



“Enabling Students to Accomplish their Academic Goal”

Moderation Process

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1. Introduction

Bellmont College is committed to ensuring that assessment decisions are valid, reliable, fair and consistent. This Moderation Process explains how assessment work is checked before results are confirmed, how moderation evidence is recorded, and how outcomes are used to improve assessment practice, teaching quality and student support. *(QGP1 Belmont College Quality Assurance Handbook; LTP4 Belmont College Internal Verification Policy)*

Bellmont College currently works with Liverpool Hope University through a partnership arrangement. Under this arrangement, Liverpool Hope University remains responsible for the academic standards of awards granted in its name, while Belmont College is responsible for local delivery, student support, assessment administration, local marking activity, internal moderation evidence and timely reporting through the agreed partnership route. Belmont College is also seeking Office for Students approval for its own funding arrangements; future approval may require changes to operational processes, but any transition is managed through formal governance, student communication and risk controls so that student interests remain protected. *(LHU Academic Partnership Handbook; LHU Academic Regulations; CAP1 Belmont College Student Protection Plan and Policy)*

This document is written for staff, students, committee members, partner representatives and external reviewers. It is read as an operational process that supports Belmont College's quality framework and Belmont College's commitment to enabling students to accomplish their academic goal. *(QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)*

2. Purpose

The purpose of this process is to set out a clear and evidence-based method for checking assessment standards before marks are confirmed. Moderation protects students by checking that assessment briefs, marking criteria, feedback and provisional marks are applied consistently and fairly across modules, markers and cohorts. *(LTP4 Belmont College Internal Verification Policy; LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure)*

The process also ensures that any inconsistency, unclear criteria, marking concern, feedback issue or suspected academic misconduct is identified early and resolved before confirmed results are released. Marks remain provisional until they are confirmed through the relevant Liverpool Hope University or approved Belmont College assessment governance route. *(LHU The University's Examining Bodies; LTP6 Belmont College Academic Integrity and Misconduct Policy)*

3. Scope and principles

This process applies to all summative assessments delivered or administered by Belmont College that contribute to progression, continuation, completion or award decisions. It also applies to relevant formative or draft assessments where the outcome

may inform student support, assessment design, academic integrity guidance or quality enhancement. *(LTP2 Belmont College Assessment and External Examining Policy; LHU Academic Regulations)*

For Liverpool Hope University provision, Belmont College follows the approved University assessment tasks, criteria, marking guidance, moderation arrangements, board structures and External Examiner requirements. Belmont College does not amend assessment tasks, weightings, progression rules, award rules or board arrangements without University approval. *(LHU Academic Regulations; LHU The University's Internal Examiners and Assessment Co-ordinators)*

For any future standalone, directly managed, Pearson, ATHE or other awarding-body provision, Belmont College applies only its own moderation and assessment board arrangements where the relevant approval, funding, awarding-body requirements, staffing, resources, student support and launch-readiness evidence have been confirmed through governance. *(QGP1 Belmont College Quality Assurance Handbook; LTP2 Belmont College Assessment and External Examining Policy)*

Moderation is independent of the first marker wherever practicable, proportionate to risk, supported by a recorded sample, completed before results are confirmed, and focused on cohort standards rather than informal adjustment of individual marks. Any decision to widen a sample, correct errors, review a cohort or amend provisional outcomes are recorded with clear reasons. *(LTP4 Belmont College Internal Verification Policy; LHU Internal Moderation Guidelines)*

4. Regulatory and Legal Framework

Framework / Requirement	Relevance to Moderation	Bellmont College application
Office for Students Conditions of Registration	Conditions B1, B2, B3, B4, B7, C1 and C2 relate to academic experience, support, outcomes, valid and reliable assessment, credible planning and clear information.	Bellmont College uses moderation evidence to support assessment standards, student outcomes monitoring, transparency and quality assurance reporting.
Higher Education and Research Act 2017	Provides the statutory basis for the Office for Students regulatory framework in England.	Bellmont College applies assessment and moderation arrangements that support quality, standards, student interests and accountability.
UK Quality Code for Higher Education	Sets sector expectations for academic standards, assessment, external expertise, partnership	Bellmont College uses internal moderation, External Examiner feedback, partner review and committee

