CENIT COLLEGE

Cenit College QA7.1 Learner Support Policy

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Learner Support Policy

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1 Policy Overview

This policy sets out the framework for the provision of learner support at Cenit College. It outlines the supports available to learners, the procedures for accessing support, and the responsibilities of staff in ensuring learners are supported to participate, achieve, and progress throughout their learner journey.

1.1 Introduction

Cenit College is committed to providing an inclusive, supportive, and accessible learning environment that enables all learners to achieve their full potential. We recognise that learners may have diverse needs, circumstances, and aspirations that can influence their learning experience and success.

This policy outlines the range of supports available throughout the learner journey, from enrolment through to programme completion and progression. The College is committed to identifying and responding to support needs at the earliest opportunity and to providing appropriate information, guidance, reasonable accommodations, and access to relevant services to facilitate learner success.

Support may include academic and learning assistance, wellbeing and safeguarding support, careers and progression guidance, digital skills development, and referrals to specialist external services where appropriate. Learners are encouraged to disclose any support needs or changes in circumstances so that suitable supports can be considered and implemented. All information disclosed will be managed sensitively, confidentially, and in accordance with data protection requirements.

The College recognises that learner support extends beyond programme completion. Where appropriate, graduates may continue to access careers, employability, and progression guidance, supporting successful transitions to employment, further study, self-employment, or other positive destinations.

This policy applies to all learners and should be read in conjunction with the College's Equality, Diversity and Inclusion, Safeguarding, Data Protection, Complaints, Health and Safety, and Learner Code of Conduct policies. It reflects the College's commitment to promoting learner wellbeing, participation, achievement, and progression at every stage of the learner journey.

1.2 Policy Ownership

The policy owner is the Academic Committee.

1.3 Purpose

The purpose of this policy is to establish a clear framework for the identification, provision, monitoring, and review of learner support services at Cenit College. It outlines the College's responsibilities in ensuring that learner support arrangements are accessible, effective, and responsive to learner needs. The policy also supports the ongoing evaluation and enhancement of support services through learner feedback, quality assurance processes, and the regular review of learning resources and support mechanisms.

1.4 Scope

This policy applies to all learners enrolled in Cenit College programmes and to all staff involved in the provision, coordination, management, and support of learner services, including tutors, Programme Coordinators, the Learner Support Coordinator, and the Head of Training. All relevant personnel are responsible for supporting the effective implementation of this policy within their respective roles.

1.5 Policy Statement

Cenit College is committed to providing an inclusive, learner-centred environment that promotes participation, achievement, wellbeing, and progression for all learners. The College is dedicated to ensuring equitable access to learning, support services, and assessment opportunities for all learners, regardless of age, civil status, disability, family status, gender, membership of the Traveller community, race, religion, sexual orientation, or socio-economic background. In doing so, Cenit College promotes equality, diversity, inclusion, dignity, and respect, ensuring that no learner is disadvantaged in accessing or engaging with their programme of study.

The College seeks to identify and remove barriers to learning by providing appropriate academic, pastoral, and practical supports that enable learners to achieve their full potential. In line with its commitment to equality of opportunity, Cenit College provides reasonable accommodations where required and applies the principles of Universal Design for Learning (UDL) to promote equitable access to teaching, learning, and assessment for all learners.

1.6 Policy Strategy

Cenit College is committed to providing learner-centred support that promotes access, participation, achievement, wellbeing, and progression for all learners. In line with the

College's Inclusion Strategy, learner support services are designed to be inclusive, responsive, and accessible, ensuring that learners are supported to engage fully in their learning and achieve their individual goals. The College adopts a proactive approach to identifying and addressing support needs, removing barriers to learning, and fostering an environment in which all learners can thrive.

2 Definitions and Responsibilities

2.1 Definitions

Academic Support

Support provided to assist learners in achieving their academic goals and successfully completing their programme of study. Academic support may include study skills development, tutoring, mentoring, project supervision, work placement support, learning resources, and reasonable accommodations.

Learner Support

A range of services, resources, and interventions designed to support learners' academic, personal, wellbeing, and progression needs throughout their learner journey.

