



“Enabling Students to Accomplish their Academic Goal”

Academic Progress Procedure

DOCUMENT CONTROL

Document Number: LTP7

Version: 4.0

Date: March 2026

Owner: Head of Quality & Operations

Approved by: Board of Directors

Next Review: March 2027

Address: 1st Floor, 9 Lymington Avenue, Wood Green N22 6EA

Email: info@bellmontcollege.co.uk

Tel: + 44 (0) 203 840 9294 + 44 (0) 203 959 7784

Website: www.bellmontcollege.co.uk

March 2026

Contents:

1. Introduction.....	3
2. Purpose of the Procedure.....	3
3. Scope of the Procedure.....	4
4. Regulatory and Legal Framework.....	5
5. Definitions and Key Concepts.....	6
6. Core Principles.....	6
7. How this Procedure Supports Students Across the Student Journey.....	7
8. Student Information, Induction and Expectations.....	8
9. Monitoring Attendance, Engagement and Academic Performance.....	8
10. Early Identification of Academic Progress Concerns.....	9
11. Support, Intervention and Learning Support Plans.....	9
12. Academic Progress Procedure Stages.....	10
13. Assessment Boards and Progression Decisions.....	11
14. Student Support, Wellbeing, Safeguarding and Equality Considerations.....	12
15. Communication with Students.....	12
16. Appeals, Complaints, Redress and OIA.....	12
17. Data Protection, Records and Confidentiality.....	13
18. Governance and Committee Implementation Framework.....	13
19. Roles and Responsibilities.....	14
20. Training, Monitoring, Audit and Evidence.....	15
21. Conclusion.....	16

1. Introduction

Bellmont College is committed to supporting student continuation, progression, achievement and successful completion through a structured, fair and supportive academic progress framework. Belmont College recognises that students make significant personal, professional and financial commitments when entering higher education and must therefore receive clear information, timely support, consistent academic monitoring and fair procedures when academic progress concerns arise.

This Academic Progress Procedure explains how Belmont College monitors student attendance, engagement, assessment submission, academic performance, support needs and progression. It is intended to be developmental rather than punitive wherever reasonably possible. Belmont College identifies concerns early, provides clear guidance, puts support in place and gives students realistic opportunities to improve, while also protecting academic standards and the integrity of awards.

Bellmont College currently delivers higher education provision in collaboration with Liverpool Hope University as an awarding and academic partner. Under current partnership arrangements, students may receive teaching, local academic support and operational services from Belmont College while the award, academic regulations, assessment boards and elements of academic oversight may be governed by Liverpool Hope University regulations and partnership arrangements. Belmont College ensures that students are signposted clearly to the regulations and procedures that apply to them, including relevant Liverpool Hope University regulations where applicable.

Bellmont College is also seeking Office for Students approval for its own funding arrangements and progressing institutional development that may affect future governance, funding, quality assurance and student support processes. Any future change will be managed carefully, proportionately and transparently so that student interests, continuation of study, academic standards and access to support remain protected. This procedure has therefore been written to operate within the current Liverpool Hope University partnership and to remain suitable for future independent or revised regulatory arrangements.

This procedure should be read alongside Belmont College's wider academic governance, student support, assessment, attendance, complaints, appeals and student protection arrangements (*QGP1 Belmont College Quality Handbook*) (*CAP1 Belmont College Student Protection Plan and Policy*) (*QGP4 Belmont College Student Handbook*) (*CAP5 Belmont College Academic Appeals Policy*) (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*).

2. Purpose of the Procedure

The purpose of this procedure is to provide a clear and institution-wide framework for identifying, supporting, monitoring and deciding matters relating to student academic progress. It supports students to understand what is expected of them, how concerns are communicated, what support is available, how progression decisions are made, and how they may raise concerns or appeal where appropriate.

The procedure enables Belmont College to maintain academic standards while supporting continuation and achievement. It helps ensure that students are not left without guidance when attendance, engagement or assessment performance causes concern. It also ensures

that academic progress decisions are based on evidence, applied consistently, recorded appropriately and reviewed through College committees.