	delivery, student engagement and enhancement.	oversight to support continuous enhancement.
Consumer protection law and CMA expectations	Requires clear, accurate and timely information and fair routes for assessment queries, complaints and appeals.	Bellmont College provides assessment information, provisional-mark guidance, confirmed-result routes and published complaints or appeals processes.
Equality Act 2010	Requires fair, inclusive and accessible assessment while maintaining academic standards.	Bellmont College considers reasonable adjustments, accessibility and inclusive assessment practice through approved student support and assessment processes.
UK GDPR and Data Protection Act 2018	Applies to student work, marks, feedback, moderation forms, misconduct referrals and board records.	Bellmont College manages assessment and moderation records securely, confidentially and for defined purposes.
Office of the Independent Adjudicator Good Practice Framework	Provides good-practice expectations for fair complaints and appeals handling.	Bellmont College directs students to the relevant Bellmont College and Liverpool Hope University routes after confirmed academic decisions.
Liverpool Hope University partnership requirements	Liverpool Hope University retains responsibility for academic standards, assessment regulations, examining bodies, External Examiners, progression and awards for partnership provision.	Bellmont College follows approved Liverpool Hope University assessment, moderation and board routes for Liverpool Hope University provision.

5. Policy principles

Bellmont College’s moderation process is based on fairness, consistency, transparency, independence and evidence. It is not intended to replace professional academic judgement, but it provides a structured way of checking that judgement has been

applied appropriately and consistently. (*LTP4 Belmont College Internal Verification Policy; LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure*)

- Assessment briefs, tasks and criteria are checked before they are released to students where Belmont College has responsibility for local preparation or scrutiny. (*LHU Procedural Guidelines Governing the University's External Examiners*)
- Markers use the approved marking criteria, grade descriptors and feedback expectations for the programme and level. (*LHU Marking Scales for Undergraduate and Postgraduate Taught Programmes*)
- Internal moderation reviews a representative and risk-based sample of assessed work, including fails, borderline work and work across the mark range. (*LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure*)
- External Examiner, partner or awarding-body review is completed where required before results are formally confirmed. (*LHU The University's External Examiners*)
- Students are told that marks are provisional until confirmation through the relevant board or partner mechanism. (*LHU The University's Examining Bodies*)

6. Moderation route for Liverpool Hope University partnership provision

Where Belmont College delivers or supports Liverpool Hope University provision, the University's approved academic regulations and assessment framework apply. Belmont College's role is to implement the local assessment administration, support marking and feedback processes, maintain moderation records and provide evidence to Liverpool Hope University, External Examiners and relevant University meetings within the required timescales. (*LHU Academic Regulations; LHU The University's Internal Examiners and Assessment Co-ordinators; LTP2 Belmont College Assessment and External Examining Policy*)

Liverpool Hope University's current assessment information identifies the University's Internal Examiners and Assessment Co-ordinators, the University's Examining Bodies, the University's External Examiners, Internal Moderation Guidelines, Procedural Guidelines for External Examiners, Marking Scales, Academic Misconduct Policy, Academic Appeals Policy and Students who Query Marks as relevant sources for assessment and moderation practice. (*LHU Academic Regulations*)

The current Liverpool Hope University board structure includes the Module Confirmation Meeting and the University Continuation and Award Board. The Module Confirmation Meeting confirms module results, and assessment marks remain provisional until they have passed through the relevant University process. (*LHU The University's Examining Bodies*)

The diagram below illustrates the role-based moderation route followed for partnered provision. For Liverpool Hope University provision, the final board stage is read alongside the University Module Confirmation Meeting and University Continuation and Award Board route.

