the Tutor and essentially fulfil the equivalent role of Animal Care Technician.
- **External Collaborative Colleagues**
 - **Local Authority Animal Welfare Inspector**
 - **Local Authority SEND/SEMH AP Team**
 - **Exotics Veterinarian**

All roles are clearly defined to ensure effective management, safeguarding, and quality assurance.

Staff Recruitment, Induction & Development Statement

The Reptile Academy Ltd. is dedicated to recruiting and developing a highly qualified and experienced team to deliver a broad range of programmes including ASDAN short courses and qualifications to the highest standards.

Recruitment:

- **Equal Opportunities:** The recruitment process is transparent and inclusive, ensuring equal opportunities for all applicants, without discrimination.
- **Selection:** Candidates are selected based on qualifications, skills, and experience relevant to the role. All candidates undergo **enhanced DBS checks**, and we may ask candidates to provide two references where applicable.
- **Qualification Verification:** All qualifications (and experiences) are verified to ensure that staff have the appropriate skills to assess and deliver qualifications in the relevant fields (Animal Care, Biology, broader STEAM subjects).
- **Role Fitness:** The recruitment process is multi-step including online application, virtual interview, in-person interview and a staff acclimatisation day. Retention is dependent on a 6-month probation period and a review by the SLT and independent advisors.

Induction:

- **Policy Training:** New staff undergo a comprehensive induction programme that includes training on ASDAN, safeguarding, health and safety, and equality policies, in line with the Local Authority AP Framework requirements.
- **Mentoring:** Each new staff member is assigned a mentor for the first six months to support them in their new role. A mentor must have been on the team for a minimum of 12-months.

Development:

- **Continuing Professional Development (CPD):** Staff are provided with regular CPD opportunities to ensure they stay updated on best practices and ASDAN standards, as well as compliance to the wider AAL Regulations.
- **Peer Observation:** Internal and External observations and feedback are conducted to ensure consistent and high-quality teaching and assessment
- **Annual Review:** Staff undergo annual performance reviews, where development needs are identified and addressed.

Risk Management for Staff Absences:

- **Volunteer Staff to Student Ratios:** As a small centre with class sizes of 5 – 8, The Reptile Academy has a good volunteer/staff to student ratio which is ideal for managing classes if absences arise on occasion.
- **Deputy Assessor/IQA:** In the event that Dr. Weeks (Assessor) or Mx. Morris-Evans (IQA) are unavailable for a short or long-term period, Mr. Weeks who has extensive teaching experience and animal care will deputise as either Assessor or IQA. In the interim, additional Assessors/IQAs would be training from the remaining team.
- **Proprietors of The Reptile Academy:** As Dr. Weeks is the proprietor of The Reptile Academy, and Mr. Weeks is Secretary, it is extremely unlikely that The Reptile Academy would experience a level of staff turnover that a school may have which would impair delivery of ASDAN courses.
- **Rescheduling of Classes:** In the unlikely event that key staff are absent for a short period which would impair or prevent delivery of the course, alternative dates would be offered to candidates to reschedule.
- **Force-Majure:** Should a serious situation arise where the key members of staff are unable to deliver the course permanently (i.e. including but not limited to incapacitation or death, government-enforced lockdowns, or The Reptile Academy entered liquidation), candidates would be pointed towards their Cancellation Insurance which is recommended in the Terms & Conditions at the point of booking.

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Access to Fair Assessment Policy

The Reptile Academy Ltd. is committed to providing all learners with fair access to assessments, ensuring they have an equal opportunity to succeed.

Policy Aims:

- **Fairness and Transparency:** Learners are informed of the assessment criteria and process at the start of the course. Clear and transparent marking schemes and assessment plans, in line with the Standards, ensure consistency across all assessments.
- **Reasonable Adjustments:** Learners with disabilities or learning difficulties are provided with reasonable adjustments, such as extra time, a scribe, or modified materials, in line with ASDAN's guidelines.
- **Equality of Access:** We ensure assessments are inclusive, considering the diverse needs of our learners. With reference to ASDAN, assessments are portfolio-evidence based rather than exam based, with tutor observation.

Access:

- **Awareness:** Students are made aware of the existence of this policy and can request access to a hard copy or electronic version. A hard copy will be on display in reception.
- **Staff:** All relevant staff are made aware of the contents and purpose of this policy through in-house training and staff meetings, and policies are available in the staff resource area accessible to all staff.
- **Review:** This policy will be reviewed annually and may be revised in response to feedback from students, staff and adaptations requested by ASDAN. Any changes will be discussed with staff and students.

Procedures:

- **Initial Assessment:** Upon enrolment, all learners undergo an initial diagnostic assessment to identify any support needs or potential barriers to learning.
- **Appeals:** Learners who believe their assessment was unfair can lodge a complaint through the **Candidate Appeals Policy**.

What students can expect from us:

- **Fair Assessment:** We aim to ensure that all assessment of work is carried out fairly using objective methods and in keeping with the awarding body's requirements and recommendations.
- **Transparent Marking:** Assessors will use clear marking schemes and assessment criteria provided by ASDAN to determine students' achievement.
- **Training:** All portfolio-based work will be assessed fairly against the qualification standards and tutors/ staff involved will be fully trained.
- **Internal Moderation:** Internal assessments and verification will be carried out fairly, accurately and according to the awarding body instructions.
- **External Examination:** Externally marked tests, exams and work will be carried out according to the awarding bodies' instructions.
- **Special Considerations:** Where appropriate Access Arrangements and Special Consideration requests will be made to the relevant awarding organisations to ensure that no student is unfairly disadvantaged by any disability or learning disability.
- **Continued Professional Development:** That all staff involved in the delivery and internal moderation of ASDAN qualifications ensure they attend any update training provided by the awarding body, and regularly check ASDAN's website to ensure that any relevant training is highlighted to the SENCO to enable them to attend.

