



“Enabling Students to Accomplish their Academic Goal”

Student Partnership Agreement & Declaration of Authenticity

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1. Introduction

Bellmont College is committed to developing a respectful, supportive and academically honest learning community in which students and staff work together to enable students to accomplish their academic goals. This Student Partnership Agreement and Declaration of Authenticity explains the shared commitments between Belmont College and its students, including the standards of behaviour, engagement, academic integrity and authenticity expected throughout the student journey.

The agreement is not intended to replace the formal student contract, academic regulations, awarding body regulations or Belmont College policies. It is a practical and accessible statement of partnership which supports those documents by setting out what students can expect from Belmont College and what Belmont College expects from students. It also includes the Declaration of Authenticity process, which helps protect academic standards by confirming that assessment evidence submitted by students is their own work and that sources, collaboration, third-party support and generative artificial intelligence are used appropriately.

Bellmont College currently delivers higher education provision in collaboration with Liverpool Hope University. Students may receive teaching, local academic support and student services from Belmont College while the award, academic regulations, student contract, assessment regulations and elements of academic oversight may be governed through Liverpool Hope University arrangements, depending on the programme and partnership framework. Belmont College is also seeking Office for Students approval for its own funding arrangements and future institutional development. These developments may affect future processes, responsibilities, contracts or funding arrangements, but Belmont College manages any transition transparently and continues to protect student interests, academic standards and continuity of study.

The policy has therefore been written to operate within the current Liverpool Hope University partnership and to remain suitable for future Belmont College funding, regulatory or awarding arrangements. Where Liverpool Hope University regulations apply, students are signposted clearly to the relevant Liverpool Hope University documentation. Where Belmont College operates its own procedures, those procedures are communicated clearly and implemented fairly in accordance with this policy and linked Belmont College policies.

2. Purpose of the Policy

The purpose of this policy is to provide a clear framework for partnership between Belmont College and students. It explains how Belmont College supports students to engage, learn, submit authentic work, raise concerns, access support and participate in enhancement, while also explaining the responsibilities students accept when they join Belmont College community.

The policy supports Belmont College in maintaining academic standards, student wellbeing, fair treatment, effective communication, public trust and regulatory compliance. It brings together the principles of student partnership, academic

integrity, assessment authenticity, student voice, respectful conduct, support, complaints, data protection, consumer protection and governance oversight into one readable document.

The policy also clarifies how the Declaration of Authenticity is implemented. By signing the Declaration of Authenticity Form (Appendix A), students confirm that assessment evidence is their own work, that the work of others is acknowledged appropriately, that collaboration is within approved boundaries, and that any permitted use of generative artificial intelligence or other digital tools has been declared in line with assessment instructions and relevant policy requirements.

The operational purpose of the policy is to guide students, staff, committees and partner colleagues. It gives academic and professional services teams a consistent framework for induction, assessment submission, student advice, academic integrity guidance, misconduct prevention, student feedback and escalation of risks or concerns.

3. Regulatory and Legal Framework

This policy aligns with the following regulatory, legal and sector requirements.

Requirement	Application to this policy
Office for Students Conditions B1, B2, B3, B4 and B5	Supports academic experience, student support, student outcomes, assessment authenticity and sector-recognised standards.
Office for Students Conditions C1, C2, C3 and C4	Supports clear information, fair complaints routes, student protection and change management.
Office for Students Conditions E2 and E6	Supports effective governance and a safe, respectful learning environment.
UK Quality Code for Higher Education	Supports student partnership, quality monitoring, assessment, externality and enhancement.
Equality Act 2010 and Human Rights Act 1998	Supports non-discrimination, inclusion, accessibility and reasonable adjustments.
UK GDPR and Data Protection Act 2018	Supports lawful, secure and transparent use of student, assessment and declaration records.