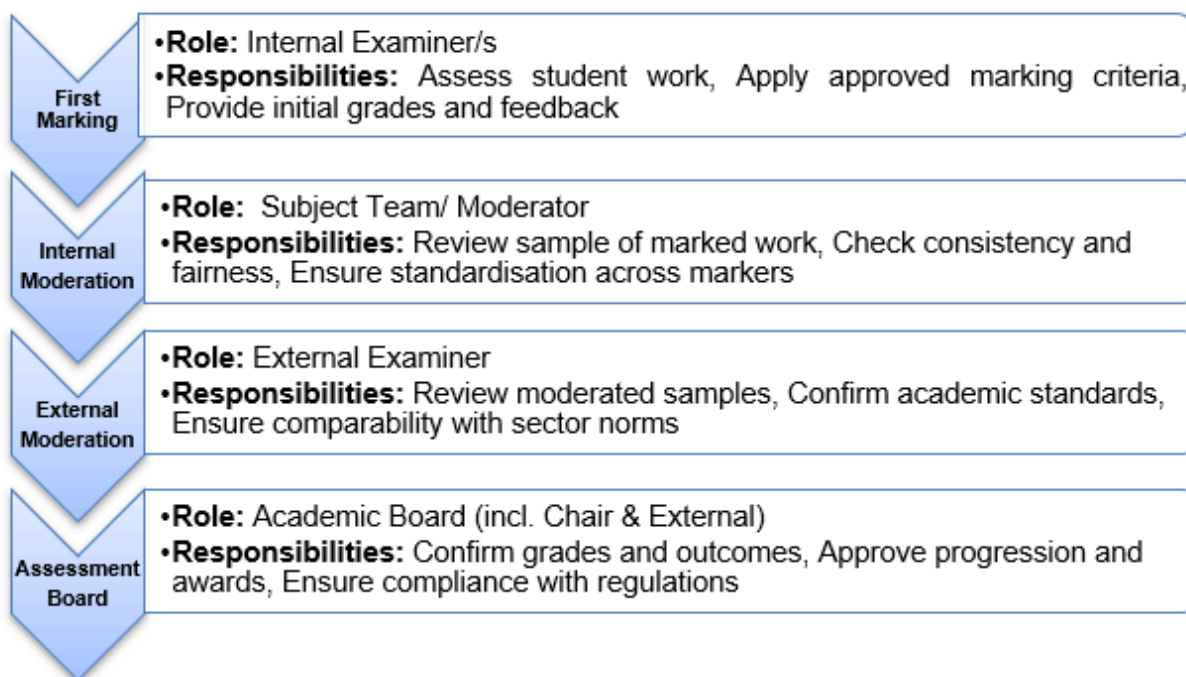


Figure 1: Moderation Role Route for Liverpool Hope University Partnership Provision

7. Moderation route for standalone or future directly managed provision

The standalone route applies only where Belmont College has the appropriate approval, awarding arrangement, OfS registration or funding arrangements, assessment regulations, External Examiner arrangements and internal launch-readiness evidence in place. Until those conditions are met, the current Liverpool Hope University route continues to apply to Liverpool Hope University provision. (*QGP1 Belmont College Quality Assurance Handbook; LTP2 Belmont College Assessment and External Examining Policy*)

For standalone or directly managed provision, Belmont College applies a four-stage assurance route: first marking, internal moderation, external moderation and Assessment Board confirmation. This is supported by approved marking criteria, a moderation sample, an action log and formal board records. (*LTP4 Belmont College Internal Verification Policy; LTP2 Belmont College Assessment and External Examining Policy*)

The diagram below illustrates the standalone or directly managed flow, from assessment preparation to Assessment Board approval and quality enhancement.

