



LEARNER INDUCTION, MANAGEMENT AND SUPPORT POLICY

Policy reference UKV-QA-11 | Version 3.0

UK Versity Online Limited | BAC Accredited College | UKPRN 10052768

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Version	3.0
Status	Consolidated
Effective date	1 October 2026
Next review	September 2027
Policy owner	Course Coordinator
Author	Director of Education
Approved by	Principal (Ramanjeet Singh), on behalf of the Academic Board
Approval date	1 October 2026

Learner Induction, Management and Support Policy

UK Versity Online Limited | ATHE 889 | Pearson 07737 | OTHM DC1506132 | Ascentis 3286 | NCFE 8465520 | IFA Direct 283334

Document control

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Next review	September 2027 (annual), or earlier if required
Owner	Course Coordinator
Author	Director of Education
Approval authority	Academic Board, chaired by the Principal (Ramanjeet Singh)
Approval date	1 October 2026
Applies to	All UK Versity learners, tutors, assessors and support staff
Supersedes	Learner Management and Support Policy (QA-35, August 2014); Student Welfare Policy (QA-T11, November 2014)
Summary	Sets out how UK Versity inducts, supports, monitors and guides learners from enrolment to completion and progression.

Compliance mapping

BAC College Scheme 2023 standards	10.x; 15.1; 16.1-16.5; 16.10
UK Quality Code 2024 (voluntary)	Principle 10
OfS conditions (benchmark only; not OfS registered)	B2 (benchmark)
Awarding organisations	ATHE; Pearson; OTHM; Ascentis; NCFE; IFA Direct
Legislation and regulation	Equality Act 2010; UK GDPR and Data Protection Act 2018; Keeping Children Safe in Education 2026 (good practice for learners aged 16-17); Care Act 2014

Version history

Version	Date	Change
1.0	August 2014	First issue as Learner Management and Support Policy (QA-35); Student Welfare Policy (QA-T11) issued November 2014
3.0	October 2026	Full rebuild: induction, individual learning plans, tutor response times, progress reviews, at-risk learners, welfare lead, mental health signposting, careers and UCAS advice, learner voice, emergency contacts, break in learning and withdrawal; BAC/QAA/OfS mapping and version control

1. Purpose

Studying online does not mean studying alone. This policy sets out how UK Versity Online Limited (trading as UK Versity) inducts learners, supports their learning and welfare, tracks their progress, acts early when they struggle, and helps them plan their next step. It sets service standards so learners know what to expect.

2. Scope

This policy applies to all learners on qualifications from ATHE (Awarding body for Training and Higher Education), Pearson Education Ltd (Pearson BTEC, including BTEC Higher Nationals), OTHM Qualifications, Ascentis (including Access to HE Diplomas, validated under the QAA Access to HE scheme), NCFE (including qualifications under the NCFE CACHE brand, and NCFE Functional Skills) and Institute of Financial Accountants (IFA) qualifications delivered through IFA Direct, administered in partnership with ATHE, and to the staff who teach and support them.

UK Versity delivers all courses online. Learners study on Moodle (lms.ukversity.co.uk), join live online tutor sessions on Zoom or Microsoft Teams (recorded and uploaded to Moodle), and submit assignments through Moodle or to learnerwork@ukversity.co.uk.

3. Definitions

- **Induction:** the structured online introduction every learner completes before submitting assessed work.
- **Individual Learning Plan (ILP):** a record of the learner's goals, starting point, support needs, targets and progress reviews.
- **At-risk learner:** a learner whose engagement, progress or welfare suggests they may not complete without extra support.
- **Break in learning:** an agreed pause in study, after which the learner returns to their course.

4. Policy statement and principles

UK Versity will:

1. give every learner a full induction before they submit assessed work;
2. agree an ILP with every learner and review it regularly;
3. respond to learners within the times set in section 7;
4. monitor progress and engagement, and contact learners early when problems appear;
5. provide a named welfare lead and clear signposting to specialist help;
6. give impartial careers and progression advice;
7. ask for learners' views regularly and show what has changed as a result;
8. make reasonable adjustments for disabled learners and learners with special educational needs.

5. Induction

Every new learner completes the online induction on Moodle in their first week. The induction covers:

- how to use Moodle, join live sessions and submit assignments;
- the structure of the qualification, the awarding organisation's rules and the grading scheme;
- assessment, feedback, resubmission and deadlines;
- academic integrity: referencing, plagiarism, collusion and the rules on generative AI, including the authenticity declaration and UK Versity's use of GPTZero and plagiarism checks (see the Academic Integrity, Plagiarism and Use of AI Policy, UKV-QA-19);

- key policies, including the separate Complaints Policy and Procedure (UKV-QA-24) and Appeals Policy and Procedure (UKV-QA-23), and how to use each;
- attendance and engagement expectations (UKV-QA-12);
- online safety and acceptable use (UKV-QA-30);
- safeguarding and Prevent, and how to report a concern (UKV-QA-25);
- welfare, wellbeing and how to get help.

The induction includes the initial assessment of English, digital skills and, where relevant, numeracy, and ends with a short quiz. Learners cannot submit assignments until induction is complete. The Course Coordinator checks completion each week and contacts any learner who has not finished within 10 working days of their start date.

