



“Enabling Students to Accomplish their Academic Goal”

**Learning, Teaching and Assessment Strategy
2026-2030**

A strategic framework for inclusive, student-centred, high-quality learning, teaching and assessment

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1. Executive Summary

This Learning, Teaching and Assessment Strategy sets out Bellmont College's commitment to providing an outstanding, inclusive and student-centred educational experience that enables learners from diverse backgrounds to achieve their academic, professional and personal ambitions.

The Strategy provides the strategic direction for the period 2026-2030. It aligns learning, teaching, assessment, student support, employability, digital capability and quality enhancement around a shared educational vision. It also supports Bellmont College's commitment to widening participation, enhancing student success, developing employability and maintaining high academic standards across all programmes.

The Strategy is designed to be ambitious but practical. It translates Bellmont College's values into clear strategic objectives, identifies the actions required to deliver those objectives, and sets out indicators through which progress can be monitored. The focus is not only on what is taught, but on how students learn, how assessment supports development, how staff are supported to excel, and how evidence is used to improve outcomes year on year.

Strategic ambition

By 2030, Bellmont College will be recognised for inclusive, flexible and professionally relevant learning that supports diverse learners to succeed, progress and contribute positively to society.

2. Introduction and Strategic Context

This Learning, Teaching and Assessment Strategy sets out Bellmont College's commitment to providing an outstanding, inclusive and student-centred educational experience that enables learners from diverse backgrounds to achieve their academic, professional and personal ambitions.

The Strategy aligns with Bellmont College Vision, Mission and Values and supports Bellmont College's commitment to widening participation, enhancing student success, developing employability and maintaining high academic standards across all programmes. It reflects Bellmont College's ambition to provide quality-assured higher education and professional learning opportunities through innovative teaching, supportive learning environments and authentic assessment practices.

Bellmont College serves learners with varied educational, professional and personal backgrounds. This Strategy recognises that excellent learning and teaching requires inclusive design, strong academic and pastoral support, relevant assessment, transparent expectations, and timely use of data to identify where students require additional support.

The Strategy also recognises the changing landscape of higher education, including the growth of flexible and blended learning, the importance of graduate employability, the

development of digital capability, and the ethical use of Artificial Intelligence in learning and assessment. (*LTP1 Belmont College Learning, Teaching and Assessment Strategy; QGP1 Belmont College Quality Handbook; LTP2 Belmont College Assessment and External Examining Policy; LHU Learning, Teaching and Assessment Strategy; LHU Academic Regulations*)

3. Regulatory and Legal Framework

Framework / Requirement	Strategy alignment
Office for Students Conditions of Registration (B1, B2, B3, B4, C conditions and E2)	Academic experience; resources and support; student outcomes; assessment reliability; transparency; governance oversight.
UK Quality Code for Higher Education	Course design; learning and teaching; assessment; monitoring; review; continuous enhancement.
Liverpool Hope University partnership requirements	Partner academic regulations; assessment; student support; quality enhancement; approved delivery arrangements; oversight routes.
Bellmont College governance and quality framework	Board of Directors oversight; Academic Committee assurance; Quality Committee monitoring; Senior Management Committee operational delivery.
Equality, data protection, safeguarding, consumer protection and accessibility requirements	Inclusive practice; transparent information; appropriate support; secure systems; fair student-facing processes.

4. Purpose and Scope of the Strategy

The purpose of this Strategy is to provide a shared framework for improving the quality, consistency, inclusivity and impact of learning, teaching and assessment at Belmont College during 2026-2030.

THE STRATEGY GUIDES

- Curriculum planning and enhancement.
- Learning and teaching practice.
- Assessment design and assessment literacy.

- Student engagement, continuation, completion and progression.
- Digital learning development and use of educational technologies.
- Staff development, scholarship, peer learning and pedagogic innovation.
- Quality enhancement, monitoring and evidence-informed decision-making.

THE STRATEGY APPLIES TO

- All higher education and professional learning provision delivered by Belmont College.
- All academic staff, programme teams and professional support staff contributing to the student learning experience.
- All students engaged in Belmont College learning, teaching and assessment activities.
- Collaborative and partnership delivery arrangements where Belmont College contributes to the student academic experience.