Standalone Moderation Process Flowchart

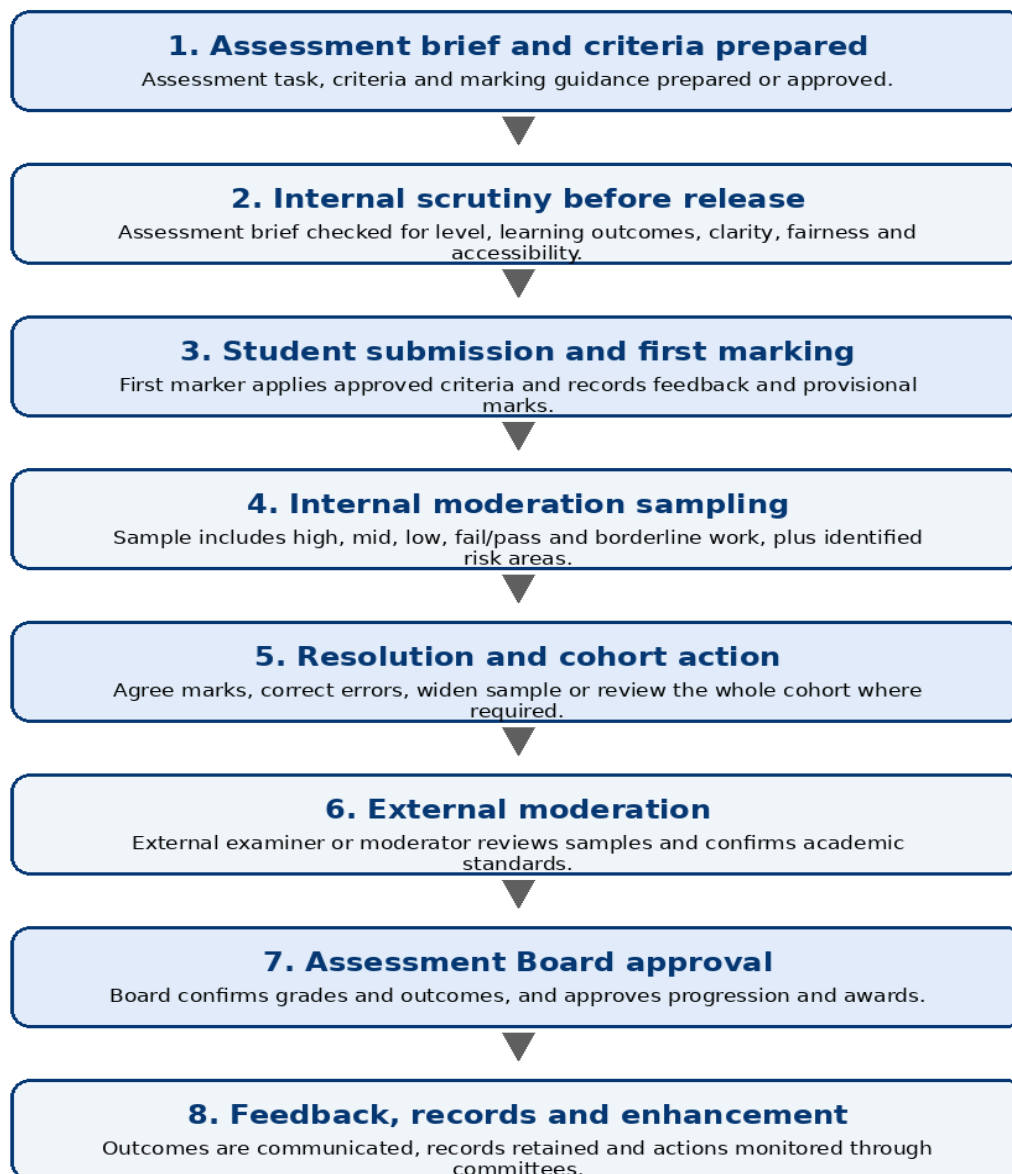


Figure 2: Standalone Moderation Process Flowchart

8. Detailed moderation procedure

The following procedure is followed for each assessment period. Belmont College maintains a clear audit trail showing what was checked, what was sampled, who carried

out the moderation, what was found, what action was taken and when actions were completed. (*LTP4 Belmont College Internal Verification Policy; LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure*)