6. Individual learning plans and progress reviews

1. Within 15 working days of starting, the tutor agrees an ILP with the learner, recording their goals, prior learning, initial assessment results, any support needs and agreed reasonable adjustments, and target dates for each unit.
2. The tutor reviews progress with the learner at least every 8 weeks, and at the end of each unit. Reviews cover progress against targets, feedback received, engagement, wellbeing and any change in support needs.
3. Reviews are recorded on Moodle and are visible to the learner.
4. Where targets are missed, the review agrees a realistic revised plan and any extra support.

7. Tutor support and service standards

Service	Standard
Reply to a course-related email from the tutor	Within 2 working days
Queries to learnerwork@ukversity.co.uk	Monitored daily; normally answered the same working day
Summative feedback on a submitted assignment	Within 15 working days of submission, in writing on Moodle
One-to-one online tutorial	Offered within 5 working days of request, booked through the Course Coordinator
Letters (confirmation of enrolment, progress)	Within 2 to 5 working days of request to the Registrar
General queries to admin@ukversity.co.uk	Acknowledged within 1 working day

Summative feedback states what the learner did well, what to improve and the outcome against the assessment criteria. If a learner has questions about feedback, they contact their tutor first, then the Tutor Coordinator. Free online English support classes and digital skills support are available to all enrolled learners through the Tutor Coordinator.

8. At-risk learners and non-submission

A learner is flagged as at risk when any of the following occur:

- no Moodle activity for 14 days (see UKV-QA-12);
- a missed submission deadline without an agreed extension;
- two referrals on the same unit;
- a welfare, health or safeguarding concern;

- a request to withdraw.

Procedure:

1. The tutor or Course Coordinator contacts the learner within 2 working days of the flag, by email and telephone.
2. The Course Coordinator agrees a support plan with the learner, recorded on the ILP. This may include revised deadlines, extra tutorials, a referral to the Welfare Officer, mitigating circumstances or reasonable adjustments under UKV-QA-18, or a break in learning.
3. The Tutor Coordinator reviews the at-risk list each week. Learners who do not respond are managed under the escalation steps in UKV-QA-12.
4. Welfare or safeguarding concerns are passed the same day to the Welfare Officer or the Designated Safeguarding Lead.

9. Welfare and wellbeing

The named welfare lead (BAC standard 16.1) is the Student Administrator and Welfare Officer, Hygerta Kurti, who is also the Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead is Ramanjeet Singh, Principal and Director of Education. Learners can contact the Welfare Officer through admin@ukversity.co.uk or 0161 273 4745 (Monday to Friday, office hours). Conversations are confidential, except where there is a risk of harm to the learner or others.

The Welfare Officer helps with stress, isolation, family, financial or health pressures, bullying or harassment, and any personal problem affecting study, and signposts learners to professional services where needed.

If you are in distress or crisis: in the UK, call Samaritans on 116 123 (free, 24 hours a day), NHS 111 for urgent medical advice, or 999 in a life-threatening emergency. Learners under 18 can also call Childline on 0800 1111 (free, 24 hours). Learners outside the UK should contact their local emergency services.

Mental health (BAC standard 16.4): tutors and support staff are trained to recognise signs of distress and to refer learners to the Welfare Officer. UK Versity does not provide counselling itself; it signposts learners to NHS services, their GP and recognised charities. Safeguarding concerns are reported the same day under UKV-QA-25.

10. Special educational needs and disability

Support for learners with disabilities, special educational needs, learning differences and health conditions is set out in UKV-QA-32 Supporting Learners with Additional Needs and Disabilities Policy (BAC standard 16.5). In summary:

- learners can disclose a need at application, at induction, on the Learner Agreement or at any time, and do not need a diagnosis;
- the Student Administrator and Welfare Officer holds a support conversation and agrees a Learning Support Plan, reviewed at least every 3 months; the ILP records that a Learning Support Plan is in place, and the plan itself is held in the restricted support folder;
- adjustments to assessment and exam access arrangements are decided under UKV-QA-18 within awarding organisation rules;
- UK Versity is clear about what a fully online college cannot provide, such as diagnostic assessments, specialist one-to-one teaching or in-person support workers.

11. Careers and progression advice

UK Versity provides impartial careers and progression advice (BAC standard 15.1). Advice is based on the learner's interests and goals, not on which courses UK Versity offers.

- The Course Coordinator arranges career guidance sessions, and offers every learner a progression discussion when they are about half-way through their course.
- Advice covers university top-up routes, professional qualifications and membership, employment, CV writing and further study.
- Learners on Access to HE Diplomas receive guidance on UCAS applications and deadlines, personal statements and choosing courses, and UK Versity provides the UCAS reference where it is the learner's referee.
- Progression statements make clear that entry to a university course is decided by that university.

12. Learner voice

UK Versity asks for learners' views:

- after induction (first impressions survey);
- after every unit (short anonymous survey on teaching, materials and support);
- once a year (learner satisfaction survey);
- on completion or withdrawal (exit survey).