Students can also expect:

- To be fully inducted onto the course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on their work in an accessible and easy to understand manner.

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- All final submitted work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.
- To be given the opportunity to implement continuous feedback and resubmit work/portfolio evidence where an individual piece of work may not meet the standards required.
- To be given 'independent research' challenges to complete at home, which are challenges in excess of the challenges delivered during guided learning hours (GLHs). These challenges allow students to
 - Progress with their own independent learning
 - Support other programmes they are taking (such as Biology/Science)
 - Consolidate achievable credits delivered during GLHs.
 - Produce a backup portfolio of extra challenges should internal or external examination not agree that an individual challenge submission or unit meets the requirements.
 - Develop from the CoPE Level 1 to Level 2 Qualification Standards
- To have the above information passed onto the Parents/Guardians, where required.

Cheating and Plagiarism

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found to be copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorised aid during a test or examination.
- They copy another student's answers during a test or examination, or submit another student's work as their own
- They talk during a test or examination. All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If the student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Access arrangement: Reasonable Adjustments and Special Considerations

A candidate's access arrangements will be determined by the appointed Exams Officer with reference to the relevant ASDAN guidance. Access arrangements will be agreed before an assessment.

Access arrangements will allow students to show what they know and can do without changing the demands of the assessment. For example, through the use of readers and/or scribes. The Exam Officer will be responsible for:

- Ensuring there is appropriate evidence to support the request for access arrangements to be made.
- Submitting access arrangement applications to the awarding bodies.
- Determining where the assessment will take place and ensuring this meets access arrangements. Organising invigilation and support for access arrangements if required.

The Exam Officer may consider the following points when determining suitable access arrangements.

- What arrangements are suitable for the qualification?
- The student's normal way of working,
- The details of how specific access arrangements would work in an assessment,
- Whether evidence or an application to the Awarding Organisation is required,
- Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

We will keep evidence on file for all access arrangements made for specific students.

Internal Assessment

It is the duty of the Tutors to ensure that all internal assessment is ready for dispatch at the correct time.

Equality, Inclusion & Diversity (EDI) Statement

The Reptile Academy Ltd. is committed to promoting equality, diversity, and inclusion in all aspects of its work towards staff, learners and visitors.

Core Commitments:

- **No Discrimination:** We comply with the **Equality Act 2010**, ensuring that no learner or staff member is discriminated against based on characteristics such as age, gender, ethnicity, disability, or sexual orientation.
- **Inclusion:** We strive to create an inclusive environment by ensuring that our materials, resources, and teaching practices reflect the diversity of our learners.
- **Zero Tolerance:** We do not tolerate any form of harassment, discrimination, or bullying, and such behaviour will be met with appropriate disciplinary action.
- **Discretion:** Where inappropriate or disruptive behaviour occurs that breaches the EDI Core Commitments, we take into account all aspects of the situation, including SEND/SEMH. Although SEND/SEMH is not an excuse for such behaviour, we recognise that young people may not have been exposed to the high EDI expectations at The Reptile Academy. Where an EDI breach has occurred that is deemed not to present an immediate safeguarding risk, we shall endeavour to provide conflict resolution sessions and re-instil the expectations to the learner.

Implementation:

- **Staff Training:** All staff undergo annual training on EDI principles, including their responsibilities under the Equality Act and how to foster an inclusive learning environment.
- **Learner Awareness:** During induction, learners are informed of our EDI policies and how to report any issues related to discrimination.

Monitoring and Reporting:

- **EDI Monitoring:** We regularly monitor staff and learner demographics to ensure representation of all groups. Feedback from staff and learners is collected to identify areas for improvement.
- **Complaint Handling:** Complaints relating to discrimination or harassment are handled promptly and in line with our **Complaints Policy**.

Malpractice & Maladministration Policy

The Reptile Academy Ltd. takes all allegations of malpractice and maladministration seriously, ensuring that our assessments and qualifications remain valid and reliable.

Definitions:

- **Malpractice:** Any deliberate action by a learner or staff member that undermines the integrity of the assessment process (e.g., cheating, plagiarism, providing inappropriate assistance).
- **Maladministration:** Administrative errors or poor practice that lead to non-compliance with ASDAN procedures. In most cases, maladministration will relate to administrative or quality assurance procedures and may involve any or all of the following:
 - Incorrect registering of units
 - Incorrect candidates' names and other information

Preventative Measures:

- **Staff Training:** All staff are trained in the identification and prevention of malpractice and maladministration, including the use and handling of Artificial Intelligence (AI) and generative writing software, using resources provided by ASDAN and the JCQ Examples of resources for staff are below:
 - [JCQ-AI-information-sheet-for-teachers-1.pdf](#)
 - PowerPoint Presentation for staff
- **Robust Processes:** We have clear procedures in place for conducting and recording assessments to reduce the risk of errors.
- **Exams Officer:** the entry record will be created by the exams officer and checked by the Centre Manager before and after entry of candidates to any specified award.

