
Student Support Policy and Procedures

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1 Purpose

- 1.1 This policy outlines the Engineering College of Technology's (ECT) commitment to providing comprehensive, accessible and inclusive support that enhances student engagement and the overall learning experience. It ensures that all students, regardless of their location, mode of study, or time zone, receive timely, appropriate and consistent support to meet their academic, wellbeing and personal needs, thereby promoting success, progression, retention and positive student outcomes.
- 1.2 The policy is informed by sector best practice and UK regulatory requirements, including OfS expectations, the Equality Act 2010, safeguarding principles and UK GDPR. It is designed to ensure fairness, accessibility, inclusivity and reasonable adjustments for all students. ECT is committed to continuous improvement and works proactively with students and staff to identify, address and adapt support needs in a global and predominantly online learning environment.

2. Scope

- 2.1 This policy applies to:
 - All current students enrolled in any ECT programme, regardless of mode of study (part-time, full-time) or geographic location.
 - Former students within 6 months of leaving ECT who require support in relation to their studies or transition.
 - Applicants who disclose support needs during the admissions process, to ensure timely assessment and implementation of reasonable adjustments prior to and upon enrolment.
 - Academic and administrative staff involved in providing or managing student support.
- 2.2 The policy covers support for:
 - Academic development and study skills
 - Mental health, wellbeing and safeguarding (including signposting to local or international support services where appropriate).
 - Disability support and reasonable adjustments in compliance with the Equality Act 2010, adapted for online learning environments.
 - Financial advice and hardship support, including guidance for international students.
- 2.3 ECT will ensure that support processes are accessible in digital formats, confidential and compliant with UK GDPR and data protection legislation. Staff involved in implementing this policy will receive appropriate training. Where specialist intervention is required, ECT will signpost or refer students to external services (e.g. NHS in the UK, international helplines, counselling, financial advice agencies) as appropriate.

3. Overview

- 3.1 ECT is committed to providing a high quality, supportive learning experience that meets the needs of a diverse, global student population, regardless of age, background, circumstances, location or mode of study. ECT offers an extensive and inclusive range of support services to promote student engagement, progression, retention and wellbeing, including additional targeted support for students who may

face barriers to success, such as those who share protected characteristics under the Equality Act 2010 or who come from underrepresented groups in engineering.

3.2 ECT seeks to:

- Foster interactive learning communities through web and video conferencing, email, social media, telephone and the Virtual Learning Environment (Moodle), ensuring meaningful engagement for online learners.
- Ensure an environment free from discrimination, promoting acceptance, inclusion and understanding within a global academic community.
- Support students' transition and integration into ECT's academic and professional environment, including tailored onboarding for online and international learners.
- Provide accessible financial support, including scholarships, bursaries and flexible payment schemes, with clear eligibility criteria aligned to CMA guidance.
- Offer targeted initiatives for underrepresented groups in engineering, including self-funded students and those studying with repayable loans.
- Promote wellbeing and safeguarding, including mental health support and signposting to local or international services for students outside the UK.
- Ensure programmes uphold ethical, moral and professional standards, preparing students for responsible professional practice in a global context.
- Equip students with social, cultural and global awareness to enhance their quality of life and enable them to contribute to a fair and democratic society.
- Maintain strong alumni connections through digital networks, newsletters and virtual events to ensure engagement regardless of location.
- Commit to continuous improvement by using student feedback to refine support services, IT provision and the overall learning experience.

3.3 In urgent situations involving wellbeing or safety concerns, students will be signposted to appropriate out-of-hours services and referred to the Designated Safeguarding Lead (DSL) in accordance with ECT's Safeguarding Policy, Procedures and Prevent responsibilities.

3.4 ECT recognises the critical role of Information Technology in supporting learning and ensures 24/7 access to authorised users. All IT systems and learning resources comply with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 and are adapted for online learners, including support for connectivity and time zone challenges. While ECT respects user privacy, it may monitor activity or take action where misuse or illegal activity is identified, in line with the Data Protection Act 2018, UK GDPR and other relevant policies.

4. Learning Support Officers (LSO)

4.1 The official contact person for student support services is the Learning Support Officer (LSO). Where the LSO is unavailable, contact details of an alternative support officer will be provided to ensure continuity of access to support. Prior to the commencement of each programme, students will be provided with the contact details of the LSO allocated to their modules. The LSO acts as the primary point of contact and a key link between the student, ECT lecturers, and relevant support services for the duration of the module.