Consumer Rights Act 2015 and CMA higher education expectations	Supports clear pre-contract information, fair terms, fair changes and redress.
Fraud, bribery, copyright and intellectual property legislation	Supports authentic assessment, responsible use of sources and protection of intellectual property.
Liverpool Hope University partnership requirements	Apply where students are registered on Liverpool Hope University provision delivered with Belmont College.

4. Scope of the Policy

This policy applies to all students enrolled on programmes delivered by Belmont College, including students studying under collaborative provision arrangements with Liverpool Hope University, students studying programmes delivered directly by Belmont College where applicable, and students studying under future awarding or funding arrangements. It also applies to applicants and offer-holders where the partnership commitments, authenticity expectations or pre-entry information are relevant before enrolment.

The policy applies to all staff, visiting lecturers, academic advisers, student support staff, professional services staff, contractors, consultants, partner representatives and committee members involved in teaching, assessment, induction, student support, student voice, administration, admissions, academic integrity, complaints handling, student conduct or governance.

The policy covers the whole student journey from initial information and enrolment through induction, teaching, assessment, feedback, support, student representation, complaints, progression, completion and, where appropriate, alumni engagement. It also covers all assessment formats, including coursework, examinations, practical tasks, presentations, portfolios, reflective work, group work, online assessments and any work submitted through Belmont College or partner systems.

5. How this Agreement Supports the Student Journey

Belmont College uses the Student Partnership Agreement to make expectations clear at each stage of the student journey. The following table shows how the policy works in practice and how it is implemented through Belmont College teams and committees.

Student journey stage	What students can expect	Implementation route
Enquiry, offer and enrolment	Students receive clear information about their programme, awarding body, costs, learning model, support and key expectations. The agreement is introduced as part of pre-enrolment and induction communications.	Recruitment, Admissions and Registry Committee; Senior Management Team; Quality Committee
Induction	Students are introduced to academic expectations, student responsibilities, attendance, engagement, academic integrity, the declaration of authenticity, complaints routes, support services and partner regulations where applicable.	Academic Team; Learning and Teaching Committee; Student Staff Committee
Learning and engagement	Students are supported to participate actively, attend scheduled activities, use learning resources, seek academic support and communicate concerns early.	Learning and Teaching Committee; Programme teams; Student Staff Committee
Assessment and submission	Students are expected to submit their own work, reference sources accurately, declare collaboration or permitted generative artificial intelligence use, and complete authenticity declarations where required.	Academic Team; Learning and Teaching Committee; Quality Committee
Student voice and representation	Students are encouraged to provide feedback, engage with representatives, contribute to enhancement and participate respectfully in Belmont College life.	Student Staff Committee; Quality Committee
Support and wellbeing	Students can access reasonable adjustments, wellbeing support, safeguarding support, academic skills support and signposting to partner services where applicable.	Safeguarding and Prevent Committee; Equality, Diversity and Inclusion Committee; Student Staff Committee
Concerns, complaints and redress	Students can raise issues through informal and formal routes without fear of detriment and receive fair, evidence-based responses.	Quality Committee; Senior Management Team; Board of Directors

6. Core Student Partnership Principles

Bellmont College's approach to student partnership is based on fairness, respect, academic integrity, mutual responsibility, transparency, inclusion and continuous improvement. These principles apply to staff, students and committees, and they

should be visible in everyday teaching, assessment, support and communication.

Principle	Meaning in practice
Fairness	Students should be treated consistently and with dignity. Decisions should be evidence-based, proportionate and free from bias.
Transparency	Students should understand what is expected of them, what they can expect from Belmont College, which policies apply and where Liverpool Hope University regulations apply.
Academic integrity	Students should produce authentic work, acknowledge sources, avoid plagiarism, avoid unauthorised collaboration and use learning technologies responsibly.
Mutual responsibility	Bellmont College and students share responsibility for creating a supportive, respectful and effective learning environment.
Inclusion and accessibility	Students should be able to access learning, assessment and support without avoidable barriers, subject to academic standards and relevant policy requirements.
Student voice	Students should have meaningful opportunities to provide feedback and influence enhancement through individual and collective routes.
Continuous improvement	Student feedback, assessment data, complaints, academic integrity data and committee monitoring should be used to improve practice.