This document is strategic in nature. It sets direction, priorities and intended outcomes. Detailed rules, requirements and operational procedures are set out in the relevant academic, assessment, student support, quality assurance and partnership documents. (*QGP1 Belmont College Quality Handbook; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; LTP2 Belmont College Assessment and External Examining Policy; LTP4 Belmont College Internal Verification Policy; LTP9 Belmont College Attendance, Retention and Submissions Policy; QGP5 Belmont College Student Representative Handbook; LHU Academic Regulations*)

5. Vision for Learning and Teaching

Belmont College seeks to create an educational environment where every student is empowered to:

- Achieve their academic and personal goals.
- Develop confidence and independence.
- Enhance professional and employability skills.
- Contribute positively to their communities and society.
- Become lifelong learners capable of adapting to changing professional environments.

This reflects the Belmont College Vision of enabling students to accomplish their academic and personal goals while preparing them to make a positive contribution to society.

In practice, this vision means that learning and teaching is purposeful, accessible, engaging and professionally relevant. Students understand what they are learning, why it matters, how it connects to their future goals, and how they can improve through feedback, reflection and support.

6. Belmont College Learning and Teaching Values

The Learning, Teaching and Assessment Strategy is underpinned by the Belmont College Values Framework:

Value	Strategic meaning for learning, teaching and assessment
B - Belonging and Believing	Students experience an inclusive environment where they feel respected, valued and supported. Learning communities will be developed through accessible teaching, constructive relationships, respectful dialogue and a shared belief in student potential.
E - Equality and Empowerment	Teaching practices promote equality of opportunity and empower students to achieve their full potential. Barriers to participation, engagement and achievement will be identified and addressed through inclusive curriculum and support design.
L - Learning Approach: Student-Centred	Learning activities are designed around student engagement, participation and achievement. Students will be active participants in their learning rather than passive recipients of information.
L - Loyalty	Bellmont College fosters mutual commitment, respect and responsibility between students and staff. This includes shared responsibility for attendance, preparation, academic integrity, feedback and engagement.
M - Measurement of Learning	Assessment is fair, transparent, reliable and focused on student development. Evidence from assessment, feedback and outcomes will be used to improve learning and teaching.
O - Ownership	Students are encouraged to take responsibility for their learning and professional growth. Staff support students to develop independence, self-reflection and academic confidence.
N - Nurturing	Bellmont College provides academic, pastoral and professional support throughout the student journey, with particular attention to transition, progression and timely intervention.
T - Talent, Tenacity and Thinking Creatively	Learning experiences develop creativity, resilience, innovation and professional confidence. Students are encouraged to solve problems, take initiative and apply learning to real-world contexts.

7. Strategic Objectives 2026-2030

The following strategic objectives translate Belmont College's learning, teaching and assessment vision into practical areas of action. Each objective includes the original strategic commitment, expanded delivery expectations and success indicators to support annual monitoring.

Strategic Objective 1: Deliver Student-Centred Learning

Bellmont College provides engaging, inclusive and active learning experiences that place students at the centre of curriculum design and delivery.

THIS IS ACHIEVED THROUGH

- Active and collaborative learning approaches.
- Small-group engagement where appropriate.
- Personal tutoring and academic guidance.
- Clear learning outcomes and expectations.
- Regular opportunities for reflection and feedback.

EXPANDED STRATEGIC DELIVERY

- Develop learning activities that require students to apply knowledge, discuss ideas, solve problems and reflect on progress.
- Embed early opportunities for students to understand academic expectations, assessment standards and support routes.
- Promote consistent expectations for attendance, preparation, engagement and independent learning.
- Use student feedback and engagement data to refine teaching approaches and learning resources.

SUCCESS INDICATORS

- Improved student satisfaction.
- Increased engagement and attendance.
- Improved continuation and completion rates.
- Improved student confidence in understanding learning expectations and assessment requirements.