Reporting and Investigation:

- **Reporting:** Suspected malpractice or maladministration must be reported to the Internal Quality Assurer (IQA) immediately.
- **Investigation:** The IQA will investigate allegations thoroughly and impartially. If malpractice is confirmed, appropriate sanctions will be applied.

- **Consequences:** Sanctions may include disqualification from assessments or, in severe cases, staff disciplinary action.

Reporting to ASDAN:

- All incidents of suspected and confirmed malpractice or maladministration are reported to ASDAN in accordance with their guidelines.

Examples of Staff Malpractice

The following are examples of malpractice by staff with regards to portfolio-based qualifications:

- Tampering with candidates work following internal moderation and prior to external moderation/verification.
- Assisting candidates with the production of work outside of the Awarding Body guidance.
- Fabricating assessment and /or internal verification records or authentication statements.

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Candidate Malpractice Policy

The Reptile Academy Ltd. holds its learners to high standards of academic integrity. In particular, we adopt strong academic standards of malpractice due to our links with university institutions including the veterinary colleges. Any form of malpractice will result in disciplinary action, and particular notice should be taken of the below with respect to portfolio-based qualifications.

Student Induction: Students will be informed about the principles of plagiarism and the use of AI during the induction of short courses. In particular, the portfolio-based short courses and qualifications represent a high-plagiarism risk, especially with respect to the research and oral presentation units without appropriate citations. This will be repeated during induction for qualifications. Examples of resources for students are below:

- [JCQ-AI-poster-for-students-2.pdf](#)
- JCQ PowerPoint Presentation for students

What Constitutes Candidate Malpractice:

- **Plagiarism:** Submitting someone else's work as one's own.
- **Collusion:** Collaborating with others to produce work submitted as individual effort. Group projects MUST appropriately cite peers.
- **Falsification:** Fabricating evidence or data.
- **Cheating:** Using unauthorised materials or gaining access to assessment information inappropriately. Using resources that tutors have barred.
- **Recycling:** Reusing a piece of work submitted for one course/unit for another, unless this has been pre-approved by the Awarding Organisation in writing.
- **Sabotage:** Damaging, stealing, vandalising, obscuring or in any other way detrimentally affecting the work produced by another student.
- **False Allegations:** False complaints, defamatory remarks, untrue negative reviews (i.e. in response to a lower-than-expected grade after moderation)
- **Artificial Intelligence:** The use of AI in any form whatsoever (such as text, images, videos etc.) to generate work submitted as part of the portfolio.
- **Alterations:** Altering a marked document
- **Non-Contemporaneous Work:** Work that has previously been completed that is later submitted for unit validation is non-contemporaneous.

Procedures:

- **Reporting:** Suspected malpractice must be reported to the learner's tutor or the IQA. If a tutor suspects a candidate of malpractice the candidate will be informed, and the allegations will be explained. The teacher will check that the candidate fully understands the nature of the allegation.
- **Investigation:** An impartial investigation will be carried out by the IQA. Learners will be given the opportunity to present their case and provide a statement before any final decision is made. If the candidate accepts that malpractice has occurred, and it is a first offence, they will be given the opportunity to repeat the assignment.
- **Consequences:** Sanctions for confirmed malpractice, and/or repeated malpractice may include a formal warning, reassessment, resubmission or disqualification from the course.
- **Revocation:** We reserve the right to withdraw any awarded certification, qualification or other recognised award at any time in response to Candidate Malpractice.

Appeals:

- Learners have the right to appeal decisions related to malpractice through the **Candidate Appeals Policy**.

Withdrawal Statement

In the event that The Reptile Academy Ltd. ceases to deliver an ASDAN qualification, we will take all reasonable steps to safeguard learners' interests.

Procedures:

- **Notification:** Learners will be informed in advance of any planned withdrawal of qualifications.
- **Alternative Arrangements:** Where possible, learners will be offered the opportunity to complete their qualifications at an alternative approved centre OR continue an alternative programme at The Reptile Academy (such as AQA UAS).
- **ASDAN Notification:** We will notify ASDAN of any plans to withdraw from delivering qualifications and will comply with ASDAN's guidelines.

Registration and Certifications Policy

The aim of this policy is to ensure that each learner is registered within the timescales set out by ASDAN, that certificates are claimed where necessary with specified timescales, and that an accurate audit trail is held to ensure that registrations and certification claims can be tracked. This policy also highlights how the data within submissions is checked, and how any actions including withdrawals, holds or late payments may affect certifications.

The Reptile Academy Ltd will consider:

- **Registration:** Register each learner within the timescales set out by ASDAN. Registrations will be made by the Centre Manager and the submitted registrant information will be cross-checked by the IQA using information about the learner submitted by either the learner's parents, school or local authority, where applicable.
- **Checklists:** Provide checklists to the ASDAN coordinator to ensure the accuracy of each registration, including the Units and Levels being claimed. These should be checked by the Centre Manager and the IQA.
- **Communication:** Make sure all learners registered with ASDAN are made aware of the registration and certifications process, including deadlines, timescales and costs for replacement certificates if lost or damaged, and how to collect certificates.
- **Withdrawals:** Ensure withdrawals are actioned if necessary, and/or any attainable Credits or Units are submitted even if the full course/qualification has not been completed. I.e. for the Short Courses, 1 – 6 Credits; for CoPE, 1 – 6 Units.
- **Holds:** As per The Reptile Academy's Terms & Conditions, we reserve the right to place a *Hold* on the Registration and/or Certification process for any candidates suspected of malpractice or other breaches, such as a behavioural complaint that has a direct bearing on units (i.e. work experience modules) until this is resolved. The aim would be to investigate, resolve and close this matter swiftly with respect to our Complaints Policy.
- **Certifications:** Ensure if appropriate that certificate claims are timely and are checked against the individual students using data provided at the point of registration which is stored in a spreadsheet.