Learner Support Officer

The designated staff member responsible for coordinating learner support services, managing support referrals, maintaining support records, overseeing learner support resources, and facilitating access to appropriate supports.

1-to-1 Mentoring

Individualised support provided by a tutor or other designated staff member to assist a learner with academic, organisational, motivational, or study-related challenges.

Study Skills Support

Resources and guidance designed to develop learners' academic skills, including time management, note-taking, research techniques, academic writing, referencing, revision strategies, and independent learning skills.

Reasonable Accommodation

Appropriate adjustments or supports provided to enable learners with disabilities, specific learning difficulties, medical conditions, or other identified needs to participate equitably in learning and assessment, without compromising academic standards.

Universal Design for Learning (UDL)

An educational framework that seeks to improve access to learning for all learners by providing multiple means of engagement, representation, and expression and by reducing barriers to participation and achievement.

Work Placement Supervisor

The individual designated by a host organisation to support, guide, and supervise a learner during a work placement period and act as a point of contact between the workplace and the College.

Project Supervisor

A tutor or subject matter expert assigned to provide guidance, support, and feedback to learners undertaking a project-based component of a programme.

At-Risk Learner

A learner who may be at increased risk of disengagement, non-completion, or underachievement due to academic, personal, financial, health, wellbeing, attendance, or other factors affecting their participation and progress.

Pastoral Support

Support provided to promote learner wellbeing, engagement, and successful participation in education through guidance, advice, signposting, and referral to appropriate internal or external services.

Blended Learning Support

The academic, technical, and pastoral supports provided to learners participating in programmes delivered through a combination of online and face-to-face learning methods

2.2 Responsibilities

The Academic Committee is responsible for approving this policy, monitoring its effectiveness, and ensuring that appropriate learner support arrangements are in place and aligned with the College's quality assurance framework. The Committee will review learner support outcomes and make recommendations for the continuous improvement of support services.

The Head of Training is responsible for overseeing the implementation of this policy, ensuring that adequate learner support resources are available, and monitoring the effectiveness of support provision across all programmes.

The Head of Quality is responsible for monitoring the effectiveness of learner support services, ensuring compliance with quality assurance requirements, and supporting the continuous improvement of learner support practices across the College.

Programme Coordinators are responsible for promoting awareness of learner support services, supporting the identification of learners who may require additional assistance, and referring learners to the appropriate support services where necessary. They are also responsible for monitoring learner engagement and progression and liaising with tutors, the Learner Support Officer and other team members regarding emerging support needs.

Tutors are responsible for creating an inclusive learning environment, informing learners of available supports, identifying learners who may require additional assistance, and providing appropriate academic guidance and mentoring within their role. Where concerns are identified, tutors will refer learners to the Programme Coordinator and/or Learner Support Officer as appropriate.

The Learner Support Officer (LSO) is responsible for coordinating learner support services and ensuring that learners can access appropriate academic, pastoral, wellbeing, and progression supports. This includes coordinating support referrals, maintaining support records, overseeing the Learner Support Hub, monitoring the effectiveness of support interventions, and coordinating supports provided under the Reasonable Accommodation Policy.

Learners are encouraged to engage actively with their programme of study, access available support services where required, and communicate any support needs or changes in circumstances that may affect their learning. Learners are expected to participate in agreed support arrangements and provide feedback on the effectiveness of supports received.

3 Principles/Procedures

3.1 Principles of Learner Support

Learner support at Cenit College is based on the following principles:

- Learners are supported to achieve their full potential.
- Learner support promotes engagement, participation, retention, achievement, and progression.
- Support is inclusive, accessible, and responsive to individual learner needs.

- Barriers to learning are identified and addressed at the earliest opportunity.
- Learners are encouraged to develop independence and self-directed learning skills.
- Support is delivered in a manner that respects learner dignity, confidentiality, and autonomy.

3.2 Types of Learner Support Available

Cenit College recognises that learners need support on different levels and for different programme types. To this extent the college has a learner support office which not only offer academic supports but also other general supports. These supports are available to all learners including those with disabilities. Included in the supports are:

- General Support
- Career Guidance
- Guidance and Counselling
- Technical support
- Attendance Support
- Pastoral
- Library Supports (online)
- Academic Supports
- Study skills support
- Tutor mentoring
- Project supervision (where applicable)
- Work placement support (where applicable)
- Reasonable accommodation

Accessing Learner Support

Cenit College will do its best to provide these supports directly through the college itself and by its own staff. However, the college recognises that in certain circumstances the learner may benefit more from specifically professionally trained individuals, e.g. counselling. Where this occurs, the college will offer a suitable referral. To access these supports learners should contact learnersupport@cenitcollege.ie, details are available in the learner handbook.

Support Delivery

Learner support may be delivered through a range of formal and informal methods including classroom interactions, tutorials, meetings with support staff, email and telephone

communications, online learning platforms, webinars, feedback on learning and assessment, and post-programme guidance activities.

3.3 Learner Support Procedures

Learner support procedures provide a structured process for identifying support needs, accessing appropriate services, implementing support measures, and monitoring outcomes to ensure learners receive timely and effective assistance throughout their learner journey. They consist of the following.

3.3.1 Communication of Support Services

Information on learner support services is communicated to learners before and during their programme of study. Details of available supports and how to access them are provided through the Programme Handbook, Learner Handbook, induction activities, the College website, Moodle, the Learner Support Hub, and ongoing communications from tutors and programme staff. The Programme Handbook also signposts learners to relevant academic, pastoral, welfare, and accessibility supports available during their programme. Staff are informed of available support services and referral procedures as part of their induction and programme assignment, ensuring they can effectively guide and support learners in accessing appropriate services.

3.3.2 Identification of Support Needs

Learner support needs may be identified through:

- Information disclosed during the application, enrolment, or induction process.
- Self-referral by a learner seeking support.
- Referral by a tutor, Programme Coordinator, or other staff member.
- Ongoing monitoring of learner engagement, participation, attendance, and academic performance.

Indicators that additional support may be required can include persistent absence, reduced participation, non-submission of assessments, declining academic performance, learner wellbeing concerns, or other factors that may impact successful programme participation.

3.3.3 Pre-enrolment Support

Cenit College offers pre-enrolment support to learners enabling them to make an informed choice on their programme of study. Learners can contact the college as follows:

Tel: 01-901-2014

Email: enquiries@cenitcollege.ie

These contact details are available on the course page of the website. The relevant member of staff will respond via email or if relevant speak directly to the learner assisting them with making an informed course choice or other enrolment questions.

3.3.4 Referral and Allocation of Support

Once a support need has been identified, the learner will be referred to the appropriate support service. The type and level of support provided will be determined based on the learners' individual circumstances and may include academic support, study skills guidance, mentoring, attendance support, pastoral support, reasonable accommodations, careers guidance, technical assistance, or referral to external specialist services where appropriate.

3.3.5 Implementation of Support

Support arrangements will be agreed with the learner and implemented in a timely manner. Where appropriate, support may be delivered through individual meetings, group sessions, online resources, additional guidance from tutors, or referral to designated support personnel.

All support provided will respect learner confidentiality and be managed in accordance with the College's Data Protection Policy and applicable legislation.

3.3.6 Recording and Monitoring

The College will maintain records of formal learner support interventions provided to learners. Records are securely stored on the College's Learner Administration System and are managed in accordance with the College's Data Protection and Data Retention Policy. Documentation relating to learner supports is retained to support continuity of care, effective monitoring, review of interventions, and evaluation of the effectiveness of support services. Where ongoing support arrangements are in place, learner engagement and progress may be reviewed periodically to ensure that supports remain appropriate, effective, and responsive to the learner's needs. Access to learner support records is restricted to authorised staff and maintained in accordance with GDPR and institutional confidentiality requirements.

3.3.7 Review and Continuous Improvement

Feedback on learner support services is gathered through learner feedback mechanisms, programme evaluation activities, and quality assurance processes. Information arising from support provision, learner feedback, retention and completion data, and programme reviews will be considered as part of the College's continuous improvement processes to ensure learner support services remain effective, accessible, and responsive to learner needs.

