



“Enabling Students to Accomplish their Academic Goal”

Assessment and External Examining Policy

DOCUMENT CONTROL

Policy Number: LTP2

Version: 1.0

Date: March 2026

Owner: Head of Academic Programmes

Approved by: Board of Directors

Next Review: March 2027

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March 2026

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1. Introduction

Bellmont College is committed to assessment practice that is academically rigorous, fair, transparent, inclusive and supportive of student success. Assessment is central to the maintenance of academic standards and to the confirmation that students have achieved the intended learning outcomes of their programmes and modules.

Bellmont College operates assessment, internal moderation, academic integrity, student feedback and quality assurance processes that support consistent decision-making and continuous enhancement. For provision delivered in partnership with Liverpool Hope University, the University retains authority for academic standards, assessment regulations, Assessment Boards, External Examiner appointments, award and progression decisions, and oversight of academic quality. This division of responsibility is clearly communicated to students and staff.

This Policy sets out Belmont College requirements for assessment and external examining. It is read alongside Liverpool Hope University regulations and quality assurance procedures, and with any future awarding partner regulations where applicable. Where awarding partner regulations set a specific requirement, those regulations take precedence for the relevant award. (*QGP1 Belmont College Quality Handbook; Liverpool Hope University Academic Regulations; Liverpool Hope University External Examining Handbook*)

2. Purpose of the policy

This Policy establishes the framework through which Belmont College assures the quality, fairness, integrity and consistency of assessment practices across all higher education provision delivered in partnership with Liverpool Hope University and any future awarding partners. (*QGP1 Belmont College Quality Handbook; LTP1 Belmont College Learning, Teaching and Assessment Strategy; Liverpool Hope University Academic Regulations*)

The Policy supports:

- The maintenance of academic standards.
- Student success and achievement.
- Fair and transparent assessment processes.
- Continuous quality enhancement.
- Compliance with Office for Students (OfS) regulatory requirements.
- Compliance with Liverpool Hope University regulations and quality assurance procedures.

The Policy also provides an operational reference for staff involved in assessment design, assessment delivery, marking, moderation, feedback, academic integrity investigations, student support and quality monitoring. (*LTP6 Belmont College Academic Integrity and Misconduct Policy; SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*)

3. Scope of the policy

This Policy applies to:

- All students enrolled on higher education programmes delivered by Belmont College.
- All academic staff involved in assessment design, marking and moderation.
- Internal moderators.
- Programme Leaders and Heads of School.
- External Examiners appointed by Liverpool Hope University.
- Assessment Boards.

The Policy applies to all forms of assessment, including formative, summative, practical, written, oral, portfolio-based, project-based, work-related and examination-based assessment. It covers the full assessment lifecycle from design and approval through to submission, marking, moderation, external examining, Assessment Board consideration, feedback and quality enhancement. (*Liverpool Hope University Academic Regulations; Liverpool Hope University Coursework Submission Arrangements, and the Conduct of Examinations and In Class*)

Where a programme is delivered with a future awarding partner, Belmont College applies this Policy in a manner that is consistent with the regulations, assessment requirements and quality assurance procedures of that partner.

4. Regulatory and Legal Framework

Framework / Requirement	Relevance to this Policy	Bellmont College application
Office for Students Conditions of Registration	Conditions B1-B5, C1-C3, E2 and F3 relate to academic experience, assessment, outcomes, transparency and governance.	Assessment design, moderation, feedback, records and outcomes monitoring are reviewed through Belmont College quality assurance structures.
Higher Education and Research Act 2017	Provides the statutory basis for the higher education regulatory framework in England.	Assessment arrangements support quality, standards, student interests and accountability.
UK Quality Code for Higher Education	Sets sector expectations for academic standards, course quality, assessment, external expertise, student engagement and enhancement.	Assessment, moderation, External Examiner engagement and annual monitoring align with sector expectations.