Operationally, this procedure gives staff, students, committees, professional services teams and academic partners a shared framework for academic progress monitoring. It explains how concerns are identified, how support is offered, how Learning Support Plans are used, how Exam Board decisions are informed, and how themes are monitored for enhancement and risk management.

The procedure also supports regulatory accountability. Continuation, completion, progression and outcomes are central indicators of student success and institutional quality. Belmont College therefore monitors academic progress data through its quality assurance and governance structures in line with its obligations under relevant institutional, partnership and regulatory requirements (*QGP1 Belmont College Quality Handbook*) (*BCP2 Belmont College Risk Management Policy*).

3. Scope of the Procedure

This procedure applies to all students studying higher education programmes delivered by Belmont College, including students studying under collaborative arrangements with Liverpool Hope University. It applies to full-time, blended, campus-based and other approved modes of delivery, unless a specific awarding body regulation or professional, statutory or regulatory body requirement requires a different process.

The procedure applies to all stages of the student journey from enrolment and induction through to module study, assessment, progression, continuation, interruption, reassessment, repeat study and completion. It applies where academic progress concerns arise from attendance, engagement, assessment submission, academic performance, repeated failure, lack of participation, failure to comply with support requirements, or other matters affecting continuation or achievement.

The procedure applies to staff and committees involved in academic delivery, academic support, registry, student support, attendance monitoring, assessment administration, wellbeing support, safeguarding, disability support, complaints, appeals, quality assurance, risk management and partnership oversight. It also applies to any person acting on behalf of Belmont College in relation to academic progress matters.

The procedure does not replace assessment regulations, academic misconduct procedures, fitness to study processes, complaints procedures or academic appeals procedures. Where a concern relates primarily to another process, students are signposted clearly to the appropriate policy or procedure (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) (*CAP5 Belmont College Academic Appeals Policy*).

4. Regulatory and Legal Framework

Framework / requirement	Relevance to this procedure
Office for Students Conditions B1, B2, B3, B4 and B5	Academic experience, support, outcomes, assessment and standards are monitored through academic progress processes.
Office for Students Conditions C1, C2, C3 and C4	Student information, complaints, student protection and risk controls are clear and fair.
Office for Students Conditions E1, E2, E3 and E6	Governance, accountability, management and safe participation are considered where progress concerns arise.
Higher Education and Research Act 2017 and UK Quality Code for Higher Education 2024	Sector expectations for quality, standards, monitoring, support, partnership oversight and enhancement are embedded.
Consumer law and CMA guidance	Academic progress information, expectations, consequences and routes for redress are clear and accessible.
Equality Act 2010	Reasonable adjustments, non-discrimination and inclusive support are considered in progress decisions.
UK GDPR and Data Protection Act 2018	Attendance, assessment, support, wellbeing and committee records are processed lawfully and securely.
Office of the Independent Adjudicator Good Practice Framework	Complaint and appeal handling is fair, evidence-based and accessible.
Liverpool Hope University Academic Regulations and partnership requirements	Progression, reassessment, appeal and assessment decisions follow the applicable awarding body requirements.
Safeguarding, health, safety and wellbeing obligations	Academic progress processes take account of student safety, wellbeing and safe participation in learning.