Strategic Objective 2: Promote Inclusive Education and Widening Participation

Bellmont College serves a diverse student population and remains committed to reducing barriers to higher education and achievement.

THIS IS ACHIEVED THROUGH

- Inclusive curriculum design.
- Accessible learning materials.
- Flexible delivery models.

- Equality and diversity training for staff.
- Early intervention and learner support mechanisms.

EXPANDED STRATEGIC DELIVERY

- Continue supporting students from underrepresented and non-traditional educational backgrounds in line with Belmont College widening participation mission.
- Review curricula and learning materials to ensure they are accessible, representative and supportive of diverse learning needs.
- Use learner analytics and professional judgement to identify students who may benefit from additional academic or pastoral support.
- Develop staff confidence in inclusive pedagogy, accessibility and culturally responsive learning environments.

SUCCESS INDICATORS

- Reduction in differential outcomes between student groups where gaps are identified.
- Improved engagement with support services and study skills provision.
- Positive student feedback on belonging, inclusion and accessibility.
- Evidence of inclusive curriculum enhancement in annual monitoring and programme review.

Strategic Objective 3: Enhance Flexible and Blended Learning

Bellmont College recognises the changing needs of modern learners and continues to develop flexible approaches to learning.

THIS IS ACHIEVED THROUGH

- Face-to-face delivery.
- Weekend teaching.
- Evening provision where appropriate.
- Blended learning.
- Technology-enhanced learning environments.
- Online learning resources.

EXPANDED STRATEGIC DELIVERY

- Ensure consistency of quality and academic standards regardless of mode of delivery.
- Design blended learning so that online and face-to-face activities complement each other and support clear learning outcomes.
- Provide students with timely access to learning resources, assessment guidance and digital platforms.

- Evaluate flexible delivery models through student feedback, attendance, achievement and progression evidence.

SUCCESS INDICATORS

- Improved student satisfaction with flexibility and access to learning resources.
- Consistent outcomes across delivery modes where comparable data are available.
- Increased effective use of the virtual learning environment and digital learning materials.
- Evidence that flexible provision supports continuation and completion.

Strategic Objective 4: Strengthen Employability and Professional Practice

Bellmont College programmes are designed to develop practical knowledge, professional capability and career readiness.

THIS IS ACHIEVED THROUGH

- Industry-relevant curriculum design.
- Real-world case studies.
- Professional projects and presentations.
- Entrepreneurship and innovation activities.
- Career planning and employability support.

EXPANDED STRATEGIC DELIVERY

- Align learning activities with Belmont College's focus on Business Management, Entrepreneurship, Professional Development and Career Progression.
- Increase opportunities for students to apply knowledge to realistic organisational, community and professional challenges.
- Embed communication, leadership, teamwork, digital fluency and problem-solving skills across the curriculum.
- Strengthen links between academic learning, career planning, entrepreneurship and graduate progression.

SUCCESS INDICATORS

- Improved student confidence in career readiness and professional skills.
- Increased use of employability support and career planning activities.
- Enhanced graduate progression evidence where available.
- Positive feedback from students, staff and partners on the professional relevance of provision.

Strategic Objective 5: Develop Authentic Assessment

Assessment is designed to support learning while measuring achievement effectively.

THIS IS ACHIEVED THROUGH

- Use authentic and applied assessments.
- Promote assessment for learning.
- Provide timely and developmental feedback.
- Ensure fairness and transparency.
- Support assessment literacy among students.

EXPANDED STRATEGIC DELIVERY

- Use assessment methods such as reports, presentations, business projects, reflective portfolios, case-study analysis and professional practice activities.
- Ensure assessment tasks are aligned with learning outcomes and reflect the level of study.
- Provide students with clear assessment briefs, marking criteria and opportunities to understand standards before submission.
- Use feedback as a developmental tool, helping students identify strengths, areas for improvement and next steps.

SUCCESS INDICATORS

- Improved student understanding of assessment criteria and expectations.
- Improved student satisfaction with feedback usefulness and timeliness.
- Evidence of assessment enhancement through moderation, external feedback and student voice.
- Reduced avoidable academic integrity issues through improved assessment literacy and support.

Strategic Objective 6: Enhance Student Success and Outcomes

Bellmont College continues to strengthen student achievement, progression and graduate outcomes.

THIS IS ACHIEVED THROUGH

- Monitoring engagement and attendance.
- Personal tutor support.
- Study skills development.
- Academic writing support.
- Digital skills support.
- Employability guidance.

EXPANDED STRATEGIC DELIVERY

- Use student outcome data to inform enhancement activities and support regulatory expectations.

- Implement timely interventions where students show signs of disengagement or academic difficulty.
- Promote coherent support at key points in the student journey, including induction, transition between levels, assessment points and progression planning.
- Use evidence from continuation, completion, assessment and feedback data to target improvement activity.

SUCCESS INDICATORS

- Improved continuation and completion rates.
- Improved progression between levels and into further study or employment where data are available.
- Improved engagement with personal tutoring and academic support.
- Clear action plans in response to outcome data and identified risks.

Strategic Objective 7: Develop Digital Capability

Students and staff develop the digital competencies required for academic and professional success.

THIS IS ACHIEVED THROUGH

- Effective use of virtual learning environments.
- Digital communication skills.
- Information literacy.
- Ethical use of Artificial Intelligence.
- Digital collaboration and project working.

EXPANDED STRATEGIC DELIVERY

- Support staff to design engaging digital learning resources and activities.
- Support students to use digital platforms confidently, responsibly and effectively.
- Promote ethical, transparent and academically responsible use of Artificial Intelligence in learning and assessment.
- Develop digital collaboration, information literacy and communication skills aligned with professional expectations.

SUCCESS INDICATORS

- Improved confidence among students and staff in using digital learning tools.
- Greater consistency in the quality and accessibility of virtual learning environment materials.
- Evidence of guidance and support for ethical AI use.
- Improved student feedback on digital resources and digital learning support.

Strategic Objective 8: Foster a Culture of Quality Enhancement

Bellmont College maintains a culture of continuous improvement in learning, teaching and assessment.

THIS IS ACHIEVED THROUGH

- Student feedback mechanisms.
- Student Staff Liaison Committees.
- Learning and Teaching Committee oversight.
- External examiner feedback.
- Annual monitoring and review processes.
- Peer observation and sharing of good practice.

EXPANDED STRATEGIC DELIVERY

- Use feedback and evidence to identify strengths, risks and opportunities for enhancement.
- Close the feedback loop by showing students how their feedback has informed changes.
- Share effective practice across programmes and teaching teams.
- Ensure external examiner feedback and annual monitoring outcomes inform action planning.

SUCCESS INDICATORS

- Clear evidence of enhancement actions and impact through annual monitoring.
- Improved student satisfaction with feedback mechanisms and responsiveness.
- Increased participation in peer observation and sharing of practice.
- Effective oversight by relevant committees with actions tracked to completion.

Strategic Objective 9: Support Staff Excellence

The quality of the student experience depends on highly skilled and committed staff.

THIS IS ACHIEVED THROUGH

- Continuous professional development.
- Scholarship and pedagogic innovation.
- Digital teaching capability.
- Peer mentoring and observation.
- Professional recognition and advancement.

EXPANDED STRATEGIC DELIVERY

- Invest in staff development that supports inclusive teaching, assessment design, digital capability, feedback practice and student engagement.
- Encourage staff to engage with scholarship, professional development and reflective practice.

- Promote peer mentoring and constructive observation as developmental activities.
- Recognise and celebrate teaching excellence, innovation and contribution to student success.

SUCCESS INDICATORS

- Increased staff engagement with professional development.
- Evidence of teaching enhancement arising from peer observation and staff development.
- Improved staff confidence in inclusive, digital and assessment practice.
- Recognition of good practice through internal and external quality enhancement processes.

8. Belmont College Graduate Attributes

The Strategy supports the development of Belmont College graduates who are academically capable, professionally confident, digitally fluent, socially responsible and prepared for lifelong learning.

Graduate attribute	Expected student development
Academic Capability	Critical thinking, research and problem-solving skills.
Professionalism	Ethical conduct, responsibility and accountability.
Employability	Career readiness, leadership and workplace effectiveness.
Digital Fluency	Confidence in digital technologies and communication.
Entrepreneurship and Innovation	Creative thinking, initiative and enterprise.
Global and Community Awareness	Respect for diversity and commitment to positive social contribution.
Resilience and Lifelong Learning	Adaptability, self-reflection and continuous development.

These attributes are made visible through curriculum design, teaching practice, assessment tasks, feedback, personal tutoring, employability activity and student reflection. Programme teams consider how students are introduced to, develop and evidence these attributes over the course of their studies.

9. Strategic Priorities 2026-2030

The following priorities guide institutional planning, resource allocation, programme enhancement and annual review activity during the strategic period:

1. Improve student continuation and completion rates.

2. Strengthen graduate employability and progression.
3. Expand flexible and blended learning provision.
4. Enhance inclusive curriculum and assessment design.
5. Develop digital learning capability across Belmont College.
6. Strengthen student voice and partnership working.
7. Maintain robust quality assurance and enhancement processes.
8. Support staff development and teaching excellence.
9. Expand university and industry partnerships.
10. Continue delivering transformational educational opportunities for diverse learners.

These priorities are embedded within annual operational planning and monitored through committee reporting, annual monitoring, student feedback, student outcomes and staff development activity.

10. Implementation and Delivery Approach

Delivery of this Strategy requires coordinated action across academic leadership, programme teams, professional support services, committees, students and partners. The Strategy is implemented through annual action plans aligned to the nine strategic objectives and the ten strategic priorities for 2026-2030.

IMPLEMENTATION PRINCIPLES

- Evidence-informed: decisions are guided by student outcomes, feedback, engagement data and quality assurance evidence.
- Inclusive by design: changes to curriculum, teaching and assessment consider diverse student needs from the outset.
- Student partnership: students are involved in feedback, representation and enhancement activities.
- Collaborative delivery: academic and professional support staff work together to support the whole student journey.
- Continuous enhancement: progress is reviewed regularly, with actions adapted as evidence and student needs change.

ANNUAL DELIVERY CYCLE

Stage	Activity
Plan	Set annual learning, teaching and assessment priorities aligned to this Strategy, student outcomes and programme review evidence.
Deliver	Implement curriculum, teaching, assessment, digital, employability and support enhancements through programme teams and services.

Review	Evaluate impact using student feedback, engagement, assessment outcomes, continuation, completion, external feedback and staff reflection.
Enhance	Agree actions, share effective practice and update delivery plans for the next cycle.

11. Measuring Success

Success is measured through a balanced set of indicators. No single measure provides a complete picture; therefore, Belmont College uses quantitative data, qualitative feedback, committee reporting, external feedback and professional judgement to evaluate progress. (*QGP1 Belmont College Quality Handbook; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; LTP1 Belmont College Learning, Teaching and Assessment Strategy*)

Area of success	Indicative evidence
Student engagement	Attendance, participation, virtual learning environment engagement, personal tutor engagement and use of academic support.
Student satisfaction	Module feedback, programme feedback, student voice activity and wider student experience evidence.
Student success	Continuation, completion, progression, achievement and award outcomes where applicable.
Assessment and feedback	Student understanding of assessment, feedback timeliness and usefulness, moderation outcomes and external feedback.
Inclusion and widening participation	Engagement and outcomes for different student groups, accessibility of learning resources and evidence of inclusive curriculum enhancement.
Employability and progression	Career readiness, professional skills development, employability engagement and graduate progression evidence where available.
Digital capability	Quality and consistency of digital learning resources, staff and student confidence, and ethical use of AI guidance.
Staff excellence	Professional development engagement, peer observation, sharing of good practice and pedagogic innovation.
Quality enhancement	Annual monitoring outcomes, external examiner feedback, committee action tracking and evidence of completed enhancement activity.

Targets and benchmarks are reviewed annually and set in line with available data, student profile, programme context, partnership arrangements and regulatory expectations.

12. Governance, Review and Enhancement

Strategic oversight is provided through Belmont College’s governance and committee structures. The Board of Directors retains ultimate governance oversight. Academic assurance is routed through the Academic Committee and Quality Committee, while operational delivery is monitored through the Senior Management Committee. The Learning and Teaching Committee supports annual review of learning, teaching and assessment enhancement activity, with relevant matters escalated through the governance routes defined in the Belmont College Quality Handbook. (*QGP1 Belmont College Quality Handbook; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; LTP1 Belmont College Learning, Teaching and Assessment Strategy*)

GOVERNANCE RESPONSIBILITIES

Governance Body / committee	Learning, teaching and assessment governance responsibility
Board of Directors	Retains ultimate governance oversight of academic quality, standards, student outcomes, regulatory compliance, risk, financial sustainability and institutional performance.
Academic Committee	Acts as the academic authority and provides oversight of academic quality, standards, learning, teaching, assessment and student outcomes. Receives assurance from the Quality Committee and reports to the Board of Directors.
Audit & Risk Committee	Advises the Board of Directors on audit, internal control, risk management, financial sustainability, regulatory compliance and assurance over relevant Office for Students requirements.
Senior Management Committee	Provides operational oversight of planning, resourcing, delivery, implementation, compliance, risk and management reporting for learning, teaching and assessment activity.
Quality Committee	Monitors academic quality assurance, quality enhancement, student outcomes, assessment standards and academic quality risks, escalating matters to the Academic Committee and Senior Management Committee as required.

Learning and Teaching Committee	Reviews learning, teaching, assessment, engagement, enhancement activity, staff development and effective practice, and reports relevant matters through academic governance routes.
Student Staff Committee	Enables student voice, feedback and representation to inform learning, teaching, assessment and enhancement priorities.

Roles and Responsibilities

Role	Responsibilities
CEO	Holds executive accountability for implementing Board-approved strategy, institutional leadership, regulatory compliance, financial sustainability, quality assurance and successful student outcomes.
Head of Quality & Operations	Leads and coordinates the quality assurance framework, regulatory monitoring, awarding partner requirements and committee reporting routes.
Head of Academic Programmes	Provides academic leadership for programme quality, standards, learning, teaching, assessment, student support and student outcomes.
Head of Professional Services	Oversees student-facing professional services across recruitment, admissions, registry, student support, engagement monitoring and outcomes support.
Head of IT & Human Resources	Maintains secure and reliable digital systems, staff recruitment, staff development and employment practices that support teaching, learning and regulatory reporting.
Programme Coordinator	Coordinates programme-level delivery, academic support, assessment arrangements, engagement monitoring and enhancement activity.
Module Tutors	Deliver teaching, learning and assessment aligned to learning outcomes, provide feedback, monitor academic engagement and contribute to moderation and review.

Role	Responsibilities
Academic Skills Tutor and Academic Support Tutors	Provide academic skills development, personal tutoring, engagement support, timely interventions and signposting to relevant services.
Students and student representatives	Engage with learning, assessment, feedback, representation and enhancement opportunities, contributing to the student voice and continuous improvement.

REVIEW ARRANGEMENTS

- The Strategy is reviewed annually against agreed action plans and success indicators.
- Progress is informed by student feedback, outcome data, external examiner feedback, annual monitoring and committee reports.
- Priority actions are refreshed each academic year to reflect emerging evidence, risks and opportunities.
- A full strategic refresh will be undertaken before the end of the 2026-2030 strategic period.

13. Strategic Risks and Dependencies

The successful delivery of this Strategy depends on effective leadership, staff engagement, student participation, data-informed planning, appropriate resourcing and strong partnership working. Strategic risks are reviewed through existing planning and quality assurance processes. *(BCP2 Belmont College Risk Management Policy; QGP1 Belmont College Quality Handbook; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)*

Risk area	Potential issue	Strategic response
Student engagement risk	Students may face barriers to attendance, participation or progression.	Early intervention, personal tutoring, flexible support and engagement monitoring.
Digital capability risk	Students or staff may require additional support to use digital learning tools effectively.	Targeted training, consistent VLE expectations and clear digital guidance.
Assessment literacy risk	Students may not fully understand assessment expectations or feedback.	Clear briefs, marking criteria, assessment workshops, exemplars and feedback development.

Inclusion risk	Different student groups may experience different levels of success.	Inclusive curriculum review, accessible materials and monitoring of differential outcomes.
Employability risk	Students may need stronger links between study and career planning.	Embedding professional practice, projects, career support and employer engagement.
Implementation risk	Strategic priorities may not translate into consistent local action.	Annual delivery plans, committee monitoring and clear ownership of actions.

Appendix A: Strategy Delivery Roadmap

The roadmap below provides an indicative delivery framework for 2026-2030. The roadmap is reviewed annually and adjusted in response to evidence, student needs, partnership developments and regulatory expectations.

Phase	Indicative focus
2026: Establish and align	Confirm annual action plans; communicate the Strategy; map current practice against objectives; strengthen baseline data; prioritise quick-win enhancements.
2027: Embed and develop	Embed inclusive curriculum and assessment practice; expand digital learning support; strengthen student voice and personal tutoring activity.
2028: Enhance and scale	Scale effective practice across programmes; deepen employability and professional practice opportunities; evaluate flexible and blended learning impact.
2029: Evidence and impact	Use multi-year evidence to evaluate progress; address remaining gaps in outcomes; strengthen externality, partnerships and staff development impact.
2030: Review and refresh	Complete strategic evaluation; report achievements and areas for further development; prepare the next Learning, Teaching and Assessment Strategy.

Appendix B: Objective and Success Measures Matrix

This matrix summarises the relationship between the strategic objectives and the evidence that may be used to evaluate progress.

No.	Strategic objective	Core success measures
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1	Deliver Student-Centred Learning	Improved student satisfaction.; Increased engagement and attendance.; Improved continuation and completion rates.
2	Promote Inclusive Education and Widening Participation	Reduction in differential outcomes between student groups where gaps are identified.; Improved engagement with support services and study skills provision.; Positive student feedback on belonging, inclusion and accessibility.
3	Enhance Flexible and Blended Learning	Improved student satisfaction with flexibility and access to learning resources.; Consistent outcomes across delivery modes where comparable data are available.; Increased effective use of the virtual learning environment and digital learning materials.
4	Strengthen Employability and Professional Practice	Improved student confidence in career readiness and professional skills.; Increased use of employability support and career planning activities.; Enhanced graduate progression evidence where available.
5	Develop Authentic Assessment	Improved student understanding of assessment criteria and expectations.; Improved student satisfaction with feedback usefulness and timeliness.; Evidence of assessment enhancement through moderation, external feedback and student voice.
6	Enhance Student Success and Outcomes	Improved continuation and completion rates.; Improved progression between levels and into further study or employment where data are available.; Improved engagement with personal tutoring and academic support.
7	Develop Digital Capability	Improved confidence among students and staff in using digital learning tools.; Greater consistency in the quality and accessibility of virtual learning environment materials.; Evidence of guidance and support for ethical AI use.
8	Foster a Culture of Quality Enhancement	Clear evidence of enhancement actions and impact through annual monitoring.; Improved student satisfaction with feedback mechanisms and responsiveness.; Increased participation in peer observation and sharing of practice.
9	Support Staff Excellence	Increased staff engagement with professional development.; Evidence of teaching enhancement arising from peer observation and staff development.;

		Improved staff confidence in inclusive, digital and assessment practice.
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Appendix C: Strategy Integrity Statement

This document has been prepared as a strategy document. It preserves the core content of the Belmont College Learning, Teaching and Assessment Strategy and expands it with strategic context, delivery expectations, success indicators, implementation arrangements and review mechanisms.

It does not replace detailed academic policies or operational procedures. Where specific rules, student entitlements, formal procedures or regulatory requirements apply, these continue to be addressed through the relevant approved Belmont College or partner documents. *(QGP1 Belmont College Quality Handbook; LTP2 Belmont College Assessment and External Examining Policy; LHU Academic Regulations)*