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- **Errors and Omissions:** Check the certificates for accuracy upon receipt from ASDAN and immediately notify if there are errors or omissions. Errors will be checked for by the Centre Manager against the information previously submitted by the Centre Manager and cross-checked by the IQA. In the event an error has been made and identified, The Reptile Academy will contact ASDAN to resolve the issue and destroy any duplicate certificates or those with errors.
 - If the error is as a consequence of The Reptile Academy (i.e. mis-entering data), The Reptile Academy shall bear the cost of the replacement certificate(s) and any other administrative fees.
 - If the error is as a consequence of the parent/school/local authority or other education partner mis-entering data at the point of registration, they shall bear the cost of the replacement certificate(s) and any other administrative fees.
 - In the unlikely event that the error is as a consequence of ASDAN (data submitted by The Reptile Academy is correct) we would expect replacement certificate to be issued at no further cost.
- **Records:** Keep records and copies of certificates for 5 years. Certificate copies will be stored securely by the Exams Officer in a locked filing cabinet with digital copies in OneDrive. Copies will not include certificates with holograms.
- **Distribution:** Learners who achieve the full 6-credit Short Course (Animal Care) and also the 6-unit CoPE will receive an official ASDAN certificate with a hologram. These will be ordered by the Centre Manager and delivered to The Reptile Academy. The Reptile Academy will retain these originals for a short period with the intention of hosting a Graduation Day to celebrate all learner's achievements across our different cohorts.
 - Should students require their certificates sooner (i.e. for applications etc.) The Reptile Academy shall provide a PDF or printed copy in the interim.
 - Learners must collect their official certificates in-person from The Reptile Academy and sign for the collection. Only in exceptional circumstances shall certificates be posted to candidates, via Royal Mail Recorded Delivery. The cost of this is payable by the parent/school/local authority/other education partner.

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- Learners who achieve the Short Courses and/or CoPE in part (i.e. less than the full attainable credits/units) may receive a PDF and/or non-hologram if they have exited the course early where it is unlikely they will return to collect an official certificate (i.e. including, but not limited to, withdrawal on the basis of behavioural breaches).
- **Outstanding balances:** Should the learner complete the course, units and/or credits but have any outstanding course fee balances (by the parent, school, local authority or another education partner responsible for the fees), The Reptile Academy will still submit registrations to award the candidate their due achievements. However, certificates will not be distributed until such case outstanding fees are cleared in full.



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Candidate Appeals Policy

The Reptile Academy Ltd. is committed to providing a transparent and fair process for learners to appeal assessment decisions. Introduction Students are made aware of the existence of this policy and have open access to it. It is accessible on The Reptile Academy website and in this handbook in reception. If any student wishes to appeal a decision, they should follow the procedure set out below:

Appeals Process:

- **Stage 1:** Informal discussion between the learner and assessor/tutor/staff member to resolve the issue. This should be a key member of staff who is responsible for teaching the qualification in the first instance and discuss the reason the candidate wishes to appeal. The member of staff has a responsibility to explain to the candidate why he/she received the grade or outcome.
- **Stage 2.** If the student is not satisfied with the explanation the piece of work will be re-marked by another member of staff also involved with that qualification. The student will be informed of the outcome of the re-marking.
- **Stage 3:** If unresolved, the learner submits a formal appeal in writing to the IQA/Exams Officer. They will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved and also seek to find a resolution.
- **Stage 4:** If the issue remains unresolved, it is referred to the Head of Centre or an independent moderator.
- **Stage 5:** If the learner is still unsatisfied, they may escalate the appeal to ASDAN for a final decision. The exams officer will assist with the completion of forms and will correspond with the awarding body on behalf of the student.

Clear timelines are provided for each stage of the appeal process, and learners are kept informed of the progress of their appeal.

Candidate Support Policy

The Reptile Academy Ltd. provides comprehensive support to learners, ensuring they have the resources they need to succeed.

Initial Assessment:

- **‘Diagnostic’ Assessments:** Each learner undergoes an initial assessment to identify any learning difficulties or disabilities that may require additional support. In principle this is via a telephone conversation with the Parent or Guardian and the completion of a medical form, where any diagnosed SEND/SEMH requirements can be highlighted (as well as suspected but undiagnosed).
- **Sharing EHCPs:** If a learner has an EHCP, parents are encouraged to share this information with tutors.
- **Parent/Learner Open Evening:** A requirement for registration is to attend in-person The Reptile Academy’s Parent/Learner Open Evening which is an opportunity to discuss all relevant information about the course and explore the learner’s fitness for the programme. We would not be able to enrol learners who do not attend in person (regardless of whether a parent attends or not). Being able to attend once is an indication that their needs would not impair an in-person taught programme.
- **Centre Tours:** Applicants are given a tour of the facilities at The Reptile Academy to ensure they feel comfortable in the animal management environment.
- **SEND/SEMH Needs Interview:** An interview (approximately 60-90minutes) is held with parents by telephone, MS Teams or in-person to discuss the learners’ additional needs.
- **Medical Form:** Parents MUST submit fully completed and declared medical information prior to course commencement.
- **Accreditation of Prior Learning (Progression from ASDAN in Animal Care Short Course):** Some students at The Reptile Academy may not have formally completed GCSE-level qualifications or been given the opportunity. Their educational backgrounds may also preclude them from providing typical evidence for progressing onto GCSE-level qualifications.