5. Definitions and Key Concepts

Term	Meaning in this procedure
Academic progress	A student's movement through a programme, including attendance, engagement, assessment submission, achievement, progression to the next stage, continuation and completion.
Continuation	A student's ability to remain registered and engaged with their programme of study.
Progression	A formal academic decision that a student may move to the next level, stage or part of the programme, usually following assessment board consideration.
Engagement	Meaningful participation in scheduled teaching, learning activities, assessment preparation, academic support, communications and required Belmont College processes.
Learning Support Plan (LSP)	A structured support plan agreed with a student where academic progress concerns require targeted support, clear expectations, review dates and named responsibilities.
Academic concern	A concern that a student may not be meeting programme, attendance, engagement, assessment or progression expectations.
Mitigating circumstances	Serious, unforeseen or unavoidable circumstances that may affect a student's ability to complete or perform in assessment and which may be considered under the relevant procedure.
Exam Board / Assessment Board	The formal academic body responsible for confirming assessment outcomes and making or recommending progression decisions in line with applicable regulations.
Academic judgement	Professional academic evaluation of a student's performance, standards achieved, assessment outcomes and readiness to progress. Academic judgement cannot normally be appealed unless there is a procedural or regulatory ground.

6. Core Principles

Bellmont College applies the following principles to academic progress monitoring and decision-making.

Principle	What it means in practice
Supportive and developmental	The procedure is intended to help students improve and continue wherever reasonably possible. Concerns should lead to early guidance and support before formal action is considered.
Fair and consistent	Students in comparable circumstances should be treated consistently, while still allowing reasonable consideration of individual circumstances and evidence.
Transparent and accessible	Students should understand expectations, concerns, support options, potential outcomes and routes for appeal or complaint.

Principle	What it means in practice
Evidence-based	Decisions are supported by reliable evidence such as attendance data, assessment outcomes, student communications, support records, LSP reviews and board decisions.
Academically robust	Supportive intervention must not compromise academic standards, assessment integrity or the validity of awards.
Inclusive and proportionate	Bellmont College considers disability, wellbeing, safeguarding, caring responsibilities, protected characteristics and reasonable adjustment duties.
Governed and monitored	Academic progress themes, risks and outcomes are monitored through Bellmont College committees and escalated where necessary.

7. How this Procedure Supports Students Across the Student Journey

Academic progress is best understood across the student journey. Each stage creates different risks and therefore requires clear controls. The table below explains how the procedure works in practice.

Student stage	What students can expect	Implementation route
Pre-entry and offer	Applicants receive accurate information about course expectations, entry requirements, attendance, assessment and support.	Recruitment, Admissions and Registry Committee; Admissions checks; (<i>RAP1 Bellmont College Recruitment, Selection and Admission Policy</i>).
Enrolment and induction	Students are introduced to academic expectations, attendance, engagement, assessment, support, complaints and appeals routes.	Induction records; Programme Coordinator and Academic Support Tutor input; (<i>QGP4 Bellmont College Student Handbook</i>).
Early weeks of study	Attendance, engagement and academic transition are monitored so that concerns can be identified early.	Module Tutor monitoring; Registry reports; Learning and Teaching Committee oversight.
During module delivery	Students receive teaching, feedback, academic support and opportunities to address concerns before formal progression action.	Academic tutorials; Learning Support Plans; Student support referrals.
Assessment and feedback	Assessment submission, feedback, resit/retrieval needs, mitigating circumstances and performance trends are monitored.	Assessment tracking; Exam Board records; (<i>LTP8 Bellmont College Mitigating Circumstances Policy</i>).

Student stage	What students can expect	Implementation route
Progression decision	Progression outcomes are determined by the relevant Exam Board or Assessment Board in line with applicable regulations.	Exam Board minutes; Liverpool Hope University regulations where applicable; Academic Committee and Quality Committee reporting.
Appeal or complaint	Students may challenge decisions or raise concerns through the appropriate route.	Academic Appeals; Complaints procedure; OIA signposting where applicable; (<i>CAP5 Belmont College Academic Appeals Policy</i>) (<i>CAP3 Belmont College Complaint and Appeal Policy and Procedure</i>).
Review and enhancement	Progression data and themes are reviewed to improve academic support, teaching, assessment and student experience.	Quality Committee; Learning and Teaching Committee; Board assurance reports.

8. Student Information, Induction and Expectations

Bellmont College provides clear information about academic progress expectations before and during study. Students should understand the attendance requirements, engagement expectations, assessment requirements, progression rules, support routes and consequences of continued non-engagement or assessment failure that apply to their programme.

