

Student LMS Onboarding Technical Support and Accessibility



GC Academy Limited

Additional Evidence Pack document 10

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Institutional approval pending

This guide explains how students begin using the GC Engine, find learning resources, take part in assessment and obtain academic or technical help. It also sets out how the Academy receives accessibility requests, agrees individual support, implements adjustments and checks that they work.

Students use the guide during orientation and whenever an access or support need arises. Staff use the same steps to provide consistent assistance and keep an accurate record. The Academy's existing platform features support this work; additional adaptations respond to individual needs through the procedure on pages 9 and 10.

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Ownership and approval

The Team Leader of Student Management coordinates onboarding and support. The Head of Institution oversees academic access and assessment arrangements; the Head of Administration Office maintains the issue and student records. QA coordinates accessibility reporting under A6 and checks the consistency of this guide with institutional policies.

The QA and Curriculum Committee reviews changes. Academic Board approves academic provisions under A16 and A17; operational responsibilities and resources follow the Director of Operations and the relevant authority. Record approval, effective date and the current version before student issue.

Information supplied before use

Administration completes the contact details and direct policy locations in Appendix A for each cohort. The institutional website, module syllabi and LMS course areas identify the relevant support contact and a working alternative when the LMS cannot be accessed. Publish the business hours, time zone and route for urgent assessment problems. Confirm that links work from a student account.

Use the guide with A1, A2, A3, A4, A5, A6, A10, A12, A18, A23, A24, A25, AI Guidance and the Student Engagement Monitoring Procedure. The programme specification and individual agreement provide the applicable academic and financial details. This guide supplements the existing Student Handbook; it does not replace that document.

Approval reference and effective date: _____

Current cohort contact record and issue date: _____

Getting started with the GC Engine

1 Purpose

GC Academy provides orientation and assistance so students can participate effectively in online study. This guide covers account access, learning materials, communication, assessment, technical support and accessibility. Ask for help early when an instruction, resource or feature prevents participation.

2 Scope

The guide applies to students using the GC Engine and to tutors, allocated programme staff, Student Management, Administration, technical operations and QA. Pre-enrolment information is supplied before commitment; individual LMS onboarding follows enrolment and is completed before substantive academic work.

3 The GC Engine learning environment

The GC Engine supports programme and module areas, structured activities, recorded and written materials, communication, assessment submission, feedback and progression monitoring. Staff verify the proposed programme's actual areas, permissions, resources and support routes before student access. A demonstration of the platform does not replace this programme-specific check.

4 Student onboarding objectives

During mandatory orientation, practise finding a module and reading, opening an assessment brief, locating feedback, sending a support message and using the required learning tools. Explain how to request an adjustment and find institutional policies. Staff record completion and unresolved needs; a practice activity is not a formal assessment attempt.

5 First access to the GC Engine

Administration confirms enrolment and activates the student's own account, provides login instructions through a confirmed channel and checks access to the correct programme and modules. Follow the supplied first-login and password-recovery guidance. Keep your contact details accurate and report a wrong module, missing permission or failed activation through the alternative contact in Appendix A.

Before any payment or programme commencement, students receive the completed individual agreement and actual policy attachments, with an opportunity to ask questions. Both parties sign before payment. A10, A12 and the Student Agreement Template must contain consistent approved fees and refund terms; staff resolve conflicting or incomplete terms before issue.

6 Account security

Use only your own account, protect login details and do not share passwords or allow someone else to complete learning or assessment in your name. Report suspected unauthorised access promptly. Support staff do not ask you to send your password. Approved accessibility assistance is arranged openly and does not authorise impersonation.

Finding programme information and resources

7 Orientation to programme and module areas

Student Management and tutors show students the actual programme structure, module sequence, learning outcomes, teaching calendar and expected workload. Locate announcements, recorded teaching, written materials, reading lists, activities, assessment briefs, submission areas, feedback and communication tools. Confirm which sessions require live participation and how time zones and approved alternatives are handled.

