



“Enabling Students to Accomplish their Academic Goal”

Quality Assurance Handbook

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Introduction

The Quality Assurance Handbook of Bellmont College, intends to conform to its stakeholders requirements with special regards to Quality Assurance and across all its Higher Education (HE) academic provision. All staff members at Bellmont College will be informed of the Handbook and its contents and it will be required for staff, to ensure that its functions are implemented and adhered-to throughout the day-to-day running of the college. The Handbook has been created in conformity to the UK Quality Code for Higher Education. All Quality Processes referred to in this Handbook are subject to regular review.

All staff at Bellmont College will be responsible for the daily implementation of the processes and procedures defined in this handbook. However, it is ultimately the responsibility of Bellmont's Quality Committee to ensure and drive these processes and procedures positively to ensure activities within the College conform to the UK Quality Code for Higher Education.

The Handbook gives insight into the various components and requirements of the College's quality and enhancement processes including their scope and implementation.

1 Vision, Mission and Values

1.1 Vision

To enable our students to accomplish their academic and personal goals and dreams in life, progress themselves and prepare them to bring positive change and contribution to society.

1.2 Mission

Bellmont College's mission is to invest in its diverse students, valuable knowledge, skills and tools through committed higher educational professionals, ultimately empowering and enabling them to contribute confidently to their wider network and society.

Bellmont College intends to develop a high-quality university franchise partnership enabling it to provide quality assured, university validated programmes for its learners. Its mission is also to provide an infrastructure of excellent facilities and resources, teaching by well qualified and experienced subject specialists, and an outstanding level of student support.

The College aligns itself with a widening participation agenda and has equality and diversity policies and marketing and recruitment policies designed to reinforce the College's mission to provide equal opportunities to, and participation in, higher education programmes for all population groups. It aims to foster a productive, collaborative, and positive environment for learning and teaching for the benefit of all, serving and supporting our local community and the wider population.

1.3 Values

The following, displays Bellmont College's values, which were developed as guiding principles for students and staff using the acronym: B-E-L-L-M-O-N-T.

These guiding principles are there to remind everyone who forms part of Bellmont College, whether on site or outside the premises, to act with respect and loyalty, have the right attitude and to work towards building healthy relationships, academically empowering ourselves and each other as well as continuously contributing to Bellmont's mission, vision and values.

B	Belonging and Believing	We will ensure you feel a sense of belonging and believing throughout your time at Bellmont College.
E	Equality and Empowerment	We will ensure you feel a sense of equality and empowerment at Bellmont College
L	Learning Approach	Student Centred; We will ensure our teachers use student centre approaches where possible.
L	Loyalty	Both ways: Institution and Students; We will ensure that loyalty is practised both ways.
M	Measurement of Learning	We will ensure that your learning is measured fairly as you progress through your course.
O	Ownership	We will ensure that you develop a sense of ownership and confidence through your progression.
N	Nurturing	We will ensure to have processes that will nurture your progression in life.
T	Talent Tenacity and Thinking Creatively	Through our teaching we will enhance your talent and tenacity and also develop your creative thinking.

2 Scope and Aims

2.1 Scope

Bellmont College's Quality Assurance Handbook is founded and matched accordingly with the expectations and best practice indicators constituted within the UK Quality Code for Higher Education (the Quality Code).

The College implements regular monitoring, evaluation and annual review of all quality processes and procedures to ensure that these are kept up to date and in-line with the UK Quality Code for HE. Furthermore, the college is committed to both continuous improvement as well as developing and enhancing opportunities across its provision for both staff and students. The College aims to engage all staff and students in the quality assurance and enhancement processes outlined herein to strengthen a sense of belongingness, empowerment and involvement in what goes on within the college.

2.2 Quality and Enhancement Aims

2.2.1 To Assure and Enhance the Quality of the Student Experience

Bellmont College commits to ensuring the maintenance of academic standards, in line with those of our partner institutions and regulators for its programmes and to using quality processes, such as the evaluation of feedback and module evaluation and annual review, to assure and enhance the quality of the students' experience during their time of study at the College.

2.2.2 To Engage Staff in Quality Assurance and Enhancement

Bellmont College commits to providing: training, support, guidance and good, clear communication to ensure that all members of staff are part of our quality and enhancement processes and responsible for implementing them.

2.2.3 To Engage Students in Quality Assurance and Enhancement

Bellmont College is committed to regularly seeking the views of students via their advocates and the Student Staff Liaison Committee (SSLC), as well as informally and via end of module evaluations and end of year surveys, in order to involve them in the management of quality and the continuous enhancement of the student learning experience.

2.2.4 To Promote a Culture of Continuous Improvement

Bellmont College aims to promote a continuous improvement culture by encouraging both the staff and students to participate in committees, provide regular feedback and engage in quality and enhancement processes.

2.2.5 To Add Externalities to Our Quality Assurance and Enhancement Processes

We intend to regularly evaluate and measure our approach against relevant HE external benchmarks and to actively respond to advice provided by our regulators and partner institutions.

3. Maintenance of Quality Assurance and Academic Standards

3.1 Responsibility for Quality Assurance and Academic Standards

The Head of Quality, with support from the Senior Management Team will be the main responsible individual for the maintenance of quality and academic standards at Belmont College. At Belmont College, we will be committed to maintaining the quality and standards of the Higher Education programmes offered in partnership with our institutions and in accordance with their quality policies and Terms and Conditions.