Induction includes signposting to relevant policies, academic regulations, assessment requirements, academic integrity expectations, student support, safeguarding, complaints and appeals routes (*QGP4 Belmont College Student Handbook*) (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) (*CAP5 Belmont College Academic Appeals Policy*). Students studying under Liverpool Hope University partnership arrangements are also signposted to the relevant Liverpool Hope University academic regulations and student guide.

Students are expected to attend and engage with scheduled learning, submit assessments by published deadlines, read feedback, use academic support, monitor College communications, maintain accurate contact details and tell Belmont College promptly where circumstances may affect progress. Students remain responsible for engaging with support offered to them, although Belmont College makes reasonable efforts to communicate clearly and provide accessible support routes.

9. Monitoring Attendance, Engagement and Academic Performance

Bellmont College monitors academic progress using a combination of attendance data, engagement data, assessment submission records, assessment outcomes, academic support records, tutor feedback, student communications and relevant wellbeing or support information. Monitoring enables Belmont College to identify students who may be at risk of non-continuation, poor academic outcomes or progression difficulty.

Attendance and engagement monitoring is used supportively and proportionately. A single absence or missed activity may not in itself require formal action, but patterns of non-attendance, non-submission, failure to respond to communications or repeated academic failure may indicate a need for intervention. Records are accurate, timely and capable of supporting fair decision-making.

The Recruitment, Admissions and Registry Committee monitors operational attendance, engagement and registry data. The Learning and Teaching Committee reviews academic performance, assessment outcomes, module-level trends and support interventions. The Quality Committee and Academic Committee receive summary reporting where patterns may affect quality, standards, student outcomes or regulatory risk.

10. Early Identification of Academic Progress Concerns

Academic progress concerns may arise from poor attendance, non-submission of assessment, repeated assessment failure, declining performance, failure to engage with academic support, repeated mitigating circumstances requests, concerns raised by tutors, or wider wellbeing and safeguarding indicators.

Where concerns arise, the relevant academic or professional services team should act promptly. The first response is normally supportive communication with the student, explaining the concern, inviting the student to discuss their circumstances, identifying available support and setting out what improvement is expected. Where the concern appears to involve wellbeing, safeguarding, disability or additional learning support needs, appropriate referral is made (*SWP4 Belmont College Mental Health and Wellbeing Policy*) (*HSP1 Belmont College Safeguarding and PREVENT Policy*) (*SWP3 Belmont College Disability Policy*) (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*).

Students should not normally be referred for formal progression action until reasonable supportive steps have been taken, unless the concern is so serious that immediate referral to the relevant assessment or governance route is required. Examples may include extreme assessment failure, serious non-engagement, academic misconduct, serious safeguarding risk, or a regulatory requirement imposed by the awarding body.

11. Support, Intervention and Learning Support Plans

Where a student is identified as at risk, Belmont College considers appropriate support and intervention. Support may include a meeting with a Module Tutor, Academic Support Tutor, School Academic Adviser, School Senior Academic Adviser, Programme Coordinator, Head of Academic Programmes, Student Support Team or other relevant staff member.

A Learning Support Plan may be agreed where a structured intervention is needed. The plan is realistic, time-limited and clearly recorded. It explains the academic concern, the improvement required, the support available, the actions the student is expected to take, the evidence reviewed, the review date and the possible consequences if improvement is not achieved.

A Learning Support Plan may include attendance expectations, scheduled academic tutorials, study skills support, assessment planning, submission milestones, feedback review, referral to wellbeing support, disability adjustments, safeguarding support, financial guidance, or other support relevant to the student's circumstances. The plan avoids vague targets and is written in language that the student can understand.

Where reasonable adjustments are required, the Learning Support Plan is coordinated with appropriate disability or learning support arrangements and does not undermine academic standards or assessment validity (*SWP3 Belmont College Disability Policy*) (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*).