The Reptile Academy enrolls students initially on the ASDAN in Animal Care Short Course which allows learners to complete challenges across Sections A and B. Learners will develop a portfolio of evidence that can be accredited with 1-credit for approximately every 10-hours’ worth of work up to 6-credits or 60-hours plus.

Streaming from this short course will allow The Reptile Academy to assess the learner's suitability for Level 1 or Level 2 CoPE.

Although the Short Course assessment does not have to follow the Qualification Standards for CoPE, several challenges offer the opportunity for formative assessment to gauge the Level the learner is working at or towards. For example, there are multiple overlapping themes for the CoPE Units (Teamwork (Working with Others), Research, Oral Presentation, Group Discussion, Problem-Solving and Improving Own Learning and Performance) within the Short Course. Tutors/Assessors will be mindful of the CoPE Standards, having completed the ASDAN training, throughout Short Course delivery.

The ASDAN in Animal Care Short Course will be used to comment on assessment of prior learning based on the following:

- Attendance: Does the learner have a reliable attendance rate? A low attendance rate would indicate that the learner would not be suited to CoPE due to challenges and projects that span multiple sessions.
- Credits: Has the learner achieved 60-hours (6-credits) worth of accredited certification for the short course? An achievement of 5-credits or lower would mean that the full CoPE Qualification would not be realistic for The Reptile Academy's delivery as our Assessment Plans cover 6 Units across 6 Modules (6-credits), and it requires 12 to pass in total. However, the learner may be able to progress if only specific units are desired to be achieved.
- Student-book versus E-portfolio: Students who complete the e-portfolio (even if they have been physically present at The Reptile Academy and not an online learner) may not be eligible to register for CoPE unless this guidance changes.
- Extra-challenges/work: Throughout the Short Course, Challenges across Module 1, 2, 3, 4 and 7 are chosen to achieve 6-credits. Challenges from Modules 5 and 6 are highlighted to learners to complete as extra work (not accredited) but this may serve as an indication as to whether the learner is capable of working at a higher level (with particular respect to independence).
- CoPE Standards: Does the portfolio of evidence generated by the learner show a good indication that the learner is capable of CoPE at Level 1 or Level 2.

Learning Support:

- **Individual Learning Plans (ILP):** ILPs are created for learners with specific needs to ensure tailored support throughout the course. Herein, we largely default to official EHCPs and make amendments where necessary.
- **Personal Tutors:** Each learner is assigned a personal tutor who provides guidance, support, and regular feedback. This personal tutor is typically the assessor for the given course. Currently, Dr. Weeks tutors/assesses Animal Care, Mr. Weeks tutors/assesses Work Experience.

Special Considerations:

- Learners who experience unforeseen difficulties (e.g., illness or family emergencies) may apply for special consideration, which may include extensions to deadlines or alternative assessment arrangements.

Safeguarding Policy

The Reptile Academy Ltd. is committed to safeguarding the welfare of all learners. All staff are trained to recognise and report safeguarding concerns. For full details, please refer to our **Child & Vulnerable Adult Safeguarding Policy**, which is available upon request.

Health & Safety Policy

The Reptile Academy Ltd. is committed to ensuring the health and safety of all staff and learners. Risk assessments are regularly carried out, and any issues are addressed promptly. For full details, please refer to our **Health & Safety Policy**, available upon request.

Behaviour Policy

The Reptile Academy Ltd. expects all learners to adhere to high standards of behaviour. Respect for staff, peers, and the learning environment is essential. You should refer to our **Behavioural & Code of Conduct Policy**.

Conflicts of Interest Statement

The Reptile Academy Ltd. ensures that all assessments are conducted impartially and without conflicts of interest. A conflict of interest is a situation where a member of staff has competing interests or loyalties. In relation to the formal assessment and quality assurance of candidates work within National Qualifications it can be defined as a conflict between the official responsibilities of a member of staff and any other interests that the member of staff may have which could compromise, or appear to compromise, any assessment decisions they might make.

Identifying Conflicts:

- **Declaration:** All staff are required to declare annually any potential conflicts of interest, such as assessing a family member or personal acquaintance. [The declaration is made via a Form which can be found here.](#)
- **Sharing:** The Exams Officer will keep records of all returns for the duration of the academic year and report any conflict of interest to all relevant awarding bodies.
- **Awareness of Potential Conflicts:** All relevant staff undertaking moderation and other individuals involved in the assessment and quality assurance of a candidate's work have a responsibility to be aware of the potential for a conflict of interest.

Managing Conflicts:

- **Obligations:** Staff have a duty of care to disclose any actual, potential or perceived conflict of interest. This disclosure should be made in writing to their line manager so that the situation can be evaluated, and appropriate action taken if required to ensure that any conflict of interest does not detrimentally impact on the standards of The Reptile Academy Ltd.
- **Records:** Records will outline the nature and extent of the reported conflict and where required the action taken to manage the conflict and mitigate any adverse effects.
- **Alternative Arrangements:** If a conflict is identified, the IQA will assign an alternative assessor to ensure impartiality.
- **Undisclosed Conflict:** In the event that an 'undisclosed' conflict of interest is identified that may have impacted upon assessment decisions, The Reptile Academy will notify the relevant Awarding Body
- **Annual Review:** Conflict of interest declarations are reviewed annually to ensure ongoing compliance.

