



UK COLLEGE OF IT LTD.

LEARNER SUPPORT POLICY

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Version	2.0
Effective date	11 August 2026
Review cycle	At least annually and following significant legal, regulatory, safeguarding or operational change
Policy owner	Learner Support / Quality Assurance
Applies to	Applicants, current learners, graduates where relevant, tutors and staff involved in learner support

1. Purpose and Commitment

UK College of IT Ltd. (“the College”) is committed to providing accessible, fair, inclusive and proportionate support that enables learners to participate effectively in their programmes.

Learner support is designed to reduce avoidable barriers to learning, assessment and communication while maintaining academic standards and the integrity of the qualification or programme.

The College recognises that learners may require different types of support at different stages of study. Support may be academic, technical, accessibility-related, administrative, wellbeing-related or connected to exceptional circumstances.

2. Scope

This Policy applies to applicants, enrolled learners and, where appropriate, recent graduates or former learners requiring clarification or support concerning their period of study.

It applies across the learner journey, including admissions, induction, learning delivery, assessment, feedback, progression, completion and certification.

Because many College programmes are delivered online, this Policy also applies to digital learning environments, online communication and remote assessment.

3. Principles

Learner support is based on:

- accessibility and inclusion;
- dignity and respect;
- early identification of barriers;
- individual and proportionate support;
- confidentiality and privacy;
- learner independence and empowerment;
- consistency and fairness;
- timely communication;
- academic integrity and standards; and
- continuous improvement.

4. Types of Learner Support

Depending on the programme and the learner's circumstances, support may include:

- programme and academic guidance;
- assessment guidance and signposting;
- accessibility support;
- reasonable adjustments;
- technical support or troubleshooting;
- learning-resource access support;
- study-planning guidance;
- communication support;
- wellbeing signposting;
- safeguarding escalation;
- administrative and enrolment support; and
- guidance concerning complaints, appeals and other College procedures.

5. Academic Support

Tutors and programme teams may provide reasonable academic guidance concerning programme requirements, learning outcomes, assessment instructions, study planning and use of learning resources.

Academic support does not include completing assessed work for a learner, rewriting an assessment for submission, providing unauthorised answers or otherwise compromising assessment integrity.

6. Study Skills and Independent Learning

Learners may be directed towards resources that help with academic writing, referencing, research, time management, digital learning and independent study.

The College encourages learners to develop autonomy rather than become dependent on staff for routine academic tasks.

7. Assessment Support

Learners may request clarification of published assessment requirements and applicable procedures.

Where appropriate, the College may provide reasonable adjustments, special consideration or other support in accordance with the Assessment & Appeals Policy and any applicable awarding-body requirements.

Ofqual's current guidance distinguishes Reasonable Adjustments for disabled learners from Special Consideration for temporary illness, injury or other events outside a learner's control that materially affect an assessment. The College uses these principles as a quality benchmark where relevant, without implying that it is an Ofqual-regulated awarding organisation.

8. Reasonable Adjustments

The College will consider reasonable adjustments for disabled learners where applicable.

UK government guidance states that education providers have duties to make reasonable adjustments so disabled students are not placed at a disadvantage; examples may include additional support, aids and changes to assessment arrangements.

Adjustments are considered individually. The same adjustment will not necessarily be appropriate for every learner with the same disability, and a learner may require different arrangements for different activities.

Any adjustment must be appropriate to the learner's circumstances and should preserve the intended learning outcomes and assessment standards unless the applicable framework permits otherwise.

9. Examples of Reasonable Adjustments

Depending on circumstances and programme requirements, adjustments may include:

- accessible document formats;
- additional time for specified assessments;
- rest breaks where appropriate;
- alternative communication arrangements;
- assistive technology;
- screen-reader compatible resources;
- captioned or transcribed audiovisual material;
- alternative methods of receiving instructions;
- reasonable changes to assessment administration; and
- other proportionate arrangements agreed following individual consideration.

These are examples only. The availability of a particular adjustment depends on the assessment, learning outcome, evidence, external requirements and practical circumstances.

10. Requesting Support or Adjustments

Learners should contact info@ukcollegeofit.com as early as possible if they need support or an adjustment.

A request should, where reasonably necessary, explain the barrier experienced and the support or adjustment requested.

The College may request appropriate information to understand the learner's needs and determine a suitable arrangement, but unnecessary personal or medical information should not be requested.

11. Evidence and Confidentiality

Where evidence is required, the College may ask for relevant information from an appropriate source.