Step	Activity	Control point	Output
1	Assessment design or approved assessment receipt	Assessment task, learning outcomes, marking criteria, accessibility and student instructions are checked before release where Belmont College has responsibility for local scrutiny.	Approved assessment brief or confirmation of Liverpool Hope University-approved task
2	Standardisation	Markers agree the interpretation of criteria, grade descriptors, feedback expectations and use of the marking scale before marking begins.	Standardisation note, meeting note or marker briefing record
3	First marking	First marker applies the approved criteria, records provisional marks, gives constructive feedback and identifies any academic integrity concerns.	Marked work, feedback, provisional mark record
4	Internal moderation sampling	Sample covers high, mid, low, fail/pass, borderline work, new markers, unusual mark profiles and identified risk areas.	Moderation sample record and completed moderation form
5	Resolution and cohort action	Inconsistency, unclear criteria, marking error or feedback concern is resolved before release. Samples may be widened or a whole cohort reviewed where needed.	Action log, revised provisional marks and completion evidence
6	External Examiner, partner or awarding-body review	Samples, mark lists, feedback, assessment tasks and cohort data are provided to the External Examiner, partner reviewer or awarding-body verifier as required.	External Examiner evidence, partner comments or verifier record
7	Confirmation of results	Marks remain provisional until confirmed through the relevant Liverpool Hope University Module Confirmation Meeting, University board	Confirmed marks and board record

Step	Activity	Control point	Output
		or approved Belmont College Assessment Board.	
8	Enhancement and reporting	Themes from moderation, External Examiner comments and student queries are reviewed through Belmont College committees and used to strengthen assessment design, staff development and student support.	Committee report, quality action plan and review record

External Examiner samples provide sufficient evidence to allow a judgement on standards across the cohort. Where a sample is inadequate, too narrow or suggests marks are generally too high or too low, the sample may be widened, and the full cohort is reviewed where required before confirmation. External Examiners do not normally act as second markers for individual disagreements; internal markers remain responsible for agreeing marks, with the External Examiner confirming the validity of standards and process. (*LHU Procedural Guidelines Governing the University's External Examiners; LHU The University's External Examiners*)

Academic misconduct concerns identified during marking or moderation are recorded and escalated through the appropriate process. For Liverpool Hope University provision, Belmont College preserves evidence and refers matters through the University route rather than making a final decision outside the University's authority. (*LTP6 Belmont College Academic Integrity and Misconduct Policy; LHU Academic Misconduct Policy*)

Student queries about marks and academic appeals are handled through the published procedures after the appropriate stage of confirmation. Students receive clear information about provisional marks, confirmed marks, feedback and the relevant route for queries or appeals. (*LHU Students who Query Marks; CAP5 Belmont College Academic Appeals Policy*)

9. Roles and responsibilities

Moderation works effectively only when responsibilities are clear and evidence is recorded at each stage. The table below sets out the minimum expectations for each role. (*QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference*)

Role	Responsibilities
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, safeguards standards within Belmont College's responsibilities, oversees

	academic assurance and reports to the Board of Directors.
Quality Committee	Monitors academic quality assurance, assessment standards, moderation outcomes, 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 moderation, assessment administration and quality delivery.
Head of Quality & Operations	Leads the quality assurance framework, coordinates monitoring and reporting, and ensures moderation evidence and quality actions are reported through the agreed governance routes.
Head of Academic Programmes	Provides academic leadership for programme quality, standards, assessment, feedback, moderation and student outcomes.
Programme Coordinator	Coordinates programme-level marking, moderation sampling, action tracking, student engagement monitoring and preparation for external moderation and boards.
Module Tutor / First Marker	Uses approved assessment criteria, marks student work, provides constructive feedback, records provisional marks and identifies issues requiring escalation.
Internal Moderator	Reviews the agreed sample for consistency, fairness, level, criteria, feedback quality and correct use of the marking scale.
Liverpool Hope University	Retains authority for academic standards, assessment regulations, examining bodies, External Examiner arrangements, progression decisions and awards for Liverpool Hope University provision.
External Examiner	Provides independent assurance that standards are maintained, assessment processes are appropriate and student achievement is comparable with sector expectations.
Students	Engage with assessment guidance, submit work by published deadlines, act with academic integrity and use the published support, query and appeals routes where required.

10. Governance and committee oversight

Bellmont College's governance framework provides the oversight route for implementing, monitoring and reviewing this process. Operational delivery is managed by academic and professional services teams; quality risks and enhancement actions are reported through academic committees; and strategic or regulatory risks are escalated to senior management and the Board of Directors. *(QGP1 Belmont College Quality Assurance Handbook; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)*

Role / Committee	Implementation, Monitoring and Review Responsibility	Policy reference
Board of Directors	Receives strategic, resource, regulatory and high-risk matters and retains ultimate oversight of academic quality, standards, student outcomes, risk and compliance.	<i>(QGP1 Belmont College Quality Assurance Handbook)</i>
Academic Committee	Acts as the academic authority and receives academic assurance from the Quality Committee on standards, assessment and quality enhancement.	<i>(QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)</i>
Quality Committee	Monitors academic standards, quality performance, academic quality risks, enhancement actions, student outcomes and moderation themes.	<i>(QGP1 Belmont College Quality Assurance Handbook)</i>
Learning and Teaching Committee	Reviews learning, teaching, assessment, feedback and student experience themes arising from moderation and reports to the Academic Committee where required.	<i>(LTP1 Belmont College Learning, Teaching and Assessment Strategy)</i>

Senior Management Committee	Oversees operational delivery, resourcing, implementation, management reporting and completion of moderation actions.	<i>(QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)</i>
Head of Academic Programmes and Programme Coordinator	Monitor completion of marking, moderation, sampling and action logs before results are confirmed through the relevant partner or assessment board route.	<i>(LTP4 Belmont College Internal Verification Policy)</i>

For Liverpool Hope University provision, partnership matters are also considered through the relevant University route, including operational, academic oversight and strategic oversight mechanisms where applicable. Belmont College reports relevant outputs, action logs, risks, assessment matters and External Examiner themes into its own committees so that local actions are tracked and completed. *(LHU Academic Partnership Handbook; QGP1 Belmont College Quality Assurance Handbook)*

Implementation is monitored through routine evidence checks, annual monitoring, staff development activity, student feedback, External Examiner comments and committee action tracking. The process is reviewed at least annually, or earlier where partner requirements, OfS approval conditions, awarding-body requirements, legislation, External Examiner comments or internal monitoring identify the need for change. *(HRP1 Belmont College Staff Development Plan; QGP1 Belmont College Quality Assurance Handbook)*

11. Records, reporting, escalation and review

Records are retained for each assessment period, including approved briefs, marking records, feedback, sampling plans, moderation forms, External Examiner evidence, board records, action logs, student query records, academic misconduct referrals and committee reports. *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy; QGP5 Belmont College Information Governance, Public Information and Transparency Policy)*

Where moderation identifies inconsistent standards, unclear criteria, marking errors, inadequate feedback, missing evidence, data concerns or possible academic misconduct, the Programme Coordinator escalates the matter to the Head of Academic Programmes and Head of Quality & Operations before marks are confirmed. High-risk or unresolved issues are recorded on the relevant action tracker and escalated through the committee structure. *(BCP1 Belmont College Risk Management Policy; LTP6 Belmont College Academic Integrity and Misconduct Policy)*

External Examiner reports, partner feedback and moderation themes are reviewed through the Learning and Teaching Committee, Quality Committee and Academic Committee. Actions may include staff development, changes to local assessment administration, clearer student guidance, strengthened sampling, revised standardisation activity or additional monitoring of a module or cohort. *(HRP1 Belmont College Staff Development Plan; QGP1 Belmont College Quality Assurance Handbook)*

The review of this process is led by the Head of Academic Programmes with support from the Head of Quality & Operations. The Academic Committee considers the effectiveness of the process and recommends approval of revisions to the Board of Directors where required. *(QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference)*

12. Conclusion

This Moderation Process gives Belmont College a clear framework for protecting academic standards, supporting fairness for students and demonstrating that assessment decisions are checked before confirmation. It recognises the current Liverpool Hope University partnership route and provides a controlled basis for any future standalone or directly managed provision, subject to approval and protection of student interests. *(LHU Academic Regulations; QGP1 Belmont College Quality Assurance Handbook)*

By recording moderation decisions, monitoring actions through committees and using External Examiner and partner feedback for enhancement, Belmont College ensures that assessment is not only checked, but also used to improve teaching, feedback, student support and academic governance. *(LTP2 Belmont College Assessment and External Examining Policy; LTP4 Belmont College Internal Verification Policy)*

Bellmont College Moderation Process					
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1	March 2026	Head of Quality and Operations	New Document	Board of Directors	March 2027