Examples of Identified Conflicts of Interests

1. Familial relationships between Staff/Volunteers

The proprietor (Managing Director) of The Reptile Academy, Dr. Weeks, is related to the Secretary, Mr. Weeks. In the delivery of ASDAN, Dr. Weeks and Mr. Weeks currently tutor and assess Animal Care and Experiencing Work, respectively. It is important that they do not IM/IQA for each other's classes, and when providing a supporting role, defer to that of a technician or support staff. The assigned IQA/IM is Mx. Evans who is not related to the above.

2. Hierarchical relationships between Staff/Volunteers

As Centre Manager and Tutor, Dr. Weeks is hierarchically superior to IQA/IM Mx. Evans in the organisation as a whole, as the employer. However, for the purposes of IQA/IM, Mx. Evans is given training and autonomy in decision-making regarding the IQA/IM of portfolio-assessments, and full records of the IM process is kept on file. This is similar to a way in which a Headteacher of a School sometimes teaches their specialist subject.

3. Financial Interests

As The Reptile Academy is not funded by the DfE/ESFA and therefore charges for the courses we offer, it is important to acknowledge/recognise that there is *the potential* for a conflict of interest to arise where we promote the enrolment of a learner on any course which may not be in the best interests of that learner. For example, enrolling a learner onto CoPE Level 1 or Level 2 when they are not working at GCSE Standards, due to the financial gain, would be highly inappropriate.

The Reptile Academy and its staff/volunteers pledge to make every reasonable effort to only enrol a learner on a short course, programme or qualification, where it is believed it is in the best interest of the learner. The Tutor/Assessor/Centre Manager, ahead of enrolment, will verify through the processes outlined in the Statement for Candidate Support that the enrolment, and invoicing of subsequent fees, is appropriate.

In cases where enrolment onto ASDAN Qualifications is inappropriate, The Reptile Academy will consider alternatives, such as the AQA UAS scheme.

4. Pressure from Parents Schools, Colleges and/or the Local Authority

Similarly to point 3, a conflict of interest may arise where a client (such as a school, college or Local Authority) wishes to enrol a young person on ASDAN at our provision where it may not be in the interests of the learner. For example, some organisations may only wish to enrol on the promise of progression from a Short Course onto CoPE because it is an Ofqual Regulated Qualification, and an important statistic/metric for the school, whereas progression onto a Programme or alternative such as AQA may be more appropriate. Rejection of this could lead to the client not signing up students for either aspects.

The Reptile Academy makes no promises of automatic progression from a Short Course to a Qualification and makes it clear that this is subject to working at the appropriate level and other guidance set out by the Awarding Organisation, ASDAN.

Partnership Working Statement

The Reptile Academy Ltd. works in partnership with external organisations to deliver a range of accredited programmes, certifications and qualifications where necessary. These Partnerships increase the prestige of the Reptile Academy and cross-accreditation of programmes introduces a vastly superior level of achievement and industry recognition for learners.

Roles and Responsibilities:

- Partnership roles are clearly defined, and all partners adhere to the same high standards of quality assurance.

Quality Assurance:

- Regular reviews and quality assurance processes are in place to monitor and maintain the integrity of partnerships.

Main Partnerships

- **The Duke of Edinburgh's Award:** The Reptile Academy Ltd is an Approved Activity Provider for the DofE Gold Award Residential Section.
- **The Royal Society of Biology:** The Reptile Academy Ltd is the only Supporting Organisational Member of the RSB in the field of reptile & amphibian animal welfare and animal management education. The Director holds seats on two special interest groups (SIG) including the Education Policy Advisory Group (EPAG) and Bioscience Education Research Group (BERG) where our primary purposes are to i. Represent the SEND/SEMH community in bioscience education and ii. Enhance Exotic Species Animal Welfare Practices in the biosciences. This was primarily awarded for our excellence in the veterinary and zoology education sector.
- **International Society for Animal Professionals (ISAP):** The Reptile Academy Ltd holds Corporate Fellowship and the Director holds a Fellowship specialising in Herpetological Education (FISAP Herp Edu) – a major hallmark of our animal excellence.
- **Institute of Animal Care Education (IACE):** Excellence for the quality of our exotic species education which is internationally respected.
- **International Companion Animal Network:** Recognition for our *force-free* methods of animal care and education.
- **Assessment and Qualification Alliance (AQA):** Approved Centre

Internal Moderation Policy & Procedure

The Reptile Academy Ltd. ensures the consistency and fairness of assessments through rigorous internal moderation. The aim of this policy is to ensure:

- **Validity & Reliability:** internal moderation practices are valid and reliable, cover all tutors/ assessors and meet the requirements of the awarding organisation.
- **Assessment Plans:** For CoPE, 12 Assessment Plans are employed to cover all 6 Units at Level 1 and Level 2.
- **Fairness:** the internal moderation procedures are fair and open.
- **Accuracy:** accurate and detailed records are kept of internal moderation decisions.