Each module identifies the required devices, software, file formats and any microphone, camera or presentation requirements before the activity. General access on an ordinary computer, tablet or smartphone does not establish that every assessment can be completed on every device. Test the specific task and seek help with a limitation before its deadline; staff identify an approved workable arrangement.

8 Access to learning materials

Materials include recorded lectures, readings, presentations, interactive tasks, assessment instructions and feedback, released according to the module schedule. Use the reading list to locate the specified title, edition and required sections. Report a broken link, inaccessible format or missing text promptly so the tutor can arrange access or an approved equivalent.

The integrated digital library search service has operated within the LMS since 2019 and gives access to open-access academic collections through a single search interface. The Panel could try the service through the demo at globalconnect.academy. The service's existence does not establish access to every item in a programme reading list.

Before programme commencement, academic staff verify each core resource, edition, student access route and relevant conditions. Library search results, external collections and any additional bookshelf service are described according to what is actually available. Provide a direct resource location and instructions; a citation alone is insufficient.

Download resources only where the relevant permission allows it, and observe limits on copying or sharing. Where content is restricted to online viewing, staff explain the lawful access arrangement and address accessibility or connectivity barriers. Ordinary download access can support offline study, but deadlines and any required live activity still apply.

Checking access in practice

During orientation, open a required reading, play a video, locate the available caption, speed and text-size controls, find a tutor message and practise the required submission route. Confirm the student can retrieve the resource or result. Record the device, task, outcome and follow-up where a problem arises. Support for a specific need follows pages 9 and 10.

Communication assessment and progression

9 Communication and academic support

Use the module tutor contact for learning questions, feedback and assessment clarification. Student Management handles onboarding and coordinates administrative or technical support. Forums, internal messaging, email and direct educator contact are used as specified in the current contact information. Confidential matters use a private route rather than a public forum.

The first staff-response target is 24 hours during business hours. An automated acknowledgement is recorded separately and is not the staff response. Resolution, an academic decision or a specialist adjustment can require further work; the case owner explains the next action and expected update. Use the working alternative contact if the normal route is unavailable.

Academic guidance includes clarification, writing and study support within the arrangements actually provided. Administrative assistance and wellbeing information are distinct from professional psychological support. A professional referral is described only where the actual route is established; sending a referral is not evidence that counselling occurred.

10 Assessment access and submission

Read the approved task, learning outcomes, criteria, component weights, deadline, time zone, required format and submission route. Assessments may include tests, written assignments, case studies, practical projects, video tasks and presentations. Locate the feedback and result route, task-specific AI requirements and support contact before starting. Check that submission has been received and retain available confirmation.

For presentations or Final Project defence, confirm the actual platform, schedule, audience, permitted materials, screen sharing and audio or camera requirements. Arrange a rehearsal and any approved access adjustment. Identity and proctoring instructions state the applicable checks, privacy information, equipment and incident route in advance. Platform capability alone does not confirm readiness for the particular assessment.

Key BA rules explained during orientation

The BA provides three total formal attempts per assessment: the initial attempt and up to two resits or resubmissions. Each assessment component requires at least 51%. Formative practice is separate. The 12-month module completion period starts on the student's individual module registration date; it is not the duration allowed for the whole degree.

After 90 calendar days of inactivity and prior contact, support and warning, the Academy reviews enrolment status under the Student Engagement Monitoring Procedure. An LMS alert does not itself cause exclusion or loss of all credits. Following an approved interruption, an individual plan supports rejoining in the following semester, with actual modules, deadlines, attempts and support confirmed. Login activity alone does not demonstrate learning-outcome achievement.

Integrity acknowledgement and academic appeals

Understanding the current rules

Before collecting A3 Academic Integrity Acknowledgement, staff supply accessible current approved versions of A4 Academic Integrity and Misconduct Policy, A1 Academic Appeals Procedure, A23 Code of Ethics and Professional Conduct and AI Guidance. Students have an opportunity to read them, ask questions and obtain assistance. Record the actual version, date, method and student confirmation under A25; follow up missing access or acknowledgement.

Use the permitted AI assistance stated in the assessment brief and ask the tutor when its scope is unclear. Verify information and references, protect confidential data and disclose assistance as required. Complete the separate task-level AI declaration specified in the brief. General agreement, LMS acceptance or A3 acknowledgement is not that declaration and grants no blanket permission to use AI.

If an integrity concern is raised

A similarity result, AI indicator, proctoring flag or technical error does not automatically establish misconduct. A4 provides human review of the instructions, work and relevant evidence. The student receives the concern, relevant rule and evidence in writing and an opportunity to respond, supply information and request a meeting or appropriate support before a formal decision.

Formal cases follow the independent decision arrangements in A4. The written outcome gives reasons, any authorised sanction and appeal information. Keep notices and supporting documents; use the secure or accessible alternative contact if the normal route is unavailable. Acknowledgement does not waive response, appeal or privacy rights.

How to make an academic appeal

A1 covers assessment, progression and mitigation decisions. Submit its appeal form or equivalent written information within ten working days of notification of the official decision, using the formal LMS route or confirmed alternative. Identify the decision, notification date, grounds, relevant evidence and remedy requested. The full current A1 is supplied alongside this summary.

Grounds include procedural error, unfairness or bias, relevant new evidence and inadequate consideration of mitigating circumstances. An A4 appeal can also challenge an unsupported finding or disproportionate sanction. An ordinary assessment query may begin with tutor clarification, but informal discussion does not extend the deadline or prevent timely formal submission. An A4 misconduct appeal goes directly to the independent Appeals Panel.

The written appeal outcome gives reasons within fifteen working days of formal receipt; exceptional delay is explained with a revised date. Available remedies include authorised correction, independent re-marking, reassessment or reconsideration of the relevant decision under A1. An appeal does not automatically add a fourth attempt or guarantee a higher mark.

Other questions and complaints

Service, administrative and financial complaints follow A2; ethical conduct concerns follow A23 and privacy requests follow A5. A refund request uses the A10 form or equivalent written information and the agreed financial terms. Staff clarify the route for a mixed issue while preserving the original receipt and applicable deadlines. Asking for support does not require giving up a complaint or appeal.

Recordings participation and resource use

Recording categories under A24

Orientation explains the four categories in the current A24 Digital Conduct and Use Policy. Access to a platform does not mean that all activity is recorded or that all recordings have the same download and retention rules.

- Prepared lecture recordings are continuing programme materials. They remain available to the relevant students and are reviewed or replaced through programme monitoring; they are not automatically removed at semester end.
- Semester webinar recordings support the enrolled cohort. Eligible students may download and retain them permanently for personal educational use. The LMS copy is removed at semester end and before the area is prepared for another cohort.
- Other online teaching, discussion or training activities are not routinely recorded. A proposed recording requires a defined purpose, notice, appropriate permissions, audience and retention arrangements.
- Meetings, interviews and administrative events have their own defined purpose, prior notice, consent and data arrangements. They do not acquire webinar download permissions. Assessment submissions and identity or proctoring evidence follow their separate approved procedures.

A choice about identifiable contributions

Before a webinar, the notice explains what is captured, who can view or download it, the retention or removal point and the privacy contact. It explains permanent personal-study downloads before seeking consent for an identifiable image, voice, name, chat or screen contribution. General agreement, A3, attendance or silence is not specific recording consent.

Students need not activate a camera or microphone for ordinary webinar participation. The tutor provides a genuine route to contribute without being identifiable in the recording, such as an anonymised question, a recording pause or a non-recorded follow-up. Refusal does not attract a webinar participation penalty. Camera-off alone is insufficient if a name or voice is still captured.

Staff check the actual capture arrangement and restrict accidental capture from release until corrected. Identity checks or assessed presentations have separately explained requirements and adjustment routes. A webinar recording choice neither waives those requirements nor authorises an undisclosed assessment recording.