7. Belmont College Commitments to Students

Bellmont College is committed to providing high standards of teaching, learning support and academic guidance. Staff encourage students to develop independence, self-reflection, confidence, employability skills and clear action plans for improvement. Teaching and support are delivered in line with approved programme arrangements, partner requirements and the learning model communicated to students.

Bellmont College provides clear signposting to learning resources, digital systems, academic support, wellbeing support, finance guidance, student development opportunities and the policies that govern the student experience. Where programmes use blended learning or online-supported learning, Belmont College supports students to engage with the relevant systems, resources and expectations.

Bellmont College ensures that all students receive fair and equal treatment, understand their rights and responsibilities, and are treated with dignity and respect. Belmont College provides opportunities for student participation in programme development, student feedback, representation and enhancement activity. Student feedback is considered through committee structures and, where appropriate, outcomes are communicated back to students using “You Said, We Did” or equivalent feedback mechanisms.

Bellmont College maintains programme standards, curriculum currency and student experience through monitoring, annual review, student feedback, external partner requirements and committee oversight. Belmont College provides clear information

on assessment expectations, submission requirements, feedback arrangements, programme costs, payment options, deadlines and necessary additional costs. Where services, assessment requirements or delivery arrangements change, Belmont College communicates with students clearly and manages any impact in line with (*CAP2 Belmont College Consumer Protection Policy and Implementation Framework*) and (*CAP1 Belmont College Student Protection Plan and Policy*).

8. Student Commitments to Belmont College and Partner Arrangements

Students are expected to take responsibility for their own learning and to engage actively with their programme. This includes attending scheduled learning activities, preparing for taught sessions, completing independent study, submitting assessment by the stated deadlines, checking Belmont College and partner communications, using learning resources appropriately and seeking help at an early stage where difficulties arise.

Students must formally enrol, complete required documentation, provide accurate information, keep contact details up to date, comply with fee and funding requirements, and notify Belmont College as soon as possible of circumstances that may affect engagement, assessment, attendance, wellbeing or progression. Where a programme is delivered under Liverpool Hope University arrangements, students are also expected to follow the applicable Liverpool Hope University regulations, policies and procedures.

Students must behave respectfully both in physical learning environments and in online or virtual spaces. They must not damage the reputation of Belmont College, Liverpool Hope University or any awarding partner, and must not adversely affect other students, staff, visitors, placement providers or the wider community. Students are expected to promote respect, tolerance and inclusion, and to follow (*QGP3 Belmont College Student Handbook*), (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*) and (*HSP1 Belmont College Safeguarding and PREVENT Policy*).

9. Academic Integrity, Authenticity and Good Academic Practice

Academic integrity is central to Belmont College's academic community. It means being honest, responsible and transparent in learning, research, assessment and the use of sources. Authenticity means that the evidence of achievement submitted by a student is the student's own work and demonstrates their own knowledge, skills and understanding.

Students must not copy from another person or source without appropriate referencing. This includes copying from another student's work, whether past or present, copying from websites, books, journals, lecture notes, digital resources or other materials, and copying with minor changes while presenting the work as original. Students must not purchase, commission or obtain pre-written work, and must not allow another person, essay mill, commercial service, artificial intelligence tool or other third party to draft or complete their assessed work unless the assessment instructions expressly permit a particular form of support.

Students must not accept inappropriate guidance or assistance from any other person. Appropriate support may include teaching, formative feedback, academic skills guidance, library guidance, reasonable adjustment support, and general feedback given within approved boundaries. Inappropriate support includes someone else writing, substantially editing, translating, solving, designing or generating assessed work in a way that misrepresents the student's own achievement.