Framework / Requirement	Relevance to this Policy	Bellmont College application
Consumer protection law	Requires clear, accurate and timely information for students, including assessment, progression, feedback, complaints and academic obligations.	Assessment information is provided through module documentation, assessment briefs, the VLE and student-facing guidance.
Equality Act 2010	Requires inclusive and accessible assessment while maintaining approved learning outcomes and academic standards.	Reasonable adjustments and special considerations are managed through approved procedures.
UK GDPR and Data Protection Act 2018	Applies to assessment records, marks, feedback, moderation records, misconduct records and External Examiner materials.	Assessment records and confidential information are handled lawfully, securely and only for legitimate purposes.
Office of the Independent Adjudicator Good Practice Framework	Supports fair handling of complaints and appeals relating to assessment procedures and outcomes.	Students are directed to the relevant Bellmont College and Liverpool Hope University routes where concerns arise.
Liverpool Hope University regulations and procedures	Liverpool Hope University retains responsibility for academic standards, assessment regulations, Assessment Boards, progression, awards and related academic decisions.	Bellmont College operates this Policy in accordance with Liverpool Hope University academic regulations and quality assurance requirements for collaborative provision.

5. Definitions

Term	Definition
Assessment	Any activity through which students demonstrate achievement of approved learning outcomes and through which marks, grades, feedback or academic judgements may be generated.
Formative assessment	Assessment intended primarily to support learning and development. It may provide feedback but does not normally contribute to the final module mark unless specified in approved documentation.
Summative assessment	Assessment that contributes to a module mark, progression decision or award outcome.
Marking criteria	Published criteria that explain how student work will be judged and how performance levels relate to marks or grades.
Internal moderation	A quality assurance process through which marking standards, consistency, fairness and application of criteria are reviewed within Belmont College before work is submitted for external moderation or Assessment Board consideration.
External Examiner	An independent academic or professional appointed by Liverpool Hope University to provide external assurance of academic standards, assessment processes and comparability with sector expectations.
Assessment Board	A formal board operating under the authority of Liverpool Hope University to confirm marks, progression decisions and award recommendations in accordance with University regulations.
Academic misconduct	Conduct that may give a student an unfair academic advantage or undermine the integrity of assessment, including plagiarism, collusion, contract cheating, data fabrication, examination misconduct and unauthorised use of Artificial Intelligence.

6. Policy Principles

Assessment at Belmont College is:

Principle	Policy requirement
Valid	Assessment measures the achievement of intended learning outcomes and is aligned with approved programme and module documentation.

Principle	Policy requirement
Reliable	Assessment decisions are consistent across markers, cohorts and delivery locations through clear criteria, standardisation, internal moderation and quality assurance oversight.
Fair	Assessment is conducted equitably and without bias, with comparable expectations for all students and clear processes for extensions, deferrals and relevant adjustments.
Inclusive	Assessment design considers diverse student needs and promotes equality of opportunity, while maintaining academic standards and learning outcome requirements.
Transparent	Assessment criteria, marking standards, submission requirements, feedback arrangements and applicable regulations are clearly communicated to students and staff.
Authentic	Assessment reflects real-world, professional and academic practice where appropriate and supports employability, critical thinking and independent learning.
Secure	Assessment processes protect academic integrity and standards through secure handling of assessment materials, clear submission controls, confidentiality and appropriate record keeping.

7. Roles and Responsibilities

Clear allocation of responsibilities is essential to the effective delivery of assessment and the maintenance of academic standards. Belmont College and Liverpool Hope University have distinct but complementary responsibilities. (*QGP1 Belmont College Quality Handbook; Liverpool Hope University Academic Regulations*)

Role	Responsibilities
Board of Directors	Provides ultimate governance oversight of academic quality, standards, student outcomes, regulatory compliance, risk and institutional performance.
Academic Committee	Acts as the academic authority and oversees academic standards, assessment assurance, quality enhancement and reporting to the Board of Directors.
Quality Committee	Monitors academic quality assurance, assessment standards, External Examiner feedback, student outcomes and academic quality risks, escalating matters as required.
Senior Management Committee	Oversees operational planning, resourcing, implementation, compliance and management reporting for assessment and quality delivery.
Head of Quality & Operations	Leads the quality assurance framework, coordinates monitoring and reporting, and ensures assessment-related quality processes operate effectively.