Downloads privacy and ownership

Permitted webinar copies are for the eligible cohort's personal study, without redistribution, publication, sale or external sharing. Removing the LMS copy does not erase permitted downloads or prove deletion from every working file or backup. Institutional retention exceptions follow A24 and A25 with restricted access and a recorded reason.

Use the confirmed A5 contact for a privacy concern or withdrawal of consent. The Academy explains the action applicable to institutional and recipient copies without promising technical recall of every download. Protect other people's data and third-party resource rights. Specific recording consent, policy acknowledgement and task-level AI declarations remain separate records.

Technical help reporting and escalation

11 Technical support

GC Academy provides the first support route for login, navigation, resources, communication and submission problems. Student Management keeps responsibility for communicating with the student when technical staff or VTL Design Ltd handle a system issue. Use the published alternative channel when the LMS, institutional email or normal support route cannot be accessed.

12 Reporting a technical issue

Give your name or student identifier, programme and module, a description, date and time with time zone, device and browser if known, and the affected task or deadline. Include an error message or screenshot where useful, with unrelated personal data removed. Do not send passwords. An incomplete report is logged and clarified rather than ignored.

13 Technical issue response and escalation

Issue type	Example	Handling and responsible route
Access or navigation	A resource cannot be located.	Student Management or Administration guides the student and checks the outcome.
Individual login	The student cannot enter the account.	Internal LMS support checks access; unresolved faults go to technical operations.
Assessment submission	An upload fails near a deadline.	Student Management alerts the tutor and technical staff promptly; the Head of Institution coordinates any academic decision.
Platform level	Several users are affected.	Technical operations checks scope and escalates to VTL Design Ltd where required, with institutional oversight.
Serious continuity	A major LMS outage.	Apply A14 continuity and recovery arrangements; communicate the actual alternative and recovery updates.

Record receipt, issue, urgency, owner, successful and unsuccessful contact, action, referral, due date and outcome in the central A25 record. The 24-hour first staff-response target during business hours is distinct from automated acknowledgement and resolution. Escalate an expected delay, absence or overdue action for cover; keep the student informed.

A fault affecting assessment is documented with submission attempts, errors and support messages. Report promptly through an available route, including the tutor contact. Only the authorised academic decision changes a deadline, attempt or assessment arrangement. Staff communicate that decision and verify restored access or the agreed alternative before closing the technical issue.

Accessibility features and access checks

14 Accessibility principles

The Academy supports participation through clear navigation, readable materials, structured module areas, flexible asynchronous resources and accessible communication routes. A6 Equal Opportunity and Diversity Statement and the Quality Assurance Manual's Individual Learning Support Plan provisions provide the institutional basis. Students with disabilities, specific learning needs or temporary barriers can request support without waiting for a failure or assessment deadline.

The GC Engine already has accessibility-supporting functions: automatic video captioning in multiple languages on request, slower video playback and adjustable text size. These options were available in the demo supplied to the Panel at globalconnect.academy. Additional tools and functions are developed case by case in response to an individual student's needs.

These features do not establish full WCAG 2.1 Level AA conformance across the platform or all programme materials. The Academy describes the tested scope, available functions and known limitations accurately. Screen-reader compatibility, keyboard access or another capability is not presented as verified until the relevant evidence exists.

Using and checking the available functions

Ask Student Management for caption activation, the available language and instructions for a particular video. The tutor and technical staff check whether captions render correctly and convey the relevant terminology, timing and meaning. Automatic output is reviewed where accuracy affects access or understanding; necessary correction or a suitable alternative forms part of the agreed support.

Use the playback-speed control to slow a video and the text-size option to enlarge displayed text. Check the actual material: enlarging text must not hide essential instructions or prevent navigation. A control available in the player may not solve access to a scanned reading, image, external resource or live presentation. Report the specific obstacle so the relevant material can be addressed.

Programme checks and accurate information

Before programme commencement, technical and academic staff check the student journey from account access through materials, communication, library use, submission and feedback. Include the required device or software, caption and display controls, and relevant assistive-technology needs. Record the platform and content version, tasks, environment, result, limitations and action owner. A general platform demonstration is not a completed programme accessibility evaluation.

Provide a clear access summary stating the features available, scope of actual checks, known barriers, request contact and alternative route. Resolve a material barrier to a required activity before the student needs it, through a tested correction or approved equivalent arrangement. Accessibility improvements identified during checks can benefit the wider cohort while individual support remains tailored.

Requesting and reviewing individual support

15 Support for students with accessibility needs

Tell Student Management, the module tutor or the QA Office about an access barrier as early as possible. The QA route under A6 remains available. A request can be made through the confirmed contact or an accessible alternative; the student need not diagnose the platform fault or complete an inaccessible form. Staff help record the request and confirm the case owner and next step.

Understand the need and agree an adjustment

The case owner discusses the affected activity, practical barrier, preferred communication, useful existing tools and any deadline with the student. Request only relevant supporting information; explain why specialist evidence is needed if it is necessary. Keep sensitive evidence restricted under A5 and A25. Consider temporary support while an assessment or technical check is completed.

The Head of Institution approves academic suitability after consulting the tutor; technical staff assess implementation. The Director of Operations approves resources within the A16 authority. Changes to assessment deadlines, attempts or progression follow the authorised A18 decision route. Options include accessible instructions or formats, caption correction or an appropriate transcript, alternative communication, additional platform guidance, and authorised changes to a deadline, procedure or assessment arrangement. Additional tools are developed individually where needed.

The decision preserves the intended learning outcomes and academic standard. A presentation adjustment must still allow the required individual performance to be assessed. Discuss an effective alternative where the requested option cannot be provided; explain the reasons and route for review. A resource or technical problem is escalated rather than left as an unresolved student obligation.

Record implement and check the plan

Use the existing Individual Learning Support Plan approach. Record the agreed functional need, affected modules or activities, adjustment, approver, implementation owner, date needed, communication arrangements and review point. Give the student the plan in an accessible form and record their input. Appendix B provides a blank record for these details; the plan does not certify implementation on its own.

The assigned staff member implements the adjustment before the affected activity. The tutor or technical staff and student try the actual resource or task where practicable, including presentation, submission or identity requirements when relevant. Record the outcome and remaining barrier. A feature switch or supplier promise alone does not establish effective support; arrange and test an authorised alternative if needed.

Review or raise a concern

The case owner checks effectiveness after initial use, at the agreed review date and when a module, assessment, need or platform changes. Ask for the student's feedback, amend an ineffective arrangement and record the decision and follow-up. Tell Student Management or QA promptly if support is delayed, refused without explanation or does not work.

Academic decisions follow the A1 appeal route; service failures follow A2 and discrimination or ethical concerns follow A23. Staff explain the applicable deadline and preserve timely submissions while coordinating urgent access support. Requesting review does not remove an existing approved adjustment without an authorised, reasoned decision.

Responsibilities records and improvement

16 Student responsibilities during online learning

Complete orientation, follow module instructions, check communications and use the agreed support and assessment arrangements. Protect credentials, treat others respectfully and report difficulties promptly. Keep your own notices and confirmations. Students can request an accessible way to complete onboarding or communicate a need; a disclosure is not treated as misconduct or lack of commitment.

17 Staff responsibilities

Tutors explain learning and assessment requirements, give feedback, rehearse relevant tools, implement agreed academic adjustments and identify students who need help. They refer matters beyond their authority to the Head of Institution and support staff. Allocated programme staff support these functions within the recorded academic arrangements.

The Team Leader of Student Management coordinates orientation, assigns a named case owner and cover, maintains contact with students and follows up unresolved support. The Head of Administration Office controls issue records, policy versions, acknowledgements and authorised changes in the central record. These are the separate A16 roles, not a new combined leadership post.

The Head of Institution oversees academic access, approved adjustments and relevant decisions. Technical operations verifies access and configuration, addresses incidents, tests agreed tools and coordinates VTL Design Ltd under Academy oversight. The Director of Operations addresses capacity, resources and supplier escalation; supplier action does not replace institutional responsibility.

QA maintains the A6 accessibility reporting route, checks evidence and recurring barriers and coordinates review. Staff preparation under A21 covers orientation, support triage, access needs, sensitive data, AI and integrity guidance, recording choices and use of the actual tools. Record preparation, role allocation and tests when completed.

18 Monitoring and improvement

Administration retains the actual onboarding and policy-issue record, student acknowledgement, support contacts and ILSP implementation and review under A25. General acknowledgement, A3, task-level AI declarations and recording consent have their own identifiable records. Record version, person, date and method; a tick or prefilled form without evidence is not proof of completion.

The monthly support review checks first staff-response and resolution times separately, case age, overdue action, technical incidents and unmet access needs. Before an additional intake, review concurrent cohorts, returning students, onboarding and assessment peaks, available staff and cover under A15 and the scalability arrangements. An uncovered need is escalated promptly.

Following the first delivery cycle, evaluate student and tutor feedback, satisfaction, engagement patterns, assessment access, accessibility requests and relevant continuity-test findings. The QA and Curriculum Committee considers evidence and limitations; Academic Board decides academic improvements and operational action follows A16. Record each action, owner, due date, completion evidence and effectiveness check. Update the guide, contact information and related materials when arrangements change.

Contact and onboarding record

Appendix A Current information and completion

Administration completes the cohort information before issuing this guide. A student copy contains working contacts and direct locations for the current documents. Keep individual completion entries in the restricted A25 record; do not publish student confirmations in a cohort contact list.

Programme cohort guide version and issue date: _____

Academic tutor contact and module location: _____

Student Management and administrative contact: _____

Technical support and alternative if LMS is unavailable: _____

Accessibility request and QA contact: _____

Academic appeal and service complaint routes: _____

Privacy contact and current notice location: _____

Business hours time zone and urgent assessment route: _____

Programme agreement and current policy locations: _____

Individual onboarding completion

Student identifier and date of orientation: _____

Account programme area and device access checked: _____

Reading video support message and practice task result: _____

Assessment identity and presentation guidance supplied: _____

Policies supplied versions dates and issue method: _____

A3 acknowledgement and clarification record: _____

Recording choices and separate AI declaration explained: _____

Outstanding need case or ILSP link owner and due date: _____

Student confirmation staff check and follow up date: _____

Attach the exact document/version list and any task-specific evidence. Record actual access and understanding checks, including a suitable alternative, rather than assuming completion from login data. An outstanding barrier remains assigned. This record is not specific recording consent or a declaration about AI use in a particular assessment.

Individual learning support plan record

Appendix B Request decision and review

Use this blank record or equivalent controlled fields for an actual individual plan. Expand the space or attach an accessible continuation where needed. Link sensitive evidence securely; describe the functional adjustment to staff who need to implement it without circulating unnecessary diagnostic information.

Student programme module and plan identifier: _____

Request received date channel and case owner: _____

Preferred communication and student input: _____

Affected activity barrier and date support is needed: _____

Relevant information and restricted evidence reference: _____

Options considered and temporary support: _____

Agreed adjustment and academic standard check: _____

Decision reasons authority and date: _____

Student notice accessible copy and review route: _____

Implementation and effectiveness

Implementation owner resources and due date: _____

Actual configuration or material and completion date: _____

Task device version and test with student if applicable: _____

Test result remaining barrier and alternative: _____

Student feedback after use: _____

Next review date triggers and responsible person: _____

Review outcome change or escalation: _____

Action completed evidence and student notification: _____

Continued support or closure authorised by and on: _____

Approval and implementation are separate events. Record what was actually provided, whether it worked for the affected activity and what remains to be done. An appeal or complaint has its own linked record and deadline. Continue effective approved support while outstanding issues are addressed through the applicable procedure.