3.3.8 Access to Specialist Support

Where a learner requires support beyond the expertise or resources available within the College, appropriate information, signposting, or referral to external professional services may be provided. Such referrals may relate to wellbeing, counselling, health services, disability supports, careers services, or other specialist supports, as appropriate.

4 Monitoring & Review

This policy will be monitored and reviewed in accordance with the College's Policy on the ongoing review and updating of Quality Assurance Documentation. The Head of Quality is responsible for monitoring implementation, with oversight from the Academic Committee.

The effectiveness of learner support arrangements is reviewed quarterly and evaluated through annual quality assurance and programme review processes, taking account of:

- Learner feedback and evaluations.
- Learner support records and referrals.
- Attendance, retention, completion, achievement, and progression data.
- Programme review reports and action plans.
- Feedback from learners, tutors, programme coordinators, Learning Support Officer.
- Internal and external examiners, and other relevant stakeholders.
- The accessibility, uptake, and effectiveness of learner support services.

The findings of these reviews will be reported to the Academic Committee and used to inform the ongoing enhancement of learner support services and practices.

5 References and Related Policies

5.1 External References for Ireland

Core legislation and guidance

- Education Act 1998 - provides the legislative framework for education provision in Ireland. [irishstatutebook.ie]
- Equal Status Acts 2000-2018 - prohibit discrimination in educational establishments and require equal access to education and support services. [irishstatutebook.ie],
- Education for Persons with Special Educational Needs (EPSEN) Act 2004 - promotes inclusive education and the participation of learners with special educational needs. [irishstatutebook.ie]

- Disability Act 2005 - supports accessibility and assessment of needs for individuals with disabilities. [citizensin...rmation.ie]
- Irish Human Rights and Equality Commission Act 2014 - establishes the public sector equality and human rights duty. [ihrec.ie]
- Data Protection Act 2018 and UK GDPR/EU GDPR (as applicable) relating to the management of learner information and disclosures.
- QQI Core Statutory Quality Assurance Guidelines and associated sector-specific QA guidance.

5.2 External references for England

Core legislation and guidance

- Equality Act 2010 - protects learners from discrimination and requires reasonable adjustments for disabled learners. [councilfor...ren.org.uk]
- Children and Families Act 2014 - establishes the SEND framework and duties relating to learners with special educational needs and disabilities. [gov.uk]
- SEND Code of Practice: 0-25 Years (2015, updated guidance) - statutory guidance for education providers supporting learners with SEND. [gov.uk]
- Further Education: Guide to the 0-25 SEND Code of Practice - relevant to FE providers supporting learners with SEND. [gov.uk]
- Data Protection Act 2018 and UK GDPR.
- Keeping Children Safe in Education (KCSIE), where safeguarding responsibilities apply.

5.3 Related Internal Policies

- Inclusion Strategy
- Equality, Diversity and Inclusion Policy
- Teaching, Learning and Assessment Policy
- Safeguarding Policy
- Data Protection Policy
- Complaints Policy
- Learner Code of Conduct
- Health and Safety Policy
- Blended Learning Policy
- Assessment Policy
- IAG Policy

6 Version Control

Version	Date	Description	Originator	Approved by
1	20/01/2022	Approval of Policy	QA	Academic Committee
1.1	21/11/2023	3.9 Updated the appeals procedure	QA	Academic Committee
2	30/06/2025	Move versioning to match SharePoint Major Versions	DTCR	Academic Committee
3	28/09/2026	Significant changes to entire policy content. New section 5 lists all relevant legislation with web links. List of relevant internal policies added. Policy formatted in new template.	HoQ	Academic Committee
4	23/11/2026	All references to Learner Support Coordinator amended to reflect correct job title of Learner Support Officer.	HoQ	Academic Committee

6.1 Next Review Date

September 2027

7 Appendices

7.1 Appendix A

The Learner Journey and Supports



Fig 7.1 The Learner Journey and Supports

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