12. Academic Progress Procedure Stages

The following staged procedure is normally used where other support measures have not resolved the concern or where the student's progress remains at risk. The stages are adapted where programme regulations, Liverpool Hope University requirements, safeguarding concerns or urgent circumstances require a different route.

Stage	What happens	Responsible route
Stage 1: Identification of concern	A concern is identified through attendance, engagement, assessment, support or tutor records. The concern is recorded and checked for accuracy.	Module Tutor, Programme Coordinator, Registry, Academic Support Tutor or Professional Services.
Stage 2: Initial communication	The student is contacted in writing and invited to discuss the concern. Communication explains the issue, support available and expected next steps.	Professional Services / Programme Coordinator / Head of Academic Programmes.
Stage 3: Support meeting	A meeting is held to understand the student's circumstances, clarify expectations and identify support. Where needed, support referrals are made.	Academic staff and student support staff as appropriate.
Stage 4: Learning Support Plan	A Learning Support Plan is agreed where needed, setting targets, actions, deadlines, review dates and responsibilities.	School Academic Adviser / School Senior Academic Adviser / Academic Support Tutor.
Stage 5: Monitoring period	Progress is monitored against the plan, including attendance, engagement, assessment submissions, tutorials and support engagement.	SAA/SSAA, Module Tutors, Registry and Head of Academic Programmes.
Stage 6: Review outcome	If improvement is satisfactory, the concern is closed or monitored informally. If not, further action is recommended.	SAA/SSAA with Head of Academic Programmes and Professional Services input.

Stage	What happens	Responsible route
Stage 7: Referral to Exam Board or relevant academic body	Where progress remains unsatisfactory or assessment outcomes require formal decision, the matter is referred to with evidence.	Head of Academic Programmes / Professional Services / Exam Board.
Stage 8: Decision and communication	The formal outcome is communicated to the student, including reasons, conditions, support, appeal rights and next steps.	Exam Board / Registry / Head of Academic Programmes.

Where improvement is satisfactory, the referral is normally closed, recorded and, where appropriate, replaced with normal monitoring or light-touch support. Where improvement is not satisfactory, the School Senior Academic Adviser or relevant academic lead may submit a recommendation for further action supported by evidence. Evidence may include attendance records, assessment outcomes, communication records, LSP reviews, tutor feedback and relevant support information.

In cases of extreme assessment failure, the Exam Board may make decisions based on assessment outcomes and academic regulations without the full staged procedure being completed. This may apply where a student has failed to meet minimum progression or award requirements and the decision falls within the assessment regulations of Belmont College or Liverpool Hope University.

13. Assessment Boards and Progression Decisions

The Exam Board or relevant Assessment Board is responsible for confirming assessment outcomes and making or recommending progression decisions in accordance with the applicable academic regulations. Where programmes are delivered through Liverpool Hope University partnership arrangements, Liverpool Hope University assessment and progression regulations may apply and Belmont College operates within those requirements.

Progression decisions may include confirmation of progression, progression with conditions, reassessment or retrieval, repetition of a module, repetition of a level or stage, interruption of study, referral to student support or fitness to study arrangements, or termination of study where severe academic failure or persistent non-engagement justifies that outcome under the applicable regulations.

Progression decisions are evidence-based and consider assessment outcomes, moderation and standardisation, attendance and engagement data, mitigating circumstances decisions, reasonable adjustments, external examiner input where applicable, professional requirements and relevant regulations. The Board ensures that decisions are consistent, proportionate and properly recorded.

Students are informed of progression decisions in writing as soon as reasonably practicable. Communications explain the outcome, reasons, any conditions, relevant deadlines, support available, and the route for appeal or complaint where applicable (*CAP5 Belmont College Academic Appeals Policy*) (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*).

14. Student Support, Wellbeing, Safeguarding and Equality Considerations

Academic progress concerns may be linked to personal, health-related, financial, disability, safeguarding or wellbeing circumstances. Belmont College ensures that academic progress processes are connected to wider student support arrangements and that students are signposted to appropriate help.