4.2 LSO's guide and support students to access appropriate academic and non-academic support based on individual needs, including signposting to specialist services where required. They will escalate wellbeing or safeguarding concerns to the Designated Safeguarding Lead (DSL) in line with ECT's Safeguarding Policy and Procedures and Prevent responsibilities.

- 4.3 ECT will normally maintain an initial LSO-to-student ratio of approximately 1:15 and will aim to ensure that the ratio does not exceed 1:30 across all programmes. LSOs will be available to support online learners and will accommodate time zone differences where possible.
- 4.4 ECT will ensure that staff appointed to the LSO role possess the appropriate skills, knowledge, training, and experience to provide effective advice, guidance, and support to students across a range of academic, pastoral, and wellbeing-related matters.
- 4.5 Service standards will include timely responses to student queries (acknowledgement within 2 working days, initial contact within 5 working days) and proactive engagement with students identified as being at risk.

5. Identification of Academic Support Needs

- 5.1 Academic support will be monitored and managed in accordance with ECT's *Students at Risk of Academic Failure Policy and Procedures*. The LSO responsible for each cohort will contact a student for guidance and support where any of the following indicators are observed:
- Failure to submit assignments.
 - Difficulty engaging with the English-medium teaching environment.
 - Submission of more than two assessments late without prior consultation.
 - Lack of satisfactory progress within modules or towards completion of the programme.
 - Expressions of need for academic support or requests for assistance.
 - Allegations of academic misconduct.
 - Missed teaching sessions or online activities without prior consultation or explanation.
 - Failure to make programme payments on time.
 - Limited engagement with the Virtual Learning Environment (VLE) or non-response to official communications.
 - Reported connectivity or time zone challenges affecting participation.
- 5.2 Where appropriate, the LSO will refer the student to additional support personnel within ECT or external services, including:
- Programme Leader –for academic support and English as a Second Language (ESL) assistance.
 - IT Support – assistance with distance/online learning and IT-related issues.
 - Student Experience Manager – support related to financial issues or barriers to continuation.
 - Designated Safeguarding Lead (DSL) – for safeguarding concerns in line with ECT's Safeguarding Policy and Prevent responsibilities.
 - External counselling or wellbeing services – for personal, emotional or mental health concerns requiring specialist support, including signposting to local or international services for students outside of the UK.

6. Identification of Personal Support Needs

- 6.1 ECT will seek to identify students who need personal support in a respectful, equitable and timely manner. Students are encouraged to inform staff if they need

personal support and staff are expected to remain alert to behaviours or indicators that may suggest a need for assistance. Personal support may be required for:

- Medical conditions or disability.
- Mental health conditions.
- Emotional instability resulting from trauma such as victimisation.
- External issues such as financial hardship.
- Access to welfare or wellbeing support services.

6.2 Students can request that a medical professional complete a health practitioner report to enable ECT to provide appropriate ongoing support during their studies (e.g. for extensions on assessments or reasonable adjustments).

6.3 Where concerns are identified, ECT will:

- Respond promptly and sensitively, ensuring confidentiality and compliance with UK GDPR.
- Make reasonable adjustments in line with the Equality ACT 2010 and ECT's Assessment and Feedback Policy.
- Escalate safeguarding or wellbeing concerns to the Designated Safeguarding Lead (DSL) in accordance with ECT's Safeguarding Policy and Procedures and Prevent responsibilities.
- Signpost students to appropriate internal and external services, including international support options for students studying remotely.
- Ensure that support processes are adapted for online learners, considering time zone differences and digital accessibility.
- Use feedback from students to improve identification and support processes.

7. Student Support Services

Induction Programme

7.1 All students are required to participate in a compulsory induction programme at the commencement of their studies. The induction programme provides:

- An overview of the programme structure and key academic and regulatory requirements.
- Guidance on the operation of ECT's learning and digital infrastructure, including accessibility features.
- An introduction to relevant ECT policies, procedures, and student expectations, including safeguarding and wellbeing support.

7.2 Learning Support Officers, the Student Experience Manager and Programme Leaders will formally welcome students during induction and will be available to respond to questions. They will encourage students to make ongoing contact throughout their studies to seek advice, raise concerns, or access support services as required. Students who cannot attend must notify ECT in advance and will receive alternative arrangements to ensure they receive all essential information.

7.3 Induction will be delivered online in accessible digital formats and scheduled to accommodate time zone differences where possible. Where time zone differences exist, sessions will be recorded and made available for asynchronous access.

Study Skills Support

- 7.4 ECT provides study skills support designed to assist students to succeed in their programme and to promote good academic practice, including adherence to ECT's Academic Misconduct Policy and Procedures and the avoidance of plagiarism. The programme supports students to develop effective learning strategies and independent study skills.
- 7.5 Study skills support may include guidance on:
- Time management and revision planning
 - Academic reading and note-taking skills
 - Essay and report writing
 - Research methods and the use of academic sources
 - Referencing and academic integrity
- 7.6 This support is available throughout the student lifecycle and may be delivered through workshops, online resources, or individual support sessions. Sessions will be recorded and made available for asynchronous access where time zone differences exist.

English Language Support

- 7.7 ECT provides supplementary English language support to assist students in developing their academic speaking and writing skills, including grammar and language accuracy, where required. This support is designed to help students engage effectively with their studies and meet the academic language expectations of their programme.
- 7.8 All students must meet ECT's English language entry requirements prior to admission. English language support is supplementary and intended for students who may require additional assistance during studies, while still meeting the required entry standard.
- 7.9 Support may be provided through targeted workshops, online learning resources, or individual support sessions. Sessions will be recorded and made available for asynchronous access where time zone difference exists. Students may also be signposted to additional specialist support where appropriate.

Lecturer Contact

- 7.10 Students are encouraged to contact their lecturers with queries relating to programme content and assessment requirements. Lecturers provide academic guidance both during scheduled learning sessions and through agreed communication channels outside of teaching hours.
- 7.11 Lecturers are expected to respond to student queries submitted outside of scheduled sessions within 2 working days via email or the Virtual Learning Environment (VLE). LSOs will monitor engagement and communication within their allocated cohort to ensure these procedures are followed and will intervene where necessary.
- 7.12 ECT will normally maintain an initial lecturer-to-student ratio of approximately 1:15 per module and will aim to ensure that the ratio does not exceed 1:30 across all programmes.
- 7.13 Academic office hours will be scheduled for each module and shared with students via the calendar on the Virtual Learning Environment (VLE). Lecturers will make students aware of these office hours at the start of each module.

- 7.14 All staff are expected to recognise student support as a shared and core responsibility and to work collaboratively to support student engagement, progression, and success.

Virtual Learning Environment - Moodle

- 7.15 ECT utilises Moodle as its Virtual Learning Environment (VLE), providing students and lecturers with access to a comprehensive range of learning and teaching resources to support effective engagement and academic achievement.
- 7.16 Moodle includes, where applicable, learning materials such as readings, lecture slides, assessment briefs, videos, recorded lectures, quizzes, simulation software, remote laboratory software, and links to relevant external resources designed to enhance student understanding of subject content.
- 7.17 Students will use Moodle to:
- Access learning schedules and materials.
 - Receive assessment information and submit coursework.
 - Track academic progress.
 - Communicate with Learning Support Officers, lecturers, and relevant administrative staff.
- 7.18 Each student is issued with unique login credentials to access Moodle and may only access their own personal and academic information, including assessment results, in line with data protection requirements and UK GDPR. Moodle is available to students 24/7, subject to planned maintenance, with advance notice provide via the VLE announcements.
- 7.19 All students will be allocated to a dedicated virtual learning space for their programme and modules. These spaces support peer interaction, collaborative learning, and the development of learning communities through structured discussion and group activities. Student will receive guidance on using Moodle effectively during induction and can access ongoing technical support as needed.

Big Blue Button (Virtual Classroom)

- 7.20 ECT delivers live, interactive teaching sessions and webinars using Big Blue Button, a virtual classroom platform designed for online education. This web-conferencing software enables real-time (synchronous) interaction between students and lecturers, as well as peer-to-peer engagement.
- 7.21 Big Blue Button supports verbal communication via microphones, text-based messaging, and interactive features such as emoticons and shared content, enabling active participation and collaborative learning during scheduled sessions.
- 7.22 All scheduled learning sessions and webinars are recorded and made available to students and lecturers for review, supporting flexible learning and revision. Recordings are provided in line with ECT's data protection, privacy, and retention policies and remain accessible through the period of enrolment. Where time zone differences exist, recordings will ensure equitable access for all students.
- 7.23 Students will receive guidance on using Big Blue Button effectively through induction and can access technical support for connectivity or platforms issues, as detailed in the next section.

Technology Support

7.24 Upon commencement of their studies at ECT, students are provided with full access to IT systems, including user credentials and an ECT email account. Access details are issued and supported by the Learning Support Officers. The following procedures apply:

- Account security: Users must always protect the security and integrity of their login credentials. Any suspected compromise must be reported immediately to the designated Learning Support Officer.
- System access: Programme and module information, including learning materials and assessments, will be stored on ECT's Virtual Learning Environment (VLE) and, where appropriate, on ECT's secure servers.
- Timely support: ECT prioritises prompt responses to IT issues, as inability to access online systems may directly impact engagement and progression. Students can access IT support through the IT Support service, which accommodates global time zones.
- Connectivity considerations: Live-streamed teaching and web-conferencing services may be affected by individual internet bandwidth or connectivity limitations. Students are advised that service performance may vary depending on their internet connection (including 3G, 4G, or 5G services). Core features such as audio and shared whiteboard functionality require comparatively low bandwidth but remain dependent on connection stability.
- Remote laboratories: Access to remote laboratory facilities may occasionally be affected by technical or external factors. Where this occurs, students will have access to a dedicated remote laboratories helpdesk available 24/7.
- Acceptable Use Policy: All users are required to comply with ECT's IT Acceptable Use Policy, which sets out expectations for secure, lawful, and responsible use of ECT systems and digital resources.
- Orientation and guidance: Students will receive training on ICT systems during induction and can access ongoing support for technical issues.
- Service standards: IT support requests will be acknowledged within two working days, with resolution targets communicated based on issue severity.

Other Support

7.25 The LSO and/or the Student Experience Manager are available to assist students with non-academic matters that may impact their ability to engage effectively with their studies, including financial concerns, personal issues, or wellbeing-related concerns.

7.26 Where appropriate, students may be signposted or referred to:

- Internal services, such as wellbeing support, disability support, and financial advice.
- External specialist agencies, including international options for students studying remotely to ensure that appropriate assistance is provided.

7.27 All referrals and support processes will be managed in line with ECT's safeguarding requirements and confidentiality standards. Any personal data shared will be processed in accordance with UK GDPR. Support requests will be acknowledged promptly and in line with published service standards and response times.

8. Individual support to students

- 8.1 All students are encouraged to discuss their individual support needs with ECT prior to enrolment and at any time throughout their studies. Staff will ensure that student privacy is always maintained when discussing support needs and will only share information with other individuals or services with the informed consent of the student, unless disclosure is required by law or to address safeguarding concerns.
- 8.2 Students may experience stress when balancing study, work, and personal commitments. Learning Support Officers, lecturers, and other support staff should remain alert to changes in a student's academic performance, engagement, or behaviour and respond in a respectful and sensitive manner, while recognising their professional boundaries. Staff should consult with designated support colleagues and refer students to specialist professionals or external agencies as appropriate.
- 8.3 Support plans and reasonable adjustments will be agreed collaboratively with the student to ensure suitability and informed consent. The LSO will work with relevant ECT staff to implement reasonable adjustments for students with disabilities or additional needs, to create equitable learning and assessment environments in compliance with the Equality Act 2010. Adjustments may include alternative assessment methods or provision of learning materials in accessible formats, as outlined in the Assessment and Feedback Policy.
- 8.4 A student may be identified as requiring additional academic support where academic progress is unsatisfactory or where there is a risk of non-progression or exclusion. The Students at Risk of Academic Failure Policy and Procedures set out the processes to be followed in these circumstances.

9. Fitness to Study

- 9.1 ECT is committed to supporting students to engage safely and effectively with their studies. This section outlines ECT's approach when significant concerns arise about a student's ability to continue studying, and how ECT will respond in a fair, proportionate and supportive manner.

Principles:

- Support first: ECT will seek reasonable adjustments and supportive measures before considering any restriction on study.
- Fairness and proportionality: Decisions will be based on objective evidence, consultation and the least restrictive option.
- Safeguarding and wellbeing: Where risk is identified, ECT will act promptly in line with safeguarding responsibilities.
- Confidentiality: Sensitive information will be handled in accordance with UK GDPR and shared on a need-to-know basis only.
- Global access: Processes and support will be adapted for online and international contexts, including time zones and digital accessibility.

Scope and Triggers

- 9.2 A fitness to study review may be initiated where there are serious, persistent or escalating concerns about a student's ability to engage safely and effectively with their programme, including (but not limited to):
- Significant wellbeing or safety risks (to self or others) raised during learning activities or support interactions.

- Sustained inability to meet essential requirements of the programme despite reasonable adjustments.
- Disruptive or concerning behaviours linked to health that materially impact learning or safety.

Decision Making and Outcomes

- ECT will meet with the student to discuss concerns, consider medical or professional evidence, and explore additional adjustments or support.
- Outcomes may include:
 - continued study with additional support;
 - temporary pause/interruption;
 - in rare cases, withdrawal where no reasonable alternative exists.
- Students will be informed of their right to raise concerns or appeal decisions through ECT's complaints and appeals processes.

10. Provision of Student Support Procedures

Procedures for Providing Student Support

10.1 These procedures outline the steps ECT follows to provide individual support to students, including reasonable adjustments under the Equality Act 2010 and, for eligible UK students, facilitation of Disabled Students' Allowances (DSA). The process is designed to ensure timely, effective, and confidential support for all students, adapted for online and global delivery.

a) Application and Disclosure

- Students are encouraged to disclose any disability, long-term health condition, mental health condition, or specific learning need during the application process or at any time during their studies.
- Disclosure is voluntary; however, early notification enables ECT to plan and implement support before teaching begins.
- Reasonable adjustments can be provided without a formal diagnosis, although some funding (e.g. DSA) may require evidence.

b) Pre-Enrolment Planning

- Where a support need is disclosed, Admissions will securely notify the LSO and Student Experience Manager (SEM) on a need-to-know basis.
- The LSO will contact the student within 2 working days and arrange an initial meeting within 5 working days to confirm needs and discuss adjustments.
- During this meeting, the LSO will:
 - Explain programme competence standards.
 - Identify any immediate adjustments required.
 - Advise on evidence needed for DSA (if applicable).

c) Individual Learner Plan (ILP)

- Students can disclose support needs at any time, including during enrolment or while studying.
- When a disclosure is made after enrolment, the Learning Support Officer (LSO) will:
 - Contact the student promptly to arrange an initial meeting.
 - Review any existing support and agree on additional adjustments if required.

- The LSO will prepare an Individual Learner Plan (ILP) within 10 working days of the initial meeting.
- The ILP will include:
 - Agreed reasonable adjustments for teaching, assessment, and online learning environments.
 - Any assistive technologies required.
 - Arrangements for recorded sessions and time-zone accommodations.
 - Responsibilities of staff and review dates.
- The ILP will be shared only with the Programme Leader and staff who need to implement adjustments. All records will be stored securely in compliance with UK GDPR.

d) Disabled Students' Allowances (DSA)

- UK-domiciled students will be informed about DSA and supported through the application process.
- The LSO will assist students in applying to the relevant funding body and explain evidence requirements.
- Once a needs assessment is completed, ECT will integrate DSA recommendations into the ILP and coordinate adjustments alongside funded support.

e) Implementation and Monitoring

- Adjustments will be implemented before teaching begins, or as soon as practicable for mid-module disclosures.
- Lecturers and relevant staff will receive the ILP on a need-to-know basis and ensure adjustments are applied to learning materials, assessments, and online platforms.
- The LSO will monitor student engagement and progress, review the ILP each term or as needed, and update records accordingly.
- Any urgent wellbeing or safeguarding concerns will be escalated to the Designated Safeguarding Lead (DSL).

f) Service Standards

- Acknowledge support requests: within 2 working days.
- Initial meeting: within 5 working days.
- Draft ILP: within 10 working days.
- Implementation: before teaching starts (where practicable).
- DSA facilitation: ongoing, in line with awarding body timelines.

g) Data Protection and Confidentiality

- All support records contain special category data and will be processed in accordance with UK GDPR.
- Access is restricted to authorised staff only, and retention periods are documented in ECT's Records Management Policy.

h) Continuous Improvement

- Feedback from students will be used to improve support processes.
- Information about support services and adjustments will be published in accessible formats and updated regularly.

Processes for Determining Student Support Needs

- 10.2 To outline how ECT identifies and responds to emerging or ongoing student support needs during the course of study, ensuring timely intervention and compliance with safeguarding, data protection, and equality requirements.

a) Identification of Needs

- Students may disclose new or changing support needs at any time.
- LSOs monitor engagement, assessment performance, and attendance patterns to identify potential concerns.
- Staff should remain alert to indicators of stress or wellbeing issues and refer concerns to the LSO promptly.

b) Information Gathering and Confidentiality

- The LSO will contact the student to discuss the identified need and gather relevant information.
- All discussions and records will be handled confidentially and stored securely in line with UK GDPR.
- Consent will be obtained before sharing information with other staff, unless disclosure is required for safeguarding.

c) Referral and Coordination

- Where specialist input is required, the LSO will refer the student to internal services or external agencies (including international options for remote learners).
- The LSO will monitor progress and maintain communication with the student until the matter is resolved.

d) Implementation of Adjustments

- Adjustments recommended by qualified professionals will be incorporated into the student's Individual Learner Plan (ILP) and communicated to relevant staff on a need-to-know basis.
- Adjustments will include adaptations for online learning environments where applicable.

e) Ongoing Review and Feedback

- Support needs will be reviewed at agreed intervals or when circumstances change.
- Students will be invited to provide feedback at the end of each module to identify any emerging needs.
- Feedback will inform continuous improvement of support processes.

Fitness to Study – Operational Procedure

a) Identification and Initial Triage

- Concerns may be raised by the student, an LSO, teaching staff, or through engagement/performance monitoring.
- The Learning Support Officer (LSO) acknowledges concerns within 2 working days, assesses immediacy, and arranges an initial meeting within 5 working days (remote meeting where appropriate).

b) Information Gathering and Immediate Support

- The LSO discusses the situation with the student, confirms any risks, and reviews existing adjustments/support in the Individual Learner Plan (ILP).
- Where urgent safety or wellbeing issues are present, the LSO escalates immediately to the Designated Safeguarding Lead (DSL) and signposts to appropriate local/international services as required.
- The LSO considers whether further adjustments, assistive technology, timetable flexibility, recorded sessions, or additional academic/wellbeing support could reasonably enable continuation.

c) Case Review and Decision Pathway

- The LSO prepares a brief case summary (facts, adjustments tried, risks, student view) and shares it on a need to know basis with the Student Experience Manager (SEM) and relevant staff.
- A Fitness to Study Review Meeting is convened (LSO, SEM, module/programme lead or nominee; DSL if safeguarding is involved). The student is invited to attend and may bring a supporter.
- The review considers: essential competence standards; adjustments already in place; further reasonable adjustments; impact on safety/learning; and professional evidence (where available).

d) Outcomes (Least Restrictive First)

- **Continue with enhanced support:** Update ILP and set review checkpoints.
- **Temporary pause/interruption:** Agree a short, timebound pause with a re-entry plan (e.g., phased return, refreshers, assistive tech training).
- **Withdrawal:** Considered only where continuation is not reasonably possible and no further adjustments would enable safe/effective engagement. Students are advised of external options and support.

e) Communication, Records and Timelines

- Outcome and rationale are communicated to the student in writing within 5 working days of the review meeting.
- The ILP, risk notes (where applicable), and decisions are recorded securely as special category data and shared only with staff who need to implement actions.
- Reviews are scheduled each term or sooner if circumstances change.

f) Right to Raise Concerns or Appeal

- Students may raise concerns through ECT's complaints and appeals processes. Guidance will be provided on how to do so and expected timescales.

g) Re-entry and Ongoing Monitoring

- For interruptions, the LSO coordinates a return meeting to confirm readiness, reenable adjustments, update ISP, and set early check-ins.
- Monitoring continues under Students at Risk of Academic Failure procedures to ensure early intervention if concerns reemerge.

Service Standards (for Fitness to Study cases)

- Acknowledge concerns: 2 working days
- Initial meeting: within 5 working days
- Outcome letter: within 5 working days of review meeting
- Termly review: scheduled or on request

Data Protection and Confidentiality

- All fitness to study records are treated as special category data; access is restricted; retention follows ECT's Records Management Policy; sharing is strictly need to know and with student consent, except where safeguarding/legal obligations require otherwise.

Changes in technology (including software)

10.3 ECT recognises the importance of maintaining reliable and accessible technology for online learning. The following procedures apply when changes to technology or software are considered:

a) **Monitoring and Evaluation**

- The Programme Leaders and IT Manager will monitor developments in learning technologies, including systems for remote laboratories, learning platforms, and video-conferencing tools.
- Proposed changes will be evaluated for pedagogical benefit, accessibility compliance, operational impact, cost, and security.

b) **Approval and Implementation**

- Where adoption of new or significantly revised technology is approved, implementation will normally occur for a new cohort to minimise disruption.
- Minor updates that do not materially affect the student experience may be introduced during a programme.

c) **Communication and Support**

- Students will receive advance notice of any changes that may affect access to learning.
- Guidance and training will be provided to students and staff to ensure continuity.
- Updates and patches will be deployed promptly and communicated through LSOs and other appropriate channels.

d) **Accessibility and Data Protection**

- All new technologies must meet accessibility standards and comply with UK GDPR and ECT's data protection requirements.

e) **Feedback and Continuous Improvement**

- Student feedback will be considered when evaluating major technology changes.
- Lessons learned from updates will inform future improvements.

12. Related Policies and Procedures

12.1 This Policy should be read alongside:

- Safeguarding Policy and Procedures
- Assessment and Feedback Policy
- Students at Risk of Academic Failure Policy and Procedures
- Data Protection and Records Management.

13. Legal rights and obligations

13.1 The policy does not remove the right of students or applicants to act under the UK's consumer protection laws, nor does it prevent them from pursuing other legal remedies.

13.2 ECT remains obligated to comply with all applicable UK legislation and regulatory requirements relevant to student support, including but not limited to:

- Consumer Rights Act 2015

- Equality Act 2010 and associated regulations
- Data Protection Act 2018 and UK GDPR

13.3 Nothing in this policy overrides or limits the application of UK law or recognised regulations. While ECT students may study remotely or from overseas, ECT operations under UK jurisdiction, and these legal protections apply to all students enrolled with ECT.

14. Definitions

At Risk: A student who has been identified as having the potential to not meet student progress requirements and may need support; or students who have not met milestones such as submission of assignments or failed a subject and may need support to progress successfully.

Designated Safeguarding Lead: The Designated Safeguarding Lead is the senior individual within the provider who holds lead responsibility for safeguarding and individuals at risk. The DSL ensures the development, implementation and review of safeguarding policies and procedures, manages safeguarding referrals, liaises with external safeguarding agencies and oversees risk assessment and case management activities.

Information Communication Technology (ICT): This relates to any technology such as voice, data, video, audio and associated resources which relate to the capture, storage, retrieval, transfer, communication or distribution of data through the use of electronic and associated media.

IT Manager: The Manager who is technically skilled in managing the ICT systems and rectifying problems that arise from time to time. This individual will provide expert advice on any operational problems (such as viruses, slowness in access and overload of the system).

Learning Support Officer: The official contact person for student support services and administrative coordination for an assigned module or programme.

Module: A discrete unit of study, where a combination of modules makes up a course of study.

Online delivery mode: Online delivery using various technologies and live stream lectures.

Programme: A sequence of learning and teaching activities - generally consisting of a number of modules - that is formally structured, provides a coherent learning experience and generally leads to a degree award, credits or some form of recognition for learning achievement.

Student Support Services: Services offered to students concerning academic or personal issues.

15. Accountabilities

15.1 The Academic Board is responsible for review and approval of this policy.

15.2 The policy is to be implemented via induction and training of staff and distribution to students and ECT's community via the website and other publications.

Document Control		
Document title	Student Support Policy and Procedures	
Version no.	2	
Date Approved	February 2026	
Approving Body	Academic Board	
Policy Custodian	Head of Academics and Operations	
Policy Contact	Compliance and Risk Officer	
Commencement Date	February 2026	
Review Period	Annually	
Next Review Date	February 2027	
Related documents	<ul style="list-style-type: none"> • Academic Honesty and Misconduct Policy and Procedures • Academic Regulations • Admissions and RPL Policy • Consumer Protection Policy • Data Protection Policy and Procedures • Equality, Diversity and Inclusion Strategy • Assessment and Feedback Policy • Mitigation Circumstances Policy and Procedures • Student Code of Conduct • Student Complaints Policy and Procedures • Academic Appeals Policy and Procedures • Student Protection Plan • Students at Risk Policy and Procedures • Attendance and Engagement Policy 	
Revision History		
Version	Date	Description of key changes
1.1	October 2023	Align the document to the UK higher education context
1.2	April 2024	Minor corrections in line with input received from the Academic and Governance Boards and other reviews by ECT staff
1.2.1	April 2025	Additional references to enhance the policy
2	February 2026	Enhancements to improve the clarity of the process and ensure regulatory compliance