Academic misconduct may include plagiarism, self-plagiarism or recycling, collusion, cheating, impersonation, fabrication, falsification, unauthorised use of generative artificial intelligence, use of third parties, bribery, breach of research or ethical requirements, or any other action that gives or may give an unfair advantage. Academic misconduct is managed in accordance with (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) and, where applicable, (*Liverpool Hope University Academic Misconduct Policy*).

10. Declaration of Authenticity Requirements

Bellmont College requires students to confirm the authenticity of assessment submissions where required by programme, assessment, Belmont College or awarding body procedures. The Declaration of Authenticity Form is normally completed at induction, before assessment submission, or at another point determined by Belmont College or partner institution. The form may be completed electronically or in hard copy, depending on the process used.

By completing the declaration, the student confirms that all work submitted for internal or external assessment purposes is their own, that the work of others has been acknowledged and referenced, that any collaboration has been authorised, and that any permitted use of generative artificial intelligence or digital tools has been declared in accordance with assessment instructions. The declaration also confirms that the student understands the consequences of breaching authenticity requirements.

Students are not normally able to have assessments graded unless the required declaration has been completed and returned. The declaration is retained on the student file or in an approved student records system. Where a declaration is missing, incomplete or disputed, assessment processing may be delayed while the issue is resolved. Any suspected false declaration may be investigated under (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) and, where applicable, (*Liverpool Hope University Academic Misconduct Policy*).

11. Use of Sources, Referencing, Collaboration and Generative Artificial Intelligence

Students are expected to use sources responsibly and to reference accurately in the style required by their programme or assessment. Referencing is not only a technical requirement; it is part of academic honesty because it allows readers to see where ideas, evidence, quotations, data, images, models, diagrams, statistics or arguments have come from.

Students may work with others where collaboration is part of the learning activity or assessment design, but collaboration must not become collusion. Group discussion, peer learning and formative support are encouraged where appropriate, but each student must understand the boundary between shared learning and submitting work that is not genuinely their own. Where group work is assessed, students must follow the assessment brief and any instructions about individual contribution, authorship and evidence.

Generative artificial intelligence may be a useful learning aid when it is used within approved boundaries, but it must not replace the student's own thinking, writing, analysis, problem-solving or demonstration of learning. Students must follow the assessment brief, programme guidance, (*LTP6 Belmont College Academic Integrity and Misconduct Policy*), (*Liverpool Hope University Generative AI Guidance*) where applicable, and any specific instructions issued by tutors. Where permitted use of generative artificial intelligence is allowed, students should acknowledge or declare its use in the required format. Where it is prohibited, students must not use it to generate assessed content.

Students are encouraged to ask for advice before submission if they are uncertain about referencing, collaboration, artificial intelligence, proofreading, translation tools, editing tools or academic skills support. Belmont College provides signposting through induction, module teaching, academic support, the library or learning resources, and relevant partner guidance.

12. Learning, Teaching, Assessment, Feedback and Support

Bellmont College provides high quality programmes, teaching and value for money. Students receive teaching, learning opportunities, academic guidance and assessment information that are consistent with approved programme arrangements and the information provided at recruitment, enrolment and induction.

Bellmont College explains assessment requirements, submission methods, grading expectations, feedback timescales, late submission rules, academic integrity expectations and support arrangements. Students should engage with formative feedback and use it to improve future work. Staff should provide feedback in line with approved programme and partner expectations, while students should read, reflect on and act upon feedback constructively.

Where (*Liverpool Hope University Academic Regulations*) apply, Belmont College signposts students to the relevant Liverpool Hope University guidance and explains how local teaching, support and communication operate within the partnership. Where Belmont College procedures apply directly, Belmont College explains those procedures through (*QGP3 Belmont College Student Handbook*), induction, programme documentation and student support routes.

13. Student Voice, Representation and Partnership Working

Student partnership includes opportunities for students to contribute to the enhancement of their learning experience. Students may provide feedback through surveys, module evaluations, course representatives, focus groups, Student Staff

Committee meetings, individual conversations with staff, complaints, appeals and informal feedback routes.