Support may include wellbeing guidance, safeguarding referral, disability support, reasonable adjustments, academic skills support, financial guidance, external agency signposting, personal tutoring or other support arrangements (*SWP4 Belmont College Mental Health and Wellbeing Policy*) (*HSP1 Belmont College Safeguarding and PREVENT Policy*) (*SWP3 Belmont College Disability Policy*) (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*).

Belmont College does not reduce academic standards or waive essential learning outcomes because a student is experiencing difficulty. However, Belmont College considers reasonable adjustments, mitigating circumstances, accessible communication, appropriate deadlines, support plans and fair consideration of evidence in line with relevant policies and regulations.

Where a student's behaviour, health or wellbeing raises concerns about their ability to participate safely in study, Belmont College may consider a fitness to study, safeguarding or wellbeing route rather than treating the matter solely as academic underperformance. Any such action is proportionate, evidence-based and documented.

15. Communication with Students

Clear communication is central to fair academic progress management. Belmont College communicates concerns, support options, decisions and deadlines in writing using approved College communication systems. Communications are timely, clear, respectful and capable of being understood by students.

Students normally receive written information about the nature of the concern, evidence relied upon, improvement expected, support available, review dates, possible consequences and relevant policies. Where a student has disclosed disability, language, wellbeing or accessibility needs, reasonable steps are taken to ensure communication is accessible and appropriate.

Students are responsible for checking College communications and responding within stated timescales. Failure to respond to communications may itself be considered evidence of non-engagement, provided that Belmont College has used reasonable and appropriate communication methods.

16. Appeals, Complaints, Redress and OIA

Students may appeal academic progress or progression decisions through the appropriate academic appeals route where they have valid grounds, such as procedural irregularity, new evidence that could not reasonably have been provided earlier, or evidence that the decision was not made in accordance with applicable regulations (*CAP5 Belmont College Academic Appeals Policy*).

Students may raise complaints about the way they were treated, the support provided, communication, administrative handling, or failure to follow procedure through the relevant complaints route (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*).

Academic judgement cannot normally be challenged through a complaint unless there is evidence of procedural failure, bias, discrimination or maladministration.

Where a programme is delivered under Liverpool Hope University partnership arrangements, Liverpool Hope University academic appeals, complaints or review procedures may apply. Belmont College signposts students clearly to the correct route and cooperates with Liverpool Hope University where progression, appeals or complaints require partnership coordination.

Where internal procedures are completed and the matter falls within the relevant scheme, students are informed of their right to refer the matter to the Office of the Independent Adjudicator for Higher Education. Complaint and appeal trends are reviewed for enhancement and risk management through the Quality Committee and Senior Management Committee.

17. Data Protection, Records and Confidentiality

Academic progress monitoring involves personal data, including attendance, assessment outcomes, engagement records, communication records, support information, mitigating circumstances, disability information, wellbeing information and committee papers. Belmont College processes such information lawfully, fairly, securely and transparently in accordance with UK GDPR and the Data Protection Act 2018 (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*).

Access to academic progress records is restricted to staff and committees with a legitimate educational, operational, support, governance or regulatory need. Sensitive information, including disability, health, wellbeing or safeguarding information, is shared only on a need-to-know basis and only where there is a lawful basis to do so.

Records are accurate, dated and sufficient to evidence the process followed. Records may include attendance data, assessment outcomes, meeting notes, Learning Support Plans, emails, support referrals, Exam Board decisions, appeals documents, committee reports and action logs. Retention and disposal follow Belmont College's data protection and records retention arrangements (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*).

18. Governance and Committee Implementation Framework

Academic progress is implemented through Belmont College's governance and committee structure. The purpose of this structure is to ensure that progress issues are not only identified but acted on, monitored, reviewed and escalated where necessary. A concern may begin as attendance data, assessment failure, tutor feedback, student disclosure, complaint, safