

Learner Support and Support Protocol Policy

Centre Name: Footprint School of Business (FSOB)

Standard: NCFE Requirements for Learner Support

Date: 1 April 2026

Review Date: Annually

1. Policy Statement

Footprint School of Business (FSOB) is committed to providing structured, inclusive, and effective learner support systems that enable all learners to achieve their full potential. The centre ensures that support is accessible, responsive, and aligned with NCFE requirements, while maintaining the integrity and standards of qualifications.

This policy establishes a formal framework for identifying, delivering, monitoring, and reviewing learner support throughout the learner journey.

2. Scope

This policy applies to:

- All learners enrolled on NCFE-accredited qualifications
- All teaching, assessment, support, and administrative staff
- All stages of the learner journey from recruitment to certification

3. Principles of Learner Support

FSOB operates under the following principles:

- Support is learner-centred and inclusive
- Support is identified early and reviewed regularly
- Provision is evidence-based and proportionate
- Support does not compromise assessment validity
- Learners are treated with dignity, fairness, and confidentiality

4. Types of Learner Support

FSOB provides a comprehensive range of support, including:

4.1 Academic Support

- Study skills development
- Assignment guidance and formative feedback
- English language support (where required)
- Numeracy and data skills support

4.2 Pastoral Support

- Welfare and wellbeing support
- Safeguarding support mechanisms
- Emotional and motivational support

4.3 Learning Support

- Support for learners with additional needs (e.g. SEND)
- Reasonable adjustments (aligned with centre policy)
- Use of assistive technologies

4.4 Information, Advice, and Guidance (IAG)

- Course guidance prior to enrolment
- Progression advice
- Career and employability support

4.5 Digital and Resource Support

- Access to learning platforms
- ICT support
- Learning materials and resources

5. Identification of Learner Support Needs

Learner needs are identified through:

- Initial assessment and diagnostic testing
- Enrolment forms and declarations
- Individual discussions/interviews
- Observation during teaching and learning
- Ongoing formative assessment

All needs are documented in:

- Individual Learning Plans (ILPs)
- Learner support records

6. Individual Learning Plans (ILPs)

Each learner is assigned an ILP which:

- Records initial assessment outcomes
- Identifies support needs and agreed interventions
- Sets individual learning targets
- Tracks progress over time

ILPs are:

- Reviewed regularly (minimum termly)
- Updated following progress reviews
- Used as evidence for internal and external quality assurance

7. Learner Support Protocol

7.1 Referral Process

Where a support need is identified:

1. Assessor/tutor identifies concern
2. Discussion held with learner
3. Referral made to support services (if required)
4. Support plan developed and agreed

7.2 Support Planning

Support plans will include:

- Nature of support required
- Frequency and duration
- Responsible staff
- Review dates

7.3 Implementation

Support is delivered through:

- One-to-one sessions
- Workshops or group support
- Online or blended support mechanisms

7.4 Monitoring and Review

- Progress is monitored through ILPs and assessment outcomes
- Support effectiveness is reviewed regularly
- Adjustments are made where necessary

8. Roles and Responsibilities

8.1 Centre Management

- Ensure adequate support systems and resources
- Promote inclusive practice

8.2 Quality Nominee

- Ensure compliance with NCFE requirements
- Monitor effectiveness of learner support provision

8.3 Tutors/Assessors

- Identify and respond to learner needs
- Deliver academic and pastoral support
- Maintain accurate records (ILPs, progress reviews)

8.4 Internal Quality Assurer (IQA)

- Sample learner support records
- Ensure consistency and quality of support provision

8.5 Learners

- Engage actively with support provided
- Communicate support needs honestly

9. Safeguarding and Welfare

Learner support is closely linked to safeguarding:

- All staff are trained in safeguarding awareness
- Concerns are reported in line with the Safeguarding Policy
- Learners are informed of available support channels

10. Reasonable Adjustments and Inclusive Support

Where required:

- Support aligns with the Reasonable Adjustments and Special Considerations Policy
- Adjustments are documented and approved appropriately
- Assessment integrity is maintained

11. Confidentiality and Data Protection

- Learner information is handled in accordance with data protection legislation
- Sensitive information is shared only on a need-to-know basis

- Records are securely stored

12. Feedback and Continuous Improvement

FSOB gathers feedback through:

- Learner surveys
- Progress reviews
- Staff feedback

This informs:

- Self-Assessment Report (SAR)
- Quality Improvement Plan (QIP)

13. Staff Training and Development

All staff involved in learner support will receive training on:

- Identifying learner needs
- Supporting diverse learners
- Safeguarding and wellbeing
- NCFE requirements

14. Appeals and Complaints

Learners may raise concerns regarding support provision through:

- Complaints procedure
- Appeals policy

All complaints are:

- Investigated fairly
- Resolved in a timely manner

15. Monitoring and Quality Assurance

Learner support is monitored through:

- Internal Quality Assurance (IQA) activities
- EQA/NCFE reviews
- ILP sampling
- Observation of teaching and learning

16. Review of Policy

This policy will be:

- Reviewed annually
- Updated in line with NCFE guidance
- Improved based on feedback and quality review outcomes