

Centre Policies and Procedures 2026/27

Eglantine Learner Support Policy 2026/27

Introduction

Eglantine regulatory policies are integral to our approach and articulate in a consistent way how we meet our regulatory requirements. As a regulated organisation Eglantine is required to have in place a Learners Support policy that enables us to identify, support and manage learners throughout their learning experience. These regulatory policies apply to Eglantine business units where UK regulated qualifications are developed, implemented or delivered.

Eglantine complies with the Equality Act and this guidance aims to exceed the requirements of the Equality Act to allow fair access to all qualifications and ensure learners are not disadvantaged.

Eglantine aims to facilitate open access to all qualifications for learners who are eligible for reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. Special consideration may not always be possible for our qualifications, each case must be judged on its individual.

- Reasonable Adjustment – this is identified by the Eglantine at the pre assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.

- Special Consideration – this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted is not intended to fully compensate for the difficulty the learner faced at the time of assessment and therefore can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Learner Support

In accordance with the core values of the governing body, the learner support policy will comply with the basic principles of ethics, legality, prudence, equality, safety, timeliness, fairness, transparency and simplicity.

In order to ensure that the provision of learner support is appropriate to meet the principles set out above, our policy is to ensure that:

- We provide relevant pre-entry information and guidance about the contents, assessment and demands of each programme to enable effective selection of programmes of study.
- We provide information on the range of support services available and how to access these services. The level and breadth of support provided will be in accordance with an individual's needs, the type of programme followed and the resources/funding available.
- We encourage all prospective students, or their sponsors, to discuss their learning needs and aspirations with staff prior to selection of their programme of study to assist in planning appropriate learner support. Learners have an opportunity to disclose any learning difficulties/disabilities on application and/or at enrolment or at any time during their time with Eglantine.

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Individual Development Needs

Individual learner needs are reviewed and identified at the start of their programme of study and appropriate resources and/or strategies are provided to respond to those needs effectively.

Individual learners needs are document within the learners Individual Learning Plan

On-programme tutor support is available to monitor student progress to achievement.

On-going support, advice and counselling is available centrally and promoted to support individuals to follow the appropriate progression route and to help and advice with social and financial issues associated with their time with Eglantine.

Sue Richardson
Managing Director

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