Role	Responsibilities
Head of Academic Programmes	Provides academic leadership for programme quality, standards, assessment, feedback, moderation and student outcomes.
Programme Coordinator	Coordinates programme-level assessment delivery, internal moderation, student engagement monitoring and preparation for external moderation and boards.
Module Tutors	Deliver assessment guidance, apply marking criteria, provide feedback, support assessment literacy and identify academic integrity or engagement concerns.
Internal Moderators	Review samples of assessed work, marking decisions and feedback to confirm consistency, fairness, accuracy and compliance with awarding partner requirements.
Students	Engage with assessment guidance, submit work by published deadlines, uphold academic integrity, declare permitted AI use where required and seek support promptly.
Liverpool Hope University	Retains authority for academic standards, assessment regulations, External Examiner appointments, Assessment Boards, progression, award decisions and academic quality oversight.
External Examiners	Provide independent assurance that standards are maintained, assessment processes are appropriate, student achievement is comparable with sector expectations and decisions are fair and consistent.

This division of responsibility is clearly communicated to students and staff through programme documentation, student handbooks, staff briefings and relevant quality assurance processes.

8. Assessment Design and Approval

All assessments are designed to:

- Align with approved module learning outcomes.
- Reflect the level of study.
- Support student learning and development.
- Encourage critical thinking and independent learning.
- Promote employability and professional practice.

Assessment methods may include:

- Coursework.
- Reports.
- Presentations.
- Portfolios.
- Projects.
- Case studies.

- Examinations.
- Practical assessments.

Assessment design is proportionate to the credit value and level of the module, is achievable within the resources and timescales available to students, and enables students to demonstrate the relevant learning outcomes. Assessment briefs avoid unnecessary ambiguity and make clear what students are expected to submit. *(LTP1 Belmont College Learning, Teaching and Assessment Strategy; Liverpool Hope University Academic Regulations)*

Programme and module teams consider balance across the assessment diet, including workload, sequencing of deadlines, opportunities for formative practice, inclusivity, authenticity and academic integrity risks. Any changes to approved assessment arrangements follow the relevant Belmont College and awarding partner approval processes before being implemented. *(LTP6 Belmont College Academic Integrity and Misconduct Policy; SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; Liverpool Hope University Generative AI Guidance)*

9. Assessment Information for Students

Students receive clear, timely and accessible information about assessment requirements. Information is normally made available through approved module documentation, assessment briefs, the virtual learning environment and student handbooks. *(Liverpool Hope University Coursework Submission Arrangements, and the Conduct of Examinations and In Class; Liverpool Hope University Returning and Retaining Work, Giving Feedback, and Disclosing Formal Results)*

Assessment information includes, as appropriate:

- The assessment task, weighting and learning outcomes being assessed.
- Submission format, deadline, word count or duration, and any technical requirements.
- Marking criteria, grade descriptors or rubrics.
- Academic integrity expectations, including referencing and permitted or prohibited use of Artificial Intelligence.
- Arrangements for formative feedback, summative feedback and return of marked work.
- Processes for extensions, deferrals, extenuating circumstances and reasonable adjustments.
- Any requirement for group work contribution records, presentations, vivas or practical assessment arrangements.

Staff actively support assessment literacy so that students understand how to interpret assessment briefs, apply feedback, use marking criteria and produce work that demonstrates independent learning and academic integrity. *(LTP1 Belmont*

College Learning, Teaching and Assessment Strategy; Liverpool Hope University Academic Regulations)

10. Internal Marking and Moderation

Bellmont College operates a robust internal moderation process. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University External Examining Handbook)*

First marking

All assessments are marked by appropriately qualified academic staff. Markers apply published marking criteria and relevant University regulations consistently, and provide feedback that supports student learning and development. *(Liverpool Hope University Academic Regulations)*

Internal moderation

Moderation ensures:

- Consistent application of marking criteria.
- Fairness across student cohorts.
- Accuracy of marking decisions.
- Compliance with University regulations.

Moderation activity may include:

- Sample moderation.
- Cross-marking.
- Benchmarking exercises.
- Standardisation meetings.

As outlined in the Belmont College and Liverpool Hope University handbook, assessments are initially marked by the assigned tutor and subsequently reviewed through internal moderation before being submitted to Liverpool Hope University for external moderation and quality assurance. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University External Examining Handbook)*

Internal moderation is planned in advance, recorded clearly and completed in time to support external moderation and Assessment Board requirements. Moderation records identify the sample reviewed, any issues identified, actions taken and any recommendations for future enhancement.