Evidence requirements should be proportionate. The purpose is to understand the functional impact and identify appropriate support rather than to collect unnecessary personal details.

Support information will be handled confidentially in accordance with the Privacy Policy and applicable data-protection requirements.

12. Changes in Learner Circumstances

Learners should inform the College if their support needs materially change.

A previously agreed adjustment may need to be reviewed if the learner's circumstances, programme, assessment or technology changes.

13. Temporary Illness, Injury and Exceptional Circumstances

Temporary illness, injury or another event outside a learner's reasonable control may affect participation or assessment.

Where the event materially affects an assessment, the learner should contact the College as soon as reasonably possible. Depending on the programme, the College may consider an extension, alternative arrangement, deferral, special consideration or another appropriate response.

Ofqual's 2026 guidance describes Special Consideration as support for temporary illness, injury or other events outside the learner's control that materially affect the ability to take or perform in an assessment.

14. Mental Health and Wellbeing Support

The College recognises that wellbeing can affect learning and participation.

Where appropriate, staff may provide reasonable academic flexibility within programme rules, discuss study planning or signpost learners to appropriate external professional support.

The College is an education provider and should not represent routine learner support as a substitute for medical, psychological or emergency services.

15. Safeguarding

Where a learner discloses or staff identify a safeguarding concern, the Safeguarding Policy applies.

Support information may need to be escalated where necessary to protect the learner or another person, comply with legal duties or manage serious risk.

16. Accessibility and Digital Learning

The College aims to provide accessible digital learning materials and services.

Accessibility concerns should be handled alongside the Accessibility Statement and Equality, Diversity & Inclusion Policy.

Where a third-party learning platform creates a material barrier, the College will consider reasonable alternatives or workarounds where practicable.

17. Technical Support

Technical support may include guidance on accessing the learning platform, account access, document submission, video-conferencing or basic troubleshooting.

Learners remain responsible for maintaining suitable devices, internet access and software where these are reasonably required and clearly identified by the programme.

Where a significant technical failure affects a submission or assessment, the learner should report it promptly and provide available evidence.

18. Online Learning Orientation

New learners should receive appropriate information about accessing the learning environment, submitting work, communicating with tutors, finding support and following academic-integrity requirements.

Where a programme uses Google Classroom or another platform, learners should be given clear instructions for accessing relevant spaces and resources.

19. Communication Channels

The College should publish clear support contact routes.

Depending on the issue, learners may contact:

- Learner Support;
- Programme Administration;
- Tutor / Academic Team;
- Technical Support;
- Quality Assurance;
- Safeguarding contact; or
- Complaints / Appeals contact.

20. Response Times

The College aims to acknowledge learner-support enquiries within 5 working days.

Urgent safeguarding or serious access issues should be escalated as soon as practicable.

Complex support requests may require additional time where evidence, external information or programme-specific approval is required.

21. Accessibility of Communication

Learners may request an appropriate communication format where a disability or accessibility need creates a barrier.

Reasonable alternatives may include accessible electronic documents, email rather than telephone communication, additional processing time or another practical arrangement.

22. Equality, Diversity and Inclusion

Support must be provided without unlawful discrimination.

The Equality, Diversity & Inclusion Policy establishes the College's wider commitments regarding protected characteristics, respectful treatment and inclusive participation.

Different learners may appropriately receive different support where this is necessary to remove disadvantage and is consistent with applicable law and programme requirements.

23. Financial and Practical Signposting

The College may provide information about practical support or external resources where relevant.

Any financial assistance offered by the College will depend on the programme, contractual arrangements and available resources. UK government learner-support schemes exist in certain further-education contexts, but eligibility varies and this Policy does not promise eligibility for government funding.

24. International Learners

International learners may receive support concerning programme administration, online access, documentation and communication.

The College cannot guarantee immigration, visa, tax, legal, employment or local welfare advice unless expressly provided as part of a service. Where necessary, learners should be signposted to competent external advisers.

25. Learner Responsibilities

Learners are expected to:

- communicate support needs honestly and as early as reasonably possible;
- provide relevant information when required;
- use support appropriately;
- follow agreed procedures;
- attend or participate in required activities where able;
- protect confidential information; and
- notify the College when circumstances materially change.

26. Staff and Tutor Responsibilities

Staff and tutors should:

- respond respectfully to support requests;
- avoid making assumptions about a learner's needs;
- maintain appropriate confidentiality;
- refer complex or specialist matters to the appropriate person;
- implement approved arrangements within their responsibilities; and
- record relevant actions sufficiently for continuity and quality assurance.