Bellmont College supports student representatives to participate effectively in Belmont College governance. Student feedback is recorded, assigned to owners where action is required, monitored through committees and communicated back to students where appropriate. Belmont College uses student voice to identify strengths, address concerns, improve communication, develop learning resources and enhance teaching, assessment and support.

Students are expected to participate constructively and respectfully in feedback processes. They should raise concerns early, provide evidence where possible, and understand that some matters may need to be handled through a formal procedure such as (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*), (*CAP5 Belmont College Academic Appeals Policy*) or, where applicable, procedures set out in (*Liverpool Hope University Student Guide to Regulations and Policies*).

14. Conduct, Respect, Inclusion and Community Standards

Bellmont College expects all students, staff and visitors to contribute to a safe, respectful and inclusive learning community. Students must treat others with dignity, communicate professionally, avoid discriminatory or abusive behaviour, and respect the rights, beliefs, identities and experiences of others.

Bellmont College does not tolerate bullying, harassment, victimisation, sexual misconduct, hate incidents, threats, intimidation, violence, discrimination, fraud, bribery, damage to property, misuse of digital systems, malicious allegations or behaviour that undermines the safety, dignity or learning of others. Concerns may be addressed under (*QGP3 Belmont College Student Handbook*), (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*) where applicable, or partner procedures.

Students must also behave responsibly in online spaces, including virtual learning environments, online classes, email, messaging platforms, social media and collaborative digital tools. Conduct outside Belmont College hours may be considered where it affects Belmont College community, the safety of others, the reputation of Belmont College or partner institution, or a student's fitness to continue study.

15. Attendance, Engagement, Communication and Student Responsibilities

Students are expected to attend and engage with scheduled learning, assessment and support activities. Attendance and engagement are important because they help students understand programme content, build skills, receive feedback, maintain progression and access support before concerns become serious.

Students must check Belmont College and partner communications regularly, including email, student information systems, learning platforms and messages issued by programme teams. Failure to read communications will not normally

remove a student's responsibility to meet deadlines, attend required activities, provide evidence or comply with procedures.

Students must inform Belmont College promptly of changes to contact details, health or wellbeing concerns, accessibility needs, safeguarding concerns, financial or funding issues, personal circumstances affecting study, or anything else that may affect attendance, engagement, assessment or progression. Belmont College handles such information sensitively and in accordance with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)* and relevant support policies.

16. Fees, Terms, Public Information and Consumer Protection

Bellmont College recognises that students rely on information provided by Belmont College and its partner institutions when making important decisions about study. Belmont College provides clear, accurate and accessible information about programmes, awarding arrangements, learning models, fees, additional costs, payment deadlines, support, assessment, attendance, policies and complaints routes.

Students are responsible for reading information provided to them, asking questions where matters are unclear, completing enrolment and contractual requirements, and making appropriate arrangements for tuition fees and other costs. Fee and refund matters are managed in accordance with *(CAP4 Belmont College Fees, Refunds and Compensation Policy)*, *(RAP2 Belmont College Student Contract)* and *(Liverpool Hope University Student Contract / Terms and Conditions)* where applicable.

Where material information changes, Belmont College communicates with affected students clearly, explain the reason for the change, identify support or mitigation where required, and manage the change in accordance with *(CAP2 Belmont College Consumer Protection Policy and Implementation Framework)* and *(CAP1 Belmont College Student Protection Plan and Policy)*.

17. Student Support, Safeguarding, Wellbeing and Reasonable Adjustments

Bellmont College is committed to supporting students to access learning, assessment and student life. Support may include academic guidance, study skills, wellbeing signposting, safeguarding support, reasonable adjustments, special considerations, financial guidance, careers or employability support, and referral to external or partner services where appropriate.

Students are encouraged to disclose support needs as early as possible so that Belmont College can consider appropriate support or reasonable adjustments. Belmont College assesses requests in accordance with *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy)*, *(SWP3 Belmont College Disability Policy)*, *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)* and relevant partner requirements.

Safeguarding and wellbeing concerns are managed in accordance with *(HSP1 Belmont College Safeguarding and PREVENT Policy)* and *(SWP4 Belmont College*

Mental Health and Wellbeing Policy). Where there is a risk of harm to the student or others, Belmont College may need to share information with relevant staff, partner institutions, emergency services, local authorities or other agencies in accordance with legal obligations and data protection requirements.

18. Collaborative Provision with Liverpool Hope University and Future OfS Funding Arrangements

Bellmont College currently works with Liverpool Hope University in the delivery of higher education provision. In this context, students may be subject to Liverpool Hope University academic regulations, student contract terms, assessment procedures, academic misconduct arrangements, complaints or appeals procedures and student protection arrangements. Belmont College provides local guidance and signposting so that students understand which institution is responsible for each part of their student journey.

The Liverpool Hope University Hope Charter sets out shared expectations and responsibilities between the University and students. Belmont College has used the relevant themes of that Charter, together with Liverpool Hope University's Student Guide to Regulations and Policies, academic misconduct information and generative artificial intelligence guidance, to strengthen this policy while retaining Belmont College's own identity, governance and local operational responsibilities.

As Belmont College seeks Office for Students approval for its own funding arrangements and develops its institutional regulatory position, Belmont College reviews this policy to ensure that student partnership, authenticity, academic integrity, student protection and governance continue to operate effectively. If future arrangements change the applicable contract, funding route, awarding body, academic regulations or student support processes, Belmont College communicates with affected students in good time and protect student interests through appropriate transition arrangements.

19. Data Protection, Confidentiality and Records Management

The implementation of this policy may involve personal data relating to students, staff, attendance, engagement, assessment submissions, authenticity declarations, academic misconduct concerns, complaints, support needs, safeguarding matters, equality monitoring and committee reporting. Belmont College processes such information lawfully, fairly, securely and transparently in accordance with (*BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy*) and applicable privacy notices.

Declaration of Authenticity records, assessment records, student support notes, complaints records and committee papers are stored securely and accessed only by authorised staff who need the information for academic, operational, support, regulatory or governance purposes. Where information must be shared with Liverpool Hope University, awarding bodies, regulators, the Student Loans Company, statutory agencies or other third parties, Belmont College does so only where there is a lawful basis or legitimate requirement.

Students are also expected to respect confidentiality and data protection. This includes not sharing personal information about others without permission, not misusing Belmont College systems, and complying with any data protection and acceptable use requirements communicated through induction, programme guidance or partner systems.

20. Concerns, Complaints, Academic Appeals and Redress

Bellmont College encourages students to raise concerns early and constructively. Many concerns can be resolved through discussion with a tutor, programme coordinator, student support adviser, student representative or relevant professional services team. Where informal resolution is not appropriate or does not resolve the matter, students may use formal procedures.

Complaints about services, support, communication, facilities, treatment or non-academic matters are normally managed under (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) unless procedures set out in (*Liverpool Hope University Student Guide to Regulations and Policies*) apply. Academic appeals are distinct from complaints and relate to defined grounds concerning academic decisions, assessment outcomes or progression decisions. Academic appeals are managed under (*CAP5 Belmont College Academic Appeals Policy*) or procedures set out in (*Liverpool Hope University Student Guide to Regulations and Policies*) where applicable.

Students are not disadvantaged for raising a concern, complaint or appeal in good faith. However, malicious, vexatious or knowingly false allegations may be considered under conduct or disciplinary procedures. Where internal procedures are exhausted and the matter falls within the relevant scheme, students are informed about the Office of the Independent Adjudicator route where applicable.

21. Student Protection and Risk Management

Student partnership requires Belmont College to identify and manage risks that may affect students' ability to learn, engage, submit assessments, receive support or complete their studies. Risks may include disruption to teaching, staffing changes, systems failure, partner or funding changes, complaints trends, academic misconduct concerns, safeguarding risks, data protection incidents, resource pressures, student dissatisfaction or changes to programme delivery.

Bellmont College records and monitors material risks through its risk management arrangements and escalate concerns through the Senior Management Team, Risk, Audit and Compliance Committee, Quality Committee, Academic Team or Board of Directors as appropriate. Student protection measures are managed in accordance with (*CAP1 Belmont College Student Protection Plan and Policy*), (*BCP1 Belmont College Risk Management Policy*) and (*BCP2 Belmont College Business Continuity Plan*).

Where risks affect students directly, Belmont College communicates clearly, identifies mitigation, signposts support, involves Liverpool Hope University or other

partners where required, and ensures that student interests are considered before decisions are finalised.

22. Governance and Committee Implementation Framework

This policy is implemented through Belmont College’s committee and governance structure. The purpose of the structure is to ensure that partnership, authenticity, student support, academic integrity, equality, safeguarding, student voice and regulatory compliance are monitored and acted upon. Issues may be identified through induction records, authenticity declarations, assessment boards, student feedback, complaints, academic misconduct reports, safeguarding concerns, admissions information, risk registers or partner communications.

The implementation model is to identify the issue, assess the impact on students and academic standards, assign an owner, take corrective or preventive action, report to the relevant committee, escalate material risks, and close the action only when evidence confirms completion. This approach ensures that the policy is not only a statement of values but an accountable framework for practice.

Committee / Body	Responsibility
Board of Directors	Holds ultimate governance oversight of student interests, academic standards, regulatory compliance, risk, student protection and policy approval. Receives assurance through committee reports and escalation.
Academic Committee	Provides academic governance, safeguards academic standards and receives assurance from the Quality Committee on student partnership, assessment authenticity and academic integrity.
Quality Committee	Monitors academic quality, student voice, academic integrity themes, complaints themes, enhancement actions and student outcomes, escalating risks as required.
Learning and Teaching Committee	Reviews learning, teaching, assessment, feedback, academic skills and student engagement.
Recruitment, Admissions and Registry Committee	Monitors applicant and student information, admissions, induction, records, registry controls and student journey data.
Student Staff Committee	Provides the formal student voice and partnership feedback route and monitors relevant student experience actions.
Senior Management Committee	Oversees operational implementation, resources, action tracking, staff responsibilities and escalation to the appropriate committee or Board of Directors.
Audit & Risk Committee	Oversees risk, compliance, audit, business continuity, data governance and material student protection risks.

23. Roles and Responsibilities

Role	Responsibilities
Chief Executive Officer	Holds executive accountability for implementing Board-approved strategy and ensuring student partnership arrangements, regulatory compliance and student interests are delivered.
Head of Quality & Operations	Owns this policy and coordinates policy review, quality monitoring, committee reporting, regulatory alignment, audit evidence and student protection escalation.
Head of Academic Programmes	Leads academic implementation, including academic integrity, assessment authenticity, academic support, learning and teaching, and escalation of academic risks.
Head of Professional Services	Leads student-facing services, admissions, registry, student support, induction administration, records and communications in line with consumer protection and data requirements.
Programme Coordinator	Coordinates programme-level delivery, student communications, assessment expectations, engagement monitoring and escalation of concerns.
Module Tutors	Explain assessment requirements, support good academic practice, monitor engagement, identify authenticity risks and escalate concerns.
Academic Support Tutors and Academic Skills Tutor	Support student engagement, academic skills, independent learning and timely signposting to appropriate support.
Students	Engage with the policy, submit authentic work, complete required declarations, follow Belmont College and partner regulations, communicate with Belmont College, seek support when needed, act respectfully and contribute constructively.
All staff	Provide clear communication, maintain confidentiality, take student concerns seriously and escalate risks affecting safety, standards, equality, safeguarding, data protection or student protection.

24. Training, Monitoring, Audit and Evidence

Bellmont College provides proportionate training and guidance for staff involved in teaching, assessment, academic integrity, student support, admissions, registry, complaints, safeguarding, equality, data protection and committee reporting. Training may cover academic integrity, assessment authenticity, generative artificial intelligence, student partnership, student voice, equality, safeguarding, data protection, consumer protection and complaints handling.

Monitoring includes induction completion, student feedback, module evaluations, Student Staff Committee reports, complaints and appeals analysis, academic misconduct trends, authenticity declaration records, assessment submission issues, attendance and engagement data, equality monitoring, safeguarding reports, risk registers, committee actions and annual policy review. Where monitoring identifies weakness, Bellmont College agrees corrective action and monitors completion.

Evidence retained may include signed or electronic declarations, induction registers, training records, committee minutes, action logs, annual monitoring reports, student feedback reports, complaints and appeals data, academic misconduct reports, risk assessments, audit findings, partner correspondence and policy approval records. Evidence is retained securely and in accordance with *(BCP5 Bellmont College General Data Protection & Regulation (GDPR) Policy)*.

25. Conclusion

Bellmont College is committed to a student partnership model that is supportive, transparent, fair and academically rigorous. The Student Partnership Agreement and Declaration of Authenticity helps students understand what they can expect from Bellmont College and what Bellmont College expects from them in return.

The policy protects academic standards by requiring students to submit authentic work, reference sources, use collaboration and generative artificial intelligence responsibly, and complete declarations where required. It also supports student success by clarifying expectations around engagement, communication, attendance, feedback, student voice, support and respectful conduct.

Through committee oversight, staff responsibilities, student representation, monitoring and annual review, Bellmont College continues to embed student partnership in everyday practice. Bellmont College continues to work collaboratively with Liverpool Hope University under current partnership arrangements while developing its own future Office for Students funding arrangements in a way that protects student interests, academic standards and continuity of study.



Appendix A: Declaration of Authenticity Form

Authenticity is the assurance that evidence of achievement produced by a learner is their own. By completing this form, the student confirms that they understand and agree to the statements below.

In particular, students must not copy from another person or source without appropriate referencing; must not accept inappropriate guidance or assistance from another person; must not purchase, commission or obtain work from a third party; and must not submit content generated by generative artificial intelligence or another tool unless the assessment instructions expressly permit this and the use has been acknowledged as required.

By completing this form, I acknowledge that:

- Any information and materials that are the work of others and included as part of my internal or external assessment submission will be appropriately referenced.
- All other work submitted by me for assessment purposes is entirely my own work, except where authorised collaboration or permitted tool use has been clearly declared.
- I have followed the assessment instructions, academic integrity requirements and any programme or partner guidance relating to generative artificial intelligence, referencing, collaboration, proofreading and support.
- If authenticity is breached, the matter may be investigated under (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) and, where applicable, (*Liverpool Hope University Academic Misconduct Policy*). Outcomes may include a requirement to resubmit work, a capped mark, a mark of zero, non-achievement of the assessment, referral to an Academic Misconduct Panel or, in serious cases, termination from the programme.

Field	Student response
Student name:	
Student ID number:	
Programme and intake year:	
Module / assessment title:	
Student cohort:	
Student signature:	
Date:	

Students are not normally able to have assessments graded unless this form, or an approved electronic equivalent, has been completed and returned. This form is retained securely on the student file or in an approved student record system.

Bellmont College Student Partnership Agreement & Declaration of Authenticity

Version	Date	Author(s)	Amendments	Approved by	Next review
1	March 2023	Head of Quality and Operations	New document	Board of Governors	February 2024
2	February 2024	Head of Quality and Operations	Revised; no update or changes made	Board of Governors	October 2024
3	October 2024	Head of Quality and Operations	Revised document	Board of Governors	October 2025
4	March 2026	Head of Quality and Operations	Revised document	Board of Governors	March 2027