3.2 Monitoring, Evaluation and Review

Bellmont College will monitor, evaluate and review its quality and academic standards by:

- Regular review of quality policies, including this Quality Assurance Handbook, together with relevant stakeholders, that is staff, students and representatives from our institution partner/s.
- Hold Termly Quality Committee meetings (QCM) (see Belmont's Committee Structure and Terms of Reference) to monitor the management of quality and academic standards, and related performance measures, for all aspects of our higher education provision.
- Annual Module and Programme Review, with action plans, as well as review of both the student and staff feedback.
- Comply with the quality and standard requirements, including completion of Reviews and Action Plans.
- Regularly interact and liaise with our partner institution/s and participate in relevant training workshops and/or development sessions.
- Hold staff development sessions once a term, which include training in quality and standards procedures.
- Incorporate student feedback on quality processes via the Student and Staff Committee (SSC).
- Comply with both the relevant statutory and regulatory requirements.

- Review external and sector quality benchmarks and approaches (e.g., OfS and QAA guidance and attendance by Belmont staff at relevant training events).
- Implement improvement and innovation efficiently, as needed and as appropriate.

4. Management of Quality Assurance, Academic Standards

4.1 Management Process

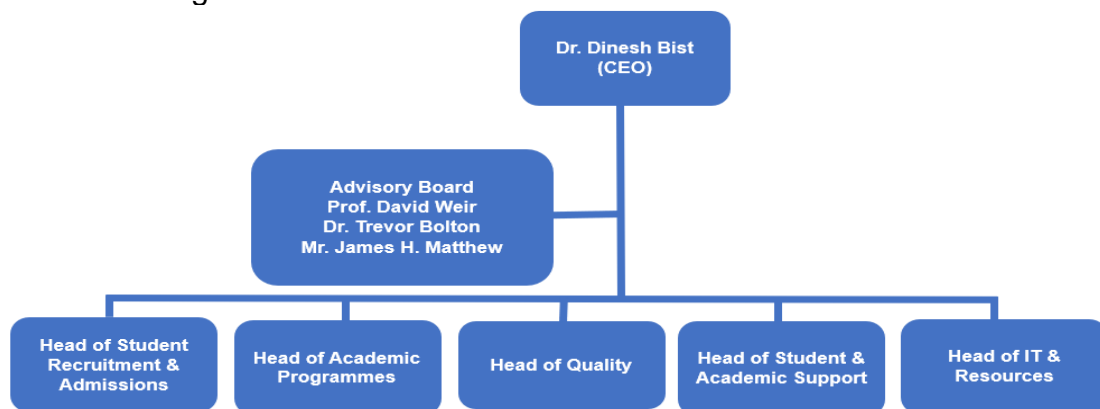
Management of the quality processes and procedures of the day-to-day running of Belmont College, is the responsibility of the Head of Quality alongside other members of the Senior Management Team. Management processes will be monitored and guided via the Belmont College committees, with input from students and staff and all will be reported to the Advisory Team (Board of Governors) by the Senior Management Team. The ultimate responsibility will lie in the hands of the CEO who will be reported to by the Advisory Team

4.1.1 Management and Committee Structure

Bellmont College’s Quality processes and procedures are monitored and evaluated via relevant Belmont committees. Further explanation and the diagram below indicates the committee structure for the College. For full details of each committee please see the document, Belmont College Committee Structure and Terms of Reference.

College Organogram:

The organogram below summarises the Management Structure and the roles and relationships within Belmont College:

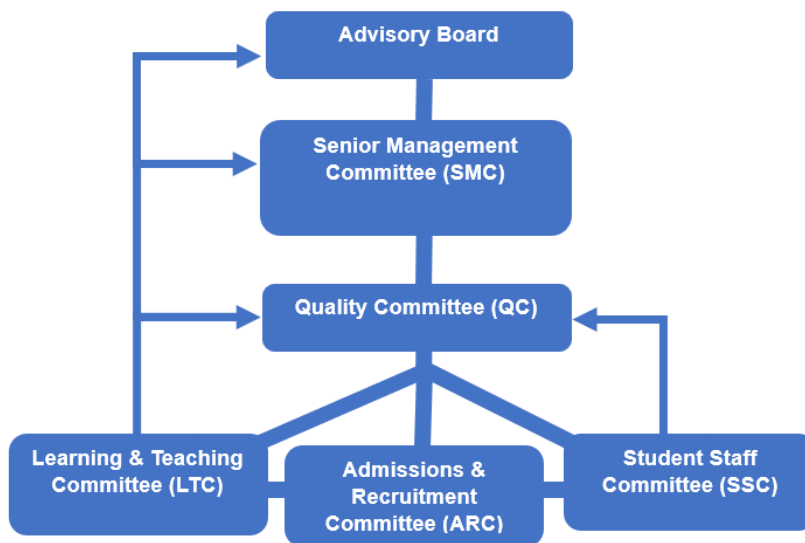


The Advisory Board’s responsibility is to provide sound governance, oversight and steer the College’s strategic planning, ensuring that it is in accordance with Belmont College’s vision, mission and values as well as being based on extensive financial planning, HE obligations and regulations as well as the Value for Money principles.

The Advisory Board and Senior Management Committee will meet every 3 months, with the Senior Management Committee (SMC) being responsible for Belmont’s strategic operation through the different committees. The SMC is responsible to report back to the Advisory Team.

As a start-up, the college will be managed under the following Committee Structure. These committees, however, will grow alongside with the development of the college (see the image below of Belmont College’s Committee Structure).

College Committee Structure:



The SMC's include:

Quality Committee (QC)

This Committee will be chaired by the Head of Quality, who will oversee quality management and all aspects of Belmont's provision.