Where moderation identifies inconsistent application of criteria, calculation errors, unclear feedback, potential academic integrity concerns or other issues affecting fairness or standards, the Programme Leader or relevant academic manager ensures appropriate corrective action is taken before marks are finalised.

11. External Examining

Purpose

External Examining provides independent assurance that:

- Academic standards are maintained.
- Assessment processes are appropriate.
- Student achievement is comparable with sector expectations.
- Assessment decisions are fair and consistent.

Appointment

External Examiners are appointed by Liverpool Hope University in accordance with University regulations. External Examiners remain independent of Belmont College. *(Liverpool Hope University External Examining Handbook)*

Role of External Examiners

External Examiners may:

- Review assessment tasks.
- Moderate samples of assessed work.
- Evaluate marking standards.
- Attend Assessment Boards.
- Provide annual reports.
- Identify good practice and enhancement opportunities.

Belmont College supports External Examiner engagement by ensuring that required assessment materials, samples, marks, moderation records and contextual information are made available in accordance with Liverpool Hope University requirements and agreed timescales. *(BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy; BCP6 Belmont College Information Security and Cybersecurity Policy; Liverpool Hope University External Examining Handbook)*

Students do not contact External Examiners directly. Any student queries about assessment, marks, feedback, appeals or complaints are directed through the published Belmont College and Liverpool Hope University procedures. *(CAP3 Belmont College Complaint and Appeal Policy and Procedure; CAP5 Belmont College Academic Appeals Policy; Liverpool Hope University Academic Appeals Policy; Liverpool Hope University Student and Apprentice Complaints Policy and Procedure)*

Themes arising from External Examiner reports are considered through Belmont College quality assurance structures and, where required, through Liverpool Hope University partnership review processes. Actions arising from reports are monitored to completion. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University External Examining Handbook)*

12. Assessment Boards

Assessment Boards:

- Consider student achievement.

- Confirm module marks.
- Make progression recommendations.
- Confirm award recommendations.
- Ensure consistency of academic decision-making.

Assessment Boards operate under the authority of Liverpool Hope University. *(Liverpool Hope University Academic Regulations)*

Bellmont College ensures that accurate assessment information, moderation evidence and relevant student records are available to support Assessment Board consideration. Staff involved in preparing data for boards ensure that marks, outcomes, extenuating circumstances decisions and academic integrity outcomes are recorded accurately and handled confidentially.

Progression and award decisions are made in accordance with the relevant University regulations. Students are informed of confirmed outcomes through approved channels and timescales. *(Liverpool Hope University Academic Regulations)*

13. Academic Integrity

Bellmont College promotes a culture of academic honesty and ethical scholarship. *(LTP6 Belmont College Academic Integrity and Misconduct Policy; Liverpool Hope University Academic Misconduct Policy)*

Academic misconduct includes:

- Plagiarism.
- Collusion.
- Contract cheating.
- Fabrication or falsification of data.
- Examination misconduct.
- Unauthorised use of Artificial Intelligence.

All allegations are investigated in accordance with approved procedures. *(LTP6 Belmont College Academic Integrity and Misconduct Policy; Liverpool Hope University Academic Misconduct Policy)*

Bellmont College seeks to prevent academic misconduct through clear guidance, assessment design, assessment literacy activities, referencing support and appropriate use of detection tools. Prevention does not replace formal investigation where concerns arise.

Where suspected academic misconduct is identified, staff follow approved procedures, maintain confidentiality and avoid making informal determinations outside the agreed process. Students are treated fairly, informed of allegations through the appropriate procedure and given the opportunity to respond in accordance with applicable regulations.

14. Artificial Intelligence and Assessment

Bellmont College recognises the increasing use of Artificial Intelligence technologies.

Students:

- Comply with assessment-specific guidance.
- Declare AI use where required.
- Demonstrate ownership of submitted work.
- Maintain academic integrity.

Permitted and prohibited uses of AI are defined within module guidance and Liverpool Hope University regulations. (*Liverpool Hope University Generative AI Guidance; LTP6 Belmont College Academic Integrity and Misconduct Policy*)

Assessment briefs state clearly whether AI tools may be used, what forms of use are permitted, what forms are prohibited, whether acknowledgement or declaration is required, and how students may evidence their own contribution and understanding. Where AI use is permitted, students remain responsible for the accuracy, originality, ethical use and appropriate referencing or acknowledgement of submitted work. (*Liverpool Hope University Generative AI Guidance; Liverpool Hope University Academic Misconduct Policy*)

Unauthorised, undeclared or misleading use of AI may be considered under academic integrity procedures where it compromises the authenticity of the student submission or provides an unfair academic advantage.