Learners can also send comments at any time to admin@ukversity.co.uk. The Course Coordinator analyses results each term and reports them to the Academic Board. Each year UK Versity publishes a "You said, we did" summary on Moodle, showing the changes made in response to learner feedback.

13. Emergency contacts

At enrolment, every learner is asked to give details of an emergency contact (BAC standard 16.10), and is reminded to update them at least once a year through the Registrar. Emergency contact details are held securely and used only in an emergency or where there is a serious concern for the learner's safety or wellbeing, in line with UKV-QA-25 and UKV-QA-29. For learners under 18, the parent or guardian who countersigned the Learner Agreement is the emergency contact.

14. Break in learning and withdrawal

14.1 Break in learning

A learner who needs to pause their studies (for example for illness, caring responsibilities or work pressures) can ask the Course Coordinator in writing. The Course Coordinator agrees the length of the break and a return date that allows the learner to complete within the awarding organisation's registration period, and records it on the ILP. Moodle access and deadlines are adjusted. The Welfare Officer contacts the learner before the return date to plan their return. Payment arrangements during a break are agreed with the Financial Controller under the Fees, Payment, Cancellation and Refund Policy (UKV-QA-08).

14.2 Withdrawal

1. A learner who wishes to withdraw tells UK Versity in writing, to admin@ukversity.co.uk.
2. The Course Coordinator offers a conversation to check whether support or a break in learning would help, and records the reason for withdrawal.
3. The Registrar records the withdrawal, updates the awarding organisation registration, and claims certification for any units achieved where the awarding organisation allows.

4. Any refund or outstanding balance is dealt with by the Financial Controller under UKV-QA-08.
5. The learner is invited to complete the exit survey.

Withdrawal by UK Versity for sustained non-engagement follows UKV-QA-12.

15. Roles and responsibilities

Role	Responsibility
Course Coordinator	Owens this policy; induction content and completion; at-risk plans; careers guidance; breaks in learning; learner voice analysis
Tutors and assessors	ILPs and progress reviews; response times; feedback within 15 working days; first contact with at-risk learners
Tutor Coordinator	Tutor allocation and cover; weekly at-risk review; English and digital skills support; feedback escalations
Student Administrator and Welfare Officer (Designated Safeguarding Lead)	Named welfare lead; welfare support and signposting; safeguarding
Quality Manager	Reasonable adjustments; monitors quality of ILPs and feedback
Registrar	Learner records and emergency contacts; letters; withdrawal and awarding organisation updates
Financial Controller	Fee arrangements for breaks in learning and withdrawal
Principal and Director of Education	Deputy Designated Safeguarding Lead; oversight of learner support

16. Related policies and legislation

- UKV-QA-05 Recruitment and Admission Policy
- UKV-QA-08 Fees, Payment, Cancellation and Refund Policy
- UKV-QA-32 Supporting Learners with Additional Needs and Disabilities Policy
- UKV-QA-10 Learner Agreement
- UKV-QA-12 Attendance and Engagement Policy
- UKV-QA-13 Online and Distance Learning and Course Materials Policy
- UKV-QA-15 Assessment Policy
- UKV-QA-18 Reasonable Adjustments, Special Consideration and Mitigating Circumstances Policy
- UKV-QA-19 Academic Integrity, Plagiarism and Use of AI Policy
- UKV-QA-23 Appeals Policy and Procedure
- UKV-QA-24 Complaints Policy and Procedure
- UKV-QA-25 Safeguarding and Prevent Policy
- UKV-QA-26 Equality, Diversity, Inclusion and Anti-Harassment Policy
- UKV-QA-29 Data Protection and Records Retention Policy
- UKV-QA-30 Acceptable Use, E-Safety, Email and Social Media Policy
- Equality Act 2010
- UK GDPR and Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025
- Keeping Children Safe in Education 2026 (applied as good practice for learners aged 16 to 17)

- Care Act 2014
- BAC College Scheme 2023, standards in section 10, 15.1, 16.1 to 16.5 and 16.10
- QAA UK Quality Code for Higher Education (2024), Principle 10: Supporting students to achieve their potential
- OfS condition B2, used as a voluntary benchmark only

17. Monitoring and review

The Course Coordinator reports to the Academic Board each term on induction completion, ILP review rates, feedback turnaround against the 15 working day standard, at-risk learners and outcomes, breaks in learning, withdrawals and reasons, and learner survey results. The Quality Manager samples ILPs and feedback each term.

This policy is reviewed at least annually, and earlier if legislation, awarding organisation requirements, BAC standards, an EQA or inspection action, or a significant incident requires it. ILPs, progress reviews and support records form part of the learner record and are kept for at least 3 years after certification or withdrawal; welfare and safeguarding records are kept as set out in UKV-QA-25 and UKV-QA-29.

Approval and review

Stage	Name and role	Date
Prepared by	Director of Education	30 September 2026
Checked by (policy owner)	Course Coordinator	30 September 2026
Approved by	Ramanjeet Singh, Principal and Director of Education, on behalf of the Academic Board	1 October 2026
Next review due	Quality Manager (Shazia Khan) to schedule through the Policy Register UKV-QA-REG	September 2027