The Reptile Academy will:

- **Standardise Moderations:** Ensure that all assessment activities are valid, appropriate and fit for purpose. Provide standardised documentation to support internal moderation activity and record keeping. Further information is provided below with Standardisation Activities.
- **Moderation Strategy:** Apply a strategy that will provide a representative sample across all tutor/assessors is applicable. Due to the small size of our cohorts, currently the plan is to moderate all student portfolios and each skill/unit.
- **Implement a Moderation Plan:** Create a plan of internal moderation in relation to all assessment activities.
- **Implement Feedback:** Ensure that feedback and outcomes of internal and external moderation support future development of good practice.
- **Evaluate Moderation Procedures:** Carry out an annual evaluation and review of internal moderation policy and procedures.
- **Manage Moderations Efficiently:** Define, maintain and support effective internal moderation roles, including the provision of training where required.
- **Provide Staff Training:** meeting will be held at the onset of the academic year for all staff involved in the delivery and assessing of ASDAN qualifications and awards to attend. The meeting will cover the expectations for the delivery of ASDAN

qualifications and awards, internal moderation sessions will be timetabled and deadlines for the submission of all work will be established for that academic year.

Internal Moderation Process:

- **Planning:** Internal moderation is scheduled at key points during the academic year.
 - Note, The Reptile Academy academic year does not necessarily conform to a traditional school year, with cohorts of ASDAN commencing at different times and progressing at different rates. I.e. we offer weekend courses so that young people can achieve with us without being taken out of school.
 - There will be three instances of internal moderation which will be carried out by the designated trained staff.
 - These instances will occur following the delivery of each 20-hour block of GLHs for the 60-hr CoPE Level 2 (as 60-hrs will be substituted from ASDAN in Animal Care Short Course).
 - The final instance will happen in advance of submission of work /portfolios for external moderation.
- **Sampling Summary:** A representative sample of learner work is moderated to ensure assessments are fair and meet ASDAN standards. The units will be scrutinised against the ASDAN guidelines /checklist. Further information is provided in the Sampling Strategy.
 - Due to the small numbers the sample will always include any student, excluding short course students, who is due to complete an ASDAN course that academic year and at least 3 other students from Year 1 and Year 2 of a programme.
 - The purpose is to ensure that all units are complete and of sufficient standard to be submitted. A summary of each Internal Moderation session will be recorded and shared with relevant staff.
- **Moderation Instances:**
 - **First:** In the first instance feedback regarding ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN qualification/award.
 - **Second:** The second session will take place after 40 GLHs. Assessors are expected to have completed at least one unit per student at this point. The purpose of this session is to check that assessors are completing

their chosen units to a sufficient standard and to implement further feedback to the student.

- **Third:** The final instance will happen in advance of submission of portfolios for external moderation at either Level 1 or Level 2 Standards.
- **Feedback:** Assessors receive feedback from the IQA to promote continuous improvement. Review and Feedback Statement In the first instance feedback regarding ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN qualification/award. Following internal moderation further feedback may be provided to teacher, assessors and students where necessary.

Standardisation Activities

To maintain consistency in assessment practices, the following standardisation procedures will be applied:

- **Annual Standardisation Meeting:** Held at the start of the academic year for all tutors, assessors, support staff and internal quality assurers delivering ASDAN qualifications.
- **Ongoing CPD:** Includes reviewing exemplars, cross-marking exercises, and reviewing updated guidance from ASDAN.
- **Use of Templates:** Standardised feedback forms, moderation reports, assessor checklists and other documents are used across all assessments.
- **Assessor Pairing:** Where applicable, peer review activities will be conducted to cross-check marking consistency (i.e. between Assessor and Deputy Assessor/IQA).
- **Attendance of Group Moderations:** Staff will, where possible, take the opportunity to join moderations across different cohorts at ASDAN Head Office in Bristol to develop Assessor and IQA skills and maintain consistency across other centres.

Verification of Assessment Plans

All assessment plans are subject to verification to ensure they:

- Align with learning outcomes for Level 1 and/or Level 2 Learners
- Include clearly defined assessment methods
- Are achievable within the delivery model and timeframe

Procedure:

- Assessment plans are drafted by assessors and verified by the IQA prior to the start of delivery.
- Assessment plans are approved by the ASDAN EQA.
- Where assessment plans are amended during delivery (e.g. due to learner needs or reasonable adjustments), these are re-verified before implementation.
- Records of approval are logged by the IQA and EQA are notified.

Sampling Strategy

The Reptile Academy adopts a **risk-based sampling strategy** in line with ASDAN's guidance. In year one of delivery, **100% of assessments will be moderated**. Thereafter, 100% of assessments will again be moderated if there are low student numbers (typically fewer than 5). In subsequent years and with an increase in learner numbers, the sampling strategy will consider:

- Learners at different assessment stages (early, mid, final)
- All assessors (new/inexperienced assessors have increased sampling)
- All units & assessment methods used (e.g. written, observational, oral evidence)
- Any updates to qualification specifications
- Learner demographics or cohorts (i.e. Home Education Groups on Weekend Classes, Mainstream Schools, SEMH Schools, etc.)
- Settings where assessment takes place (currently only at The Reptile Academy)
- Learners with reasonable adjustments or SEND requirements
- EQA or previous IQA feedback indicating concerns, failed units or requiring follow-up

Sampling will occur at **three scheduled moderation points** during the delivery of the CoPE qualification. The final sample will include **any learner completing that academic year** and a **minimum of 3 others from Years 1 and 2**.

External Moderation Policy

After external moderation has taken place and the moderation report has been received, the relevant staff will meet to discuss any action points raised to further develop practice and address any issues that have arisen.

- **Record Retention:** candidate records will be held securely at the Centre for 5 years from the date of moderation. Candidate achievements/certificates will be stored for 5 years. Once the 5 years has passed the certificates will be confidentially destroyed in line with The Reptile Academy's Data Retention Policy (GDPR).
- **Portfolios:** Portfolios of evidence will be securely stored at The Reptile Academy for 6 months from the date of moderation, and representative samples will be held for a maximum of 3 years. However, the aim will be to release portfolios to learners as soon as this is feasible.
- **Review:** At the end of each academic year a review of the curriculum and accreditation will be held by the SENCO & relevant staff.

Full Internal and External Moderation Process

- Internal Moderator (Mx. Evans) identified and allocated to Assessors.
- Internal Moderator and Assessors meet to discuss timetable for moderation and sampling process.
- Internal Moderator carries out first round of formative internal moderation.
- Records of sampling and internal moderation decisions kept.
- Feedback provided to assessors and stored centrally in the Centre portfolio for audit purposes.
- Meeting held to discuss issues arising from the first round of internal moderation. Minutes recorded in portfolio.
- Second round of formative internal moderation conducted. Documentation relating to moderation stored in Centre Portfolio.

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- Any action noted by the Internal Moderator on the first round checked and signed off.
- Meeting held to discuss issues arising from the second round of internal moderation. Minutes recorded in Centre Portfolio.
- Third round of formative internal moderation conducted. Coordinator establishes candidates and units to be put forward for external moderation.
- Summative internal moderation conducted to include final checking of portfolios. Any continuing issues addressed and signed off.
- Arrangements made for external moderation. Minutes stored in Centre Portfolio.
- External moderation takes place.
- Standardisation meeting arranged to discuss feedback from external moderation and plan put in place to address any matters arising. Minutes stored in Centre Portfolio.

Assessment Planning

The Reptile Academy Ltd. plans and conducts assessments in accordance with ASDAN requirements. Copies of Assessment Plans are attached/available.

Procedures:

- **Timetabling:** Assessments are scheduled to ensure that learners have adequate preparation time.
- **Recording:** All assessments are recorded and stored in accordance with ASDAN guidelines, ensuring transparency.

Complaints Policy & Procedure

The Reptile Academy Ltd. is committed to resolving complaints in a timely and fair manner. Below is a brief overview of our complaints process, however, the full Complaints Policy can be requested by emailing education@reptileacademy.co.uk

Procedures:

- **Informal Stage:** Complaints should initially be raised with the relevant staff member. This can be verbal with the relevant staff member or via email.
- **Formal Stage:** If unresolved, a formal written complaint can be submitted to the Head of Centre, who will investigate and respond within 10 working days.
- **Temporary Actions:** Whilst a Formal Complaint is ongoing, The Reptile Academy reserves the right to take immediate and temporary action to avoid further conflict and maintain safeguarding, at our discretion, including but not limited to:
 - Suspension of any students the complaint involves (which could later be lifted)
 - Revocation of any awards (which could later be reinstated)
 - Suspension of access to any online course material (i.e. e-portfolio)
 - Barring access to the site
- **Investigation:** A complaints case handler will be assigned who will interview the complainant and write a complaint report. Once the complaint report has been completed, the complainant must review, amend, provide additional comments where necessary and sign to say the information provided is complete and accurate.
- **Resolution (I):** The Reptile Academy will respond to the signed complaints document and put forward suitable resolutions, or where appropriate, sanctions.
- **Escalation:** If the complaint is still unresolved, it can be referred to ASDAN where the complaint would be addressed in a collaborative manner.
- **Resolution (II):** We aim to resolve all complaints that are raised and would strongly take into consideration resolutions put forward by ASDAN. However, the final decision is made by The Reptile Academy SLT.
- **Malicious Intent:** During the investigation of the complaint, if we believe that a complaint has been falsified or submitted with any malicious or intent, we reserve the right to take further action.

Data Protection (GDPR) & Privacy Policy

The Reptile Academy Ltd. complies with the **General Data Protection Regulation (GDPR)** to ensure the privacy and protection of personal data.

Policy Outline:

- **Data Collection:** Only necessary data is collected, and learners are informed of how their data will be used by way of an information leaflet during their induction.
- **Security:** All personal data is stored securely and accessed only by authorized personnel.
- **Learner Rights:** Learners have the right to access, amend, or request the deletion of their personal data in line with GDPR regulations. Information provided also covers how to submit a Subject Access Request.

A full copy of this policy can be requested at education@reptileacademy.co.uk and is outlined in our Terms & Conditions at [POLICIES | Reptileacademy](#)

Annual Review & Feedback Statement

The Reptile Academy Ltd. is committed to continuous improvement, regularly reviewing the effectiveness of its qualifications and processes.

Feedback Mechanisms:

- **Learner Surveys:** Surveys are conducted to gather feedback on the learning experience.
- **Staff Reviews:** Regular meetings and reviews are held to assess the effectiveness of teaching and assessment practices.
- **External Feedback:** Feedback from external moderators, partners (such as school TAs and Curriculum Leads) is reviewed to implement improvements.
- **Qualifications Review:** Data and outcomes regarding assessments and certifications are reviewed to see if Qualifications are being achieved and that they are suiting proposed learners.
- **Annual Declarations:** The Centre Manager shall complete annual submissions declaring Conflicts of Interest, Satellite and Partnership Agreements and a Centre Agreement, which are due in March/April each year.
- **Staffing:** Staffing details are updated as changes occur, including staff who leave where access is revoked preventing access to sensitive data.

Appendix



A Centre of Excellence for Reptile & Amphibian Education & Animal Welfare