15. Extenuating Circumstances

Students experiencing circumstances beyond their control may request:

- Assessment extensions.
- Deferrals.
- Interruptions of study.

Applications are considered fairly, consistently and confidentially in accordance with approved procedures. (*LTP8 Belmont College Mitigating Circumstances Policy; Liverpool Hope University Mitigating Circumstances Policy*)

Students are encouraged to seek advice as early as possible where illness, personal circumstances, disability-related factors or other serious issues may affect their ability to complete assessment. Staff handle such matters sensitively and direct students to the relevant support and application process. (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; Liverpool Hope University Reasonable Adjustments Policy*)

Decisions on extensions, deferrals and interruptions are recorded appropriately and communicated to relevant staff so that assessment records, moderation activity and Assessment Board preparation remain accurate.

16. Student Feedback and Assessment Literacy

Bellmont College ensures that students receive:

- Clear assessment guidance.
- Published marking criteria.
- Constructive feedback.
- Opportunities to develop assessment literacy.

Assessment supports learning as well as measure achievement.

Feedback is timely, constructive and linked to the assessment criteria and learning outcomes. It helps students understand strengths, areas for development and practical steps for improvement in future work. *(Liverpool Hope University Returning and Retaining Work, Giving Feedback, and Disclosing Formal Results; LTP1 Belmont College Learning, Teaching and Assessment Strategy)*

Assessment literacy is embedded across programmes through induction activities, formative opportunities, exemplars where appropriate, rubric explanation, feedback dialogue, academic skills support and guidance on independent learning and academic integrity.

17. Inclusive Assessment and Reasonable Adjustments

Bellmont College designs and delivers assessment in a way that promotes equality of opportunity and recognises the diverse needs of students, while preserving the academic standards and approved learning outcomes of each module and programme. *(SWP2 Belmont College Equality, Diversity and Inclusion Policy; SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; Liverpool Hope University Reasonable Adjustments Policy)*

Inclusive assessment practice includes:

- Clear and accessible assessment briefs and criteria.
- Consideration of workload, timing and assessment variety across modules.
- Opportunities for students to understand expectations before submission.
- Appropriate reasonable adjustments where required and approved.
- Confidential handling of disability, health or personal information.

Reasonable adjustments are managed in accordance with approved Belmont College and awarding partner procedures. Adjustments support access to assessment without changing the learning outcomes being assessed or compromising academic standards. *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; Liverpool Hope University Reasonable Adjustments Policy)*

18. Assessment Security, Records and Confidentiality

Assessment materials, student submissions, marks, feedback, moderation records, academic integrity information and Assessment Board data are managed securely and confidentially. Access is limited to staff and external parties who require the information for legitimate academic, administrative or quality assurance purposes. *(BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy; BCP6 Belmont College Information Security and Cybersecurity Policy)*

Bellmont College maintains appropriate arrangements for:

- Secure creation, storage and release of assessment materials.
- Controlled submission and marking workflows.
- Accurate recording of marks, feedback and moderation outcomes.
- Protection of confidential student information.
- Retention of assessment and moderation records in accordance with relevant requirements.
- Secure sharing of materials with Liverpool Hope University, External Examiners and future awarding partners where required.

Any actual or suspected breach of assessment security is escalated promptly through the appropriate Belmont College process and, where relevant, to the awarding partner. *(BCP6 Belmont College Information Security and Cybersecurity Policy)*

19. Quality Assurance and Enhancement

Assessment quality is monitored through: *(QGP1 Belmont College Quality Handbook; Liverpool Hope University Academic Regulations)*

- Internal moderation reports.
- External Examiner reports.
- Assessment Board outcomes.
- Student feedback.
- Annual Monitoring Reports.
- Learning and Teaching Committee oversight.
- Academic Committee scrutiny.
- Liverpool Hope University partnership review processes.