27. Boundaries of Support

The College may provide educational support and signposting but does not automatically provide specialist medical, psychological, legal, financial or social-care services.

Where a learner requires specialist support beyond the College's competence, the College may recommend an appropriate external professional or service.

28. Support and Academic Standards

Support is intended to remove barriers, not to lower academic standards.

Reasonable adjustments should enable a learner to demonstrate the intended knowledge, skills and understanding without changing the essential competence being assessed.

Ofqual's current guidance similarly emphasises that an assessment adjustment should enable a disabled learner to demonstrate the same knowledge, skills and understanding required by the qualification.

29. Support and Academic Integrity

Support must not include unauthorised assistance with assessed work.

Staff may explain assessment requirements and provide permitted guidance, but must not create, substantially rewrite or impersonate a learner's assessed submission.

Where there is uncertainty, the Academic Integrity & Plagiarism Policy takes precedence.

30. Complaints About Support

If a learner believes support has not been provided fairly or an agreed arrangement has not been implemented, they may raise the issue through the Complaints Policy.

Where the issue concerns an assessment decision or reasonable-adjustment decision governed by an awarding organisation, the Assessment & Appeals Policy and any applicable external procedure may also apply.

31. Records and Data Retention

The College may maintain appropriate records of support requests, approved adjustments, communications and actions.

Records should be accurate, secure, proportionate and retained in accordance with the Privacy Policy and applicable retention requirements.

Access to support information should be limited to staff who need it for legitimate educational, administrative, safeguarding, quality-assurance or legal purposes.

32. Quality Assurance

Learner support is part of the College's quality-assurance framework.

The College may review anonymised or aggregated information about support requests, accessibility barriers, complaints, response times and outcomes to identify recurring issues and improve provision.

Quality assurance should not unnecessarily identify individual learners.

33. Monitoring and Review

The College may monitor whether learners can access support, whether requests are handled within target timescales and whether agreed actions are implemented.

Where recurring barriers are identified, the College may create corrective actions, update learning materials, improve staff training or change digital processes.

34. Policy Review

This Policy will be reviewed at least annually and sooner where there are material changes to equality law, accessibility requirements, awarding-body rules, digital learning platforms or College services.

35. Contact

Learner Support: info@ukcollegeofit.uk

Accessibility: info@ukcollegeofit.uk

Technical Support: info@ukcollegeofit.uk

Safeguarding: info@ukcollegeofit.uk

Complaints: info@ukcollegeofit.uk

Quality Assurance: info@ukcollegeofit.uk

Appendix A – Learner Support Request Form

Learner name: _____

Learner reference: _____

Programme: _____

Date of request: _____

Type of support requested: _____

Barrier / difficulty experienced: _____

Requested adjustment or support: _____

Relevant supporting information: _____

Preferred communication method: _____

Urgency / relevant assessment date: _____

Learner consent to relevant information being shared for support purposes: Yes / No

Signature / electronic confirmation: _____

Appendix B – Reasonable Adjustment Decision Record

Learner: _____

Programme / assessment: _____

Need / barrier identified: _____

Information considered: _____

Adjustment requested: _____

Decision: Approved / Partially Approved / Not Approved

Reason: _____

Implementation date: _____

Review date: _____

Staff notified: _____

External awarding-body approval required: Yes / No

Appendix C – Learner Support Case Record

Case reference: _____

Date opened: _____

Support category: _____

Assigned staff member: _____

Actions taken: _____

External signposting: _____

Outcome: _____

Follow-up date: _____

Closure date: _____

Appendix D – Learner Support Quality Checklist

- ☐ Support routes are clearly published
- ☐ Accessibility information is available
- ☐ Reasonable-adjustment process is documented
- ☐ Support requests are acknowledged
- ☐ Urgent safeguarding matters are escalated
- ☐ Confidentiality and data protection considered
- ☐ Assessment integrity protected
- ☐ Approved adjustments communicated to relevant staff
- ☐ Support actions recorded
- ☐ Follow-up completed where required
- ☐ Recurring barriers reviewed through QA
- ☐ Policy reviewed annually

Appendix E – Related Policies

- Accessibility Statement
- Equality, Diversity & Inclusion Policy
- Assessment & Appeals Policy
- Complaints Policy
- Safeguarding Policy
- Academic Integrity & Plagiarism Policy
- Learner Code of Conduct
- Privacy Policy
- Quality Assurance Policy