This will include ensuring that the delivery of our programmes meet all the requirements of any of our partner/s and/or awarding bodies, as well as relevant legislation and external benchmarks relating to the delivery of Higher Education within the UK, including the [UK Quality Code for Higher Education](#) and the regulatory requirements of the [Office for Students](#) (OFS). It will also keep under review all Belmont College policies and procedures, reviews, student feedback and module evaluations and will conduct an annual review of retention, progression and achievement data as well as any partner Assessment Board reports and External Examiner (EE) reports, to ensure that EE comments are disseminated and acted upon. It will also review the outcomes of any complaints or appeals and will seek to identify good practice and ways of improving and innovating the delivery of academic standards and enhancement with insight from the other committees the QC, LTC and SSC.

This committee will report to the Advisory Board and will also consider and implement their advice and guidance, which may relate to quality and standards as appropriate.

Learning and Teaching Committee (LTC)

This Committee, chaired by the Head of Academic Programmes, will hold oversight of all aspects of learning and teaching at the College including quality and standards in relation to the delivery of programmes, the schedule for assessments, review of student module evaluations, the provision of feedback, monitoring of results, staff development and peer observations and the dissemination of good practice and enhancements. It will be responsible for admissions, in conjunction with its partnership institution/s and also will review the learning support for students, the functions and effectiveness of personal tutors, academic skills and resources and matters arising and actions from the LTC and SSC. It will also review student disability support, diversity and inclusivity policies and procedures. This committee will also include the Student Representatives and will report to the SMT Committee.

Admissions & Recruitment Committee (ARC)

This Committee, which is chaired by the Head of Admissions and Recruitment, will hold oversight of all aspects of recruitment and admissions at the College including quality and standards in relation to recruiting and admitting students onto the relevant courses, verifying documentation and ensuring the smooth running of students at initial stages which also include inquiries. Furthermore, it will be responsible for admissions, in conjunction with its partnership institution/s. It will also review student disability support, diversity and inclusivity policies and procedures.

Student Staff Committee (SSC) Student Representation

This Committee will be run by the Student Representatives and led by a Student Representative Chair. The Student Representatives will determine their own agenda but this committee will enable them to directly engage with Belmont College's quality processes and procedures. Student Representatives will receive training on quality and academic processes and procedures at the College as part of their training for the role (see next section).

Students will be actively involved in the monitoring and review of quality and enhancement processes and procedures via their Student Representatives, the Student Staff Committee (SSC), the representation of the Student Representatives on the QC and LTC and via feedback given in end of module evaluations and the end of year survey.

4.1.2 Academic Staff & Administration Staff

The Head of Academic and Pastoral Support is responsible for coordinating student academic and study skills support as well as pastoral and disability support. She is also responsible for coordinating Belmont College's Induction and Welcome Week programme for new students. Furthermore, she is responsible for and to support the Personal Tutoring Team (PTT).

IT support is provided by the Head of IT, Mr Abdul Babita, an experienced IT professional, is responsible for developing and maintaining IT systems, databases and information systems for Belmont College and for providing IT support to students.

The Head of Academic Administration has overall all responsibility for maintaining accuracy and oversight from the academic administration side which include: effective and timely provision of student class timetables, accurate monitoring and inputting of grades, monitoring of attendance and other educational administrative tasks. The Head of Academic Administration works closely with the Head of Academic Programmes, the Head of Academic and Pastoral Support as well as the Head of Admissions.

The Head of Admissions and Recruitment responsibilities, lies within accurately checking applicant documentation, ensuring and verifying that applicants are eligible for the programme they wish to apply for, organising recruitment events and interviews and dealing with all initial student queries.

5. Programme Delivery and Review

5.1 Learning and Teaching Team

The Learning and Teaching Team will be led by the Head of Academic Programmes and will also comprise of the Module Leaders, Senior Tutors, Tutors and Personal Tutors. This team will hold the responsibility for all learning and teaching related to the programmes and the administration of quality and academic standards. This will include: delivery of teaching, assessments, marking, feedback to students, internal ratification of marks, publication of marks

to our partner institution, liaison and marking moderation with our partners, attending Assessment Boards, and monitoring of retention, progression and achievement.

5.1.1 Programme Leaders

Bellmont College's strategic plan is to develop its partnership/s by gradually expanding its portfolio to include Foundation programmes and other Level 3,4,5 and 6 programmes in the fields of, for example, Business Management and Tourism and Hospitality Management and Information Technology.

The Head of Academic Programmes will also hold the role of Programme Leaders for each of these programmes for the initial intakes. As the College expands, individual Programme Leaders may be appointed for individual programmes.

The Programme Leaders will be responsible for implementing and maintaining all quality and academic standards relating to the programme and for ensuring that the Module Leaders comply with quality processes and procedures.

The Programme Leaders will be responsible for termly and annual programme reviews of student and academic staff performance, for summarising strengths and weaknesses of the programme, and for making recommendations for enhancing the quality of provision.

The Programme Leaders will oversee the day-to-day operations of the programme and liaise between senior management, teaching staff and students in relation to the programme.

Particular responsibilities will include:

- Maintaining academic standards across modules delivered on the programme.
- Ensuring that Module Leaders comply with and implement quality processes and procedures.
- Facilitating effective communication between staff and students and liaising with the Head Academic and Pastoral Support to ensure that appropriate academic and pastoral care is provided for students.
- Implementing College procedures for annual programme monitoring and review and providing recommendations as appropriate.
- Contributing to the Quality Committee (QC) and the Learning and Teaching Committee (LTC) (see next section), as appropriate, on programme matters, resource provision, student feedback and so on.
- Convening programme team meetings as needed and including reference to quality processes and procedures.
- Monitoring situations warranting academic support.
- Liaising with administration staff on the preparation and presentation of student results for programme assessments.
- Arranging appropriate induction procedures for students within the programme, in consultation with the Head of Academic and Pastoral Support and Student Representatives.
- Ensuring that new teaching staff on the programme have had an appropriate induction, including training in quality processes and procedures, and also participate in collaborative peer observations and appraisals.
- Assigning and supporting Personal Tutors from amongst the Module leaders.

- Considering and proposing enhancements and innovations for blended learning, student engagement and application of quality processes and procedures for delivery of the programme.

5.1.2 Module Leaders and Tutors

For each programme module there will be an assigned Module Leader and also a back-up, or supplementary Tutor, to ensure cover and continuity for students in case of illness or indisposition and to provide additional teaching or support on the module if required.

The Module Leaders will be responsible for maintaining quality and academic standards for the modules that they lead and for proposing enhancements as appropriate. They will be supported through training, and active engagement in quality management processes and procedures.

Primary responsibilities include:

- Attending induction and training in quality processes and procedures (this includes any training required by any partner institution).
- Preparing and reviewing module implementation plans.
- Monitoring, reviewing, updating and delivering module content.
- Monitor and review the learning and teaching strategies and approaches.
- Implementing, monitoring and evaluating assessment procedures to ensure fairness.
- Meeting assessment and marking deadlines.
- Providing timely formative and summative feedback to students.
- Meeting deadlines for internal, and partner, assessment boards.
- Attending, when necessary, module, or programme, team meetings and internal assessment boards.
- Supporting relevant programme/module inductions for students.
- Acting as a Personal Tutor and providing students with academic support.
- Considering and proposing enhancements and innovations for blended learning, student engagement and application of quality processes and procedures for delivery of the module.

5.2.2 Programme Delivery and Review

Belmont College teaching staff will be responsible for developing teaching materials and for the delivery of the programme, including formative assessments. Internal assessment boards will be conducted by the Programme Lead/s at Belmont College to monitor quality, standards and consistency.

The QC and LTC will conduct a termly review of quality, standards and performance in relation to the partnership modules and programmes and also consider enhancements. Student input will come via the SSC and the involvement of Student Representatives on the QC and LTC. The College will also conduct an internal Annual Review and will compile an Annual Partner Review report and action plan as part of its quality processes.

Delivery will be by means of an Active Blended Learning (ABL) approach, which will promote and incorporate both online and face-to-face delivery for seminars, workshops, small or large group sessions, lectures, e-activities, group or one-to-one tutorials or off-site activities. This student-centred learning approach will aim to actively engage students in their own learning and will be specifically designed to develop autonomy and employability skills.

5.2.3 Assessment Policies and Practices

Bellmont College's teaching staff will be fully trained in their specifications, delivery, marking and reporting internally and/or externally. Students will receive details on the assessment process at Induction/Welcome Week, in their Student Handbook, in their Programme Specification and via the Module Leaders in taught sessions covering each assessment. These sessions will include detailed assignment briefs and mock tests, or other appropriate formative assignments, and feedback as appropriate.

5.2.4 External Examining

All programmes delivered within the College will be subject to External Examiner review and approval. External Examiners are appointed to ensure that academic standards are maintained that the quality of the provision is sustained and that students are treated fairly in the assessment process and graded appropriately.

Each External Examiner will submit an annual report commenting on the standard of marking and the quality of students' work in relation to the level of the award and with reference to standards at other institutions. The External Examiner reports will be a key component in the monitoring and evaluation of quality and academic standards at Belmont College and they will be considered by all Belmont committees and commented on, and/or actioned as appropriate, by management, staff and students.

6. Complaints and Appeals Procedures

6.1 Complaints

Bellmont College's Complaints Policy details the procedures for any student or staff member wishing to raise a formal complaint, if informal approaches have not resulted in a satisfactory outcome. It includes a Stage 1 Complaint Procedure, for an initial complaint to be raised with the Head of Quality, and a Stage 2 Complaint Procedure, for any unresolved complaint to go to the Chief Executive Officer and Senior Management Team Committee.

In all cases, if the matter is not resolved after going through these formal stages, it can be taken to the [Office of the Independent Adjudicator](#). Complaints procedures will be outlined to students and staff during their Induction and will also be included in the training for Student Representatives. Copies of the Complaints Policy will be available on the intranet and also in hard copy at Reception.

6.2 Academic Integrity and Misconduct

Bellmont College will be firmly committed to promoting and supporting academic integrity and good academic conduct by students and staff. This will ensure that the academic standards of Belmont College are upheld. The College will also have a detailed Academic Integrity and Misconduct Policy that will be written in line with guidance from the [Quality Assurance Agency \(QAA\)](#), and expectations contained in the [QAA Quality Code for Higher Education](#), as well as in line with any secured partnership.

The purpose of the Academic Integrity and Misconduct Policy is to:

- Inform students and staff of Belmont College's expectations for academic integrity and the processes that will be used to deal with academic misconduct.
- Support Belmont College's teaching staff in promoting academic integrity by students.
- Provide information on support and resources for promoting academic integrity.

The Policy will contain information on promoting academic integrity, define the different types of academic misconduct and will specify the procedures for dealing with any suspected cases of academic misconduct. For full details see the Academic Integrity and Misconduct Policy which will be available on the Belmont intranet or in hard copy from reception shortly.

6.3 Academic Appeals

For any academic appeal related to its programmes Belmont College students will be entitled to lodge an academic appeal in cases when assessment processes are challenged.

Appeals against a decision made by an Awards Committee must be made on grounds such as:

- Procedural irregularities in the assessment process.
- Inadequate assessment, prejudice or bias on the part of the examiners, providing evidence exists to support the claims made.
- The student was adversely affected by illness, or other relevant factors, of which the Awards Committee was previously unaware, or, which for a good reason, the individual was unable to disclose to the examiners in advance.

7. Recruitment, Admissions and Induction

7.1 Recruitment, Marketing and Admissions Procedures

Bellmont College recognises that its success depends on its ability to appeal to a wide range of applicants and to give potential students equal opportunities, and appropriate support, for their studies. The College also recognises that candidates are likely to come from diverse educational backgrounds. Therefore, Belmont College is committed to ensuring that procedures and practices for marketing and recruitment encourage widening participation, as per the objectives of the Office for Students (OfS) and are both fair and inclusive and in line with [QAA Quality Code](#) expectations for recruitment, selection and admission to higher education (Chapter B2).

All marketing will comply with the requirements set by the [Competition and Markets Authority \(CMA\)](#) and all public information will be checked and signed off internally before release. Recruitment will be set as per the specific entry criteria set by the secured partnership for its programmes. Initial selection will be done by Belmont in terms of the checking of pre-entry qualifications and level of English language proficiency, where applicable. Belmont College also has a policy of interviewing all new students prior to a firm offer being made. This will enable us to make direct connections with the candidate and to discuss commitment and confirm intention to study and expectations.

Bellmont College recruitment and admissions procedures will adhere to the Equal Opportunities Act and all applicants will be considered individually, regardless of disability, ethnic origin, gender, religion, sexual orientation or any other characteristic. Belmont College will comply with all the standards set by the partnership (if there are any), in terms of recruitment, selection and admissions.

7.2 Accreditation of Prior Learning (APL) and Prior Experiential Learning (APEL)

Applicants who wish to apply for entry onto a programme via Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL), will be able to do so according to the guidance of the secured partnership. Further information will be detailed once a partnership is secured.

7.3 Student Induction/Welcome Week

Bellmont College will provide a detailed Induction/ Welcome Week for all new students. This will include an introduction to key information on the College and any partnership policies, procedures, regulations and expectations that will be of importance, as well as quality processes and procedures, information on student representation and engagement via Student Representatives. The induction week will also include ice breaker activities and a refresher session on academic skills. All the College management, teaching and student support team members will be involved. Representatives from the partnership counterpart might also be involved in this activity.

The Induction Programme will include:

- Tour of Belmont College building and facilities.
- Briefing on Belmont College management and committee structures and administrative services functions.
- Explanations regarding qualifications, registrations, regulations and assessments.
- Introduction to quality and enhancement processes and procedures.
- Introduction to Integrated Learner Support, the Student Support team and Personal Tutor system.
- Health and Safety briefing.
- Clarification on the safe use of computers/internet and other resources.
- Information on the library, online library / student portal provided by the College and the University.
- Introduction to the Student Handbook, Programme handbook and Policy documents and how to access them.
- Introduction to the complaint and appeal procedures.
- Explanation of fees and any other financial obligations, with particular reference to the partnership rules and regulations on this.
- Information about student representation and Student Representatives and the importance of the student voice at Belmont College.

8. Student Representation and Student Support

Bellmont College will place great importance on engaging, listening and responding to the student voice. Student engagement with quality and enhancement processes and procedures will occur both informally - via conversations or group discussions with Personal Tutors, Module Leaders and other staff - and also formally via their elected Student Representatives, their Student Staff Committee (SSC), their representation on other Belmont Committees and also via feedback mechanisms, such as the end of module feedback forms, as outlined below.

8.1 Student Representatives

Those individual students who are representing other students at Belmont College are known as 'Student Representatives', in line with many other UK Student Unions and HE Institutions.

Two Student Representatives will be elected for each programme by their fellow students and the chosen advocates then choose two Lead Student Representatives to Chair the Student Staff Committee (SSC) and to represent students on other College Committees.

The College will provide the Student Representatives with training at the start of each term; this includes training on the role and function of Student Representatives as well as information on quality and enhancement processes and procedures.

It will be the Student Representative role to run and lead the Student Staff Committee (SSC) and determine their own agenda for it. The committee mandate will be to consider any issues that directly impact on the student experience, such as recruitment, admissions, teaching, assessment, feedback, resources, facilities, etc, as well as any relevant local, or national, student issues. The Representatives will be able to raise any issues of concern, or any good practice, contributed by members of the student body. The SSC will also receive and comment on the External Examiner, Annual Review and annual Partnership Reports. The Committee will contribute views on enhancement and opportunities for the college.

Student Representatives will also serve on the QSC and LTC and will have an important role in implementing, and providing feedback on, the end of module evaluations (see next section).

8.2 Student Evaluations

The main method that will be used for obtaining student feedback, other than via the Student Representatives and the SSC, will be the End of Module Evaluation Form. This will be issued to the students electronically and completed at the end of each module. To support engagement with this process, the Student Representatives will be asked to take responsibility for administering it and for facilitating discussions of the evaluations amongst their student group. Key points will then be noted and fed back via the SSC and appropriate actions for follow-up will be determined and recorded. The other Belmont Committees will also consider the collated results from these End of Module Evaluations so as to facilitate and implement resources and support to enhance the services at the College.

8.3 Student Support and Guidance

Bellmont College has implemented a Learner Support (LS) model that offers direct, friendly, professional and confidential advice and support on site via members of the Belmont Student Support Team. The aim of the college is to deliver a 'super supportive' student experience by ensuring that all students are aware of, and able to access, the full range of support services at Belmont.

8.4 Learner Support Model (LS)

The **Learner Support (LS)** model will have the following four aspects:

- Professional Support
- Specialist Support
- Programme Focused Academic Support
- Programme Focused Professional and Academic Support

Student support will be delivered by the Belmont Student Support Team. This will be led by the Head of Academic and Pastoral Support and will also comprise the Head of Quality, the Heads of Academic Programmes, the Personal Tutors and the Head of IT. Responsibilities will be divided according to the four aspects of the Learner Support Model.

8.4.1. Centralised Professional Support

The Belmont College Student Support Team (SST) will provide general advice on student's programme choice, deferrals, extensions, extenuating circumstances, rules and regulations, policies, monitoring, liaison, Belmont policies, Belmont facilities and resources. The first port of call for students will be of the Head of Academic and Pastoral Support who will either answer queries and provide support and guidance directly, or else refer on to another member of the team or specialist help, as appropriate. The **Bellmont Student Handbook** contains full contact details for all of these support individuals and services.

8.4.2. Specialist Support

Bellmont will be committed to equality and to supporting students from disadvantaged backgrounds, or with disabilities or learning differences, to achieve their full potential. Students requiring specialist support can access the following specialist support and guidance:

(i) Lifestyle support

Confidential lifestyle-related support e.g. about accommodation or financial matters, wellbeing advice and guidance, and/or counselling support is provided by the Head of Student and Academic Support.

(ii) Disability support

Confidential support regarding physical or sensory impairments, disabilities or specific medical conditions and needs is provided by the Head of Academic and Pastoral Support. One Belmont College tutor is also a specialist Dyslexia support advisor.

(iv) Mental health support

The College will support members of its staff to train as Mental Health First Aiders.

The **Bellmont Student Handbook** contains full details on how to contact the above by email or phone to arrange online, phone or face-to-face support.

8.4.3. Programme Focused Academic Support

The Head of Academic Programmes will oversee Programme Focused Academic Support, which will be delivered via the Belmont Module Leaders, Tutors and Personal Tutors. Any programme or module queries, or enquiries about module content, teaching, delivery schedules or assessments that arise, will be dealt with in the first instance by the relevant Module Leader. If the query remains unresolved then the Head of Academic Programmes, or the Head of Academic and Pastoral Support, can be contacted for additional support. Any issues concerning academic quality and standards will be directed to the Head of Quality.

All students will complete an Individual Learning Programme (ILP) at the start of their programme, which will enable them to identify their learning goals as well as strengths and any areas for additional support. These will be reviewed and discussed with their Personal Tutor (see below) on a termly basis, and additional support from other members of the SST will be arranged and given if needed.

The **Bellmont Student Handbook** contains full contact details for all of these support individuals and services.

8.4.4. Programme Focused Professional and Academic Support

(i) Study skills support

Bellmont will provide an extensive Study Skills and Employability Support Programme for students that begins during the Induction/Welcome Week. This will run on a weekly basis during the first term, and then will continue on a regular basis, supplemented by individual support as needed, during subsequent terms. Study Skills sessions in the first term, will be led by the Head of Academic and Pastoral Support and will include academic writing, academic integrity, referencing and presentation skills. The sessions will be live but will also be recorded for students to have access to at any time.

(ii) Employability support

Employability skills sessions will be organised by the Head of Academic and Pastoral Support. These sessions will include: CV writing, applications and interview skills. The sessions will be live and also recorded so that they are available for playback at any time. The Employability Sessions will be enhanced by Master Classes/Workshops by visiting industry professionals organised by the Student Support Team and coordinated by the Head of Student and Academic Support.

(iii) Digital skills support

Digital skills training and additional technical/ IT support will be provided by the Head of IT and incorporated into the study skills sessions.

(iv) Library support

Library support at Belmont will be provided by the Head of Academic and Pastoral Support as well as the Module Leaders, Tutors and Personal Tutors.

The **Bellmont Student Handbook** will contain full contact details for all of the above support individuals and services.

8.5 Personal Tutors

At the Induction/Welcome Week all students will be assigned a Personal Tutor, from amongst the Module Leaders and Tutors, who will be their personal academic tutor for the duration of their study at Belmont. The Personal Tutor and student will normally meet together once a term, but can meet more often if required, to discuss the student's progress and any issues arising. At Belmont College we recognise that students sometimes run into difficulties which can affect their ability to engage fully with their studies. If students are experiencing any such difficulties, they will be encouraged to talk them through with either their Personal Tutor, or the Head of Academic and Pastoral Support, who may be able to arrange additional support, or assist with completing mitigating circumstances or applying for an extension, as appropriate.

Personal Tutors at Belmont College will be responsible for:

- Encouraging students to take responsibility for their own learning.
- Reviewing the student's Individual Learning Plan (ILP) on a termly basis.
- Providing personal and pastoral support in respect of academic matters.
- Identifying academic and non-academic issues that may have a negative impact on students' achievement and signposting their tutees to relevant specialist help.
- Discussing career aspirations in relation to the programme.
- Facilitating communication between tutors and students.

Tutorial sessions will be delivered by Personal Tutors either on a 1:1 basis or in small groups. They will design the sessions to actively play a key role in motivating learners to maximise their potential and achieve success.

The main objectives of tutorials delivered at the College will be to:

- Support student progression.
- Offer guidance to the student on their course assessment tasks.
- Provide students with opportunities to discuss issues either as a member of a small group or on a one-to-one basis.
- Give individual attention and guidance for each student on their learning.
- Develop students' confidence.
- Support students in setting personal and academic targets.
- Contribute to students' employability skills development and provide career guidance.
- Provide opportunities to discuss progress to further study, training or employment.

8.6 Support for Students with Disabilities

Bellmont College will welcome students with disabilities and specific learning difficulties and will be committed to the continuing development of an 'enabling environment' and a non-discriminatory culture within the Belmont College community.

The College recognises its responsibility under the Equality Act 2010 to ensure that students, or potential students with a disability, are not discriminated against. The College also acknowledges the importance of making reasonable adjustments to ensure that disabled students are not placed at a disadvantage in comparison to others in respect of admissions procedures, the provision of student services and their academic learning. What amounts to a reasonable adjustment will vary according to the type of service being provided, the extent to which it is practicable to implement and the relevant interests of others.

The College's **Disability Policy** will detail this approach and as outlined above, the Head of Academic and Pastoral Support and other members of the SST will provide specialist support and assistance to students with disabilities or refer them on to appropriate services.

8.7 Mental Health Support for Students

There is growing awareness about the importance of supporting students' mental health in higher education. At Induction/Welcome Week students will be encouraged to prioritise their mental health and will be given links to a host of mental health support organisations such as Student Minds, Heads Together and the Samaritans.

Periodic well-being sessions including tips for promoting good mental health, such as mindfulness training and apps for relaxation and stress or anxiety management will also be provided. The College will also encourage staff to undertake MHFA training.

8.8 Employability

Bellmont College will be committed to providing support aimed at improving student prospects for employability. As outlined above, the Head of Academic and Pastoral Support will provide employability skills sessions, which will cover CV writing, applications and interview skills. The College will also arrange periodic Master Classes or Workshops by visiting industry professionals, organised by the Student Support Team and coordinated by the Head of Academic and Pastoral Support.

9. Learning and Teaching Strategy

9.1. Active Blended Learning

Bellmont College will follow an Active Blended Learning (ABL) approach that involves student-centric learning. Rather than just listening to lectures, taking notes and reading, this learning approach aims to actively engage students in their own learning through meaningful activities such as discussions, debates, team-based learning, application exercises, problem-based learning, case studies, projects and so on.

The blended learning approach involves multiple modes of delivery, that is a combination of class-based and online, technology-assisted learning, preparation or extension activities and independent study. Teaching will be practical and collaborative and clearly linked to learning activities outside of the taught session. Contact time on programmes may involve seminars, workshops, small or large group sessions, lectures, e-activities, group or one-to-one tutorials or off-site activities.

This approach to learning will support not only the development of subject knowledge and understanding but also independent learning and digital proficiency. It is specifically designed to develop autonomy and employability skills.

9.2 Virtual Learning Environment

Bellmont College will use a Moodle Virtual Learning Environment (VLE). The VLE will be home to timetables, College policies, Committee Minutes, learning resources, Student Representatives information, news, announcements and so on.

9.3 Peer and Collaborative Observation of Learning and Teaching

For Peer and Collaborative Observation of Learning and Teaching, Belmont College will adopt a supportive and collaborative form of peer observation for teaching staff. This method is designed to be mutually beneficial for both the person observing, and the tutor being observed.

The aim is to provide opportunities for staff to collaborate together in reflection, discussion and further development of their professional practice and to be able to share good practice and enhancement ideas across the teaching team. All teaching staff will participate in at least one session as an observer and one as an observer per year. New tutors will be given additional opportunities as needed or as wished.

The peer observation process will be used to:

- Promote a culture in which good teaching is valued.
- Enhance the quality of teaching by providing an effective framework for the identification and dissemination of good practice.
- Provide a supportive and constructive framework for teaching staff to monitor, reflect on and improve the quality of their teaching, from which both the observer and observer can benefit.
- Link to training and development opportunities when appropriate and play a role in shaping the programme of training and development activity offered at Belmont College.
- Feed into performance and development reviews, programme and module meetings and programme evaluations as appropriate.
- Contribute to the enhancement of learning and teaching at the College.

9.4 Supporting Student Learning

Bellmont College aims to recruit students from a wide range of backgrounds. We recognise that some students may be returning to higher education after a long gap in studies. Therefore, teaching staff will be encouraged to support learning by adopting the following basic guidelines:

- Present and illustrate content concisely and clearly.
- Define all technical terms and explain acronyms.
- Avoid jargon.
- Organise and structure content appropriate to the level of the programme.
- Begin each class session by motivating learners, outlining expectations and key objectives.
- Vary methods of presentations and teaching styles according to the Active Blended Learning approach.
- Moderate speed of presentation and clarity of delivery.
- Use audio visual aids when appropriate to the content.
- Observe and ask students for feedback in relation to understanding of content.
- Encourage discussion.
- Encourage questions.
- Encourage feedback.
- Use practical, real-life examples as much as possible.

10 Staff Recruitment, Induction, Development and Appraisal

10.1 Recruitment and Selection Of Staff

All teaching staff will be recruited and selected on the basis of appropriate qualifications and teaching experience. Staff should usually be qualified to the level at least equivalent to that at which they are teaching, that is:

- If teaching at Higher National Diploma or Foundation Degree or Honours Degree level, then the staff member should be qualified to at least Honours Degree level;
- If teaching at master's degree level then the staff member should be qualified to at least Master's Degree Level;
- If acting as a supervisor for research degree programmes, then the staff member should be educated to Doctorate level.

Bellmont College's policy for recruitment is to create clear job descriptions with roles and responsibilities and to short-list on the basis of electronic applications and then interview prospective candidates, either face-to-face or online, assessing them against job description criteria. Where possible, Student Advocates will also be involved in interviews for new teaching staff.

The recruitment aims are to:

- Appoint staff with appropriate qualifications, experience and skills, both technical and interpersonal, to meet the College's current and future needs.
- Ensure that all staff will meet the requirements.
- Ensure a fair, effective and transparent recruitment procedure that is consistent with employment legislation and the College's equal opportunities and equality and diversity policies.

- Develop and enhance the image of the College, both as an employer and as a quality provider of education.

10.2 Staff Induction

Bellmont College will offer an induction process for all new staff members covering the College's vision, mission and values, its facilities and resources, operational matters, policies and quality processes.

The Induction process will aim to make new staff feel welcome, valued and clear about their role(s) and responsibilities.

The Induction will be designed to enable new staff members to:

- Consolidate understanding of the duties and responsibilities of their role.
- Understand the expectations of them in the form of quality and standards, objectives and work portfolios, set with their line manager.
- Understand how their work performance will be monitored (including probation and appraisal processes).
- Outline available information and support, including key contacts and support services.
- Highlight areas where training and development may be available/appropriate.
- Know how to apply their skills and knowledge to perform their role successfully and meet probation requirements.

10.3 Staff Development

Bellmont College will be committed to Continuing Professional Development for all its staff. Staff Development sessions will be held termly and cover a range of topics from learning and teaching to mental health support. Participation will be part of the staff contract.

Academic staff will engage in Peer and Collaborative Observation of Learning and Teaching. Teaching staff will also be encouraged to apply for an appropriate grade of Fellowship with HE Advance and to undertake relevant training opportunities as well as participate in conferences and research activities, as applicable.

Professional and administration staff will be encouraged to follow relevant CPD in their area of skill or expertise.

10.4 Appraisal

Annual appraisals will be carried out by the Line Managers for all staff and by the Chief Executive Officer for the Heads of Departments. The Head of Quality will oversee the appraisal system to ensure that approaches and procedures are fit for purpose, fair and supportive. The appraisal will note good practice and will involve mutual setting of developmental targets in relation to college and individual staff member objectives.

10.5 Staff Grievance Policy

The Belmont College Staff Grievance Policy will outline a fair process for individual employees to obtain a speedy resolution to any problems relating to their employment. This may include concerns about work responsibilities, working conditions, working relationships, health and safety, new working practices, organisational change or equal opportunities. The policy will be intended to guarantee a working environment in which all employees feel comfortable and in which everyone is treated with respect and dignity, regardless of gender, sexual orientation, ethnic origin, religion or belief, age, disability or any other characteristic.

11 College-wide Policies, Procedures and Processes

11.1 Equal Opportunities

Bellmont College will be committed to equal opportunities, in terms of equal access and fair treatment, for all regardless of any protected characteristic, and is opposed to any form of racism, sexism or discrimination. The College's Equality, Diversity and Inclusion Policy will extend to all aspects of its operations including, teaching, administration, management and support.

Bellmont College will aim to provide a safe and supportive environment that accommodates the diverse needs of students and staff so that all can achieve their full potential. All staff and students will be expected to treat each other with respect and dignity at all times.

11.2 Health and Safety

The College will comply with all relevant Health and Safety legislation, is appropriately insured and has undertaken the appropriate Fire Risk and Safety Assessments. It has all the appropriate Fire Safety equipment installed, has a trained Fire Marshall on-site and will conduct a weekly Fire Alarm testing and periodic Fire Safety drills. It has First Aid equipment at the reception, has a qualified First Aider on-site and any accidents or injuries will be logged and reviewed at SMTC so that action to prevent any such further mishaps or injuries can be considered and resolved.

11.3 Public Information

Bellmont College aims to ensure that any Public Information on its educational provision or services is accurate, comprehensive and up to date. All Public Information will be reviewed, recorded and signed off by the CEO prior to publication. This refers to website materials, leaflets, documents, printed materials, broadcast material, or social media.

All public information will comply with the requirements set by the [Competition and Markets Authority \(CMA\)](#) and will be accurate, fair, reasonable and timely. Public information will be intended to:

- Provide internal, as well as external, stakeholders with accurate information about Belmont College's programmes, facilities, resources and services.
- Provide appropriate information for students and other stakeholders to enable them to make informed decisions about Belmont College.
- Enable clear and effective communication about, and within, the institution.
- Meet any applicable legal and regulatory obligations: for example, relating to copyright, data protection, or Office for Students' requirements.

The Public Information Policy applies to all Belmont College public information and covers printed, electronic or broadcast formats.

11.4 GDPR

All Belmont College handling and storage of data will be compliant with General Data Protection Regulation (GDPR) and will follow the key principles set out in the 2018 legislation of:

- Lawfulness, fairness and transparency
- Purpose limitation
- Data minimisation
- Accountability

- Storage limitation
- Integrity and confidentiality

Bellmont College Academic and Quality Enhancement Policy					
Version	Date	Author(s)	Amendments	Approved by	Next review
1	Mar 2023	EWW	New document	Advisory Board	October 2024
2	February 2024	EWW	Updated document	Advisory Board	October 2024

Document context	
This document relates to:	
Document/Policy	Date/version
Bellmont College Employee Handbook	February 2024 v2
Bellmont College Student Handbook	February 2024 v2
Bellmont College Academic Integrity and Misconduct Policy	February 2024 v2
Bellmont College Complaints Policy and Procedure	February 2024 v2
Bellmont College Recruitment Selection and Admissions Policy	February 2024 v2
Bellmont College Reasonable Adjustment and Special Considerations Policy	February 2024 v2
Bellmont College Equality, Diversity and Inclusion Policy	February 2024 v2
Bellmont College Whistleblowing and Public Concern Policy	February 2024 v2
Bellmont College Health and Safety Policy	February 2024 v2
Bellmont College GDPR and Retention Policy	February 2024 v2
QAA Quality Code for Higher Education	2019