Quality assurance activity confirms compliance and identifies opportunities for enhancement. Programme teams use evidence from assessment outcomes, moderation, External Examiner feedback and student voice activity to improve assessment design, clarity, feedback practice, academic integrity support and student outcomes. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University External Examining Handbook)*

Where monitoring identifies risk, inconsistency or underperformance, Belmont College agrees and implements proportionate enhancement actions. Actions have named ownership, timescales and evidence of completion.

20. Assurance of Academic Standards and Student Outcomes

Bellmont College uses assessment data, progression rates, completion rates, degree outcomes, student feedback and external examiner reports to identify risks, implement enhancement actions and ensure that students receive a high-quality academic experience that supports successful outcomes and graduate progression. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University Academic Regulations)*

Analysis considers fairness, consistency and student outcomes across modules, programmes, cohorts and student groups where data is available and appropriate. The purpose of analysis is to maintain standards, support students, identify gaps in achievement and ensure that improvement activity is evidence-led. *(SWP2 Belmont College Equality, Diversity and Inclusion Policy; QGP1 Belmont College Quality Handbook)*

Academic standards remain grounded in approved learning outcomes, marking criteria, University regulations, External Examiner assurance and Assessment Board decisions. Student success is supported through high-quality teaching, accessible assessment information, timely feedback, academic skills support and effective monitoring of outcomes. *(Liverpool Hope University Academic Regulations; Liverpool Hope University External Examining Handbook)*

21. Conclusion

Bellmont College is committed to maintaining fair, transparent, inclusive and academically robust assessment and external examining arrangements. This policy supports the integrity of academic standards, consistency of assessment decisions, effective moderation, meaningful feedback and continuous enhancement of the student learning experience. Belmont College works with its awarding partner, academic staff, students and external examiners to ensure that assessment practices remain reliable, evidence-based and aligned with sector expectations.

Appendix A: Moderation and External Examining Workflow

The following workflow summarises the expected sequence for assessment quality assurance. It is applied in accordance with the detailed requirements of Liverpool Hope University and relevant Belmont College procedures. *(QGP1 Belmont College Quality Handbook; Liverpool Hope University External Examining Handbook)*

Step	Activity	Expected outcome
1	Assessment design and briefing	Assessment tasks are aligned with approved learning outcomes, level, marking criteria and student guidance requirements.

Step	Activity	Expected outcome
2	Submission and administration	Submission arrangements are communicated clearly and student work is received, logged and handled securely on Moodle.
3	First marking	Appropriately qualified academic staff mark work using the approved criteria and provide constructive feedback.
4	Internal moderation	Samples, marks and feedback are reviewed to confirm consistency, accuracy, fairness and compliance with regulations.
5	Corrective action where required	Any issues identified through moderation are resolved before work is submitted for external moderation or board processes.
6	External moderation and quality assurance	Required materials are submitted to Liverpool Hope University and/or External Examiners in line with agreed requirements.
7	Assessment Board consideration	Confirmed assessment information is considered under the authority of Liverpool Hope University.
8	Reporting and enhancement	Outcomes, External Examiner feedback, moderation themes and student feedback inform annual monitoring and enhancement planning.

Appendix B: Assessment Quality Checklist

Area	Checklist question
Assessment alignment	Does the task clearly assess the approved learning outcomes and level of study?
Student clarity	Are the task, criteria, deadline, submission format and feedback arrangements clear to students?
Inclusivity	Has the task been reviewed for accessibility, equality of opportunity and potential unintended barriers?
Authenticity and relevance	Does the assessment support academic, professional or employability-related development where appropriate?
Academic integrity	Are expectations for referencing, collaboration and AI use clear? Are risks considered in the design?
Marking consistency	Are criteria, rubrics and standardisation arrangements sufficient to support consistent marking?

Area	Checklist question
Moderation evidence	Is there a clear record of samples reviewed, decisions made, issues identified and actions taken?
External examining	Are required materials ready for External Examiner or University review within the agreed timetable?
Assessment Board readiness	Are marks, outcomes, extenuating circumstances decisions and academic integrity outcomes accurately recorded?
Enhancement	Have themes from feedback, moderation, outcomes and External Examiner reports been captured for future improvement?

Bellmont College Assessment and External Examining Policy					
Version	Date	Author(s)	Amendments	Approved by	Next review
1	March 2026	Head of Quality and Operations	New Document	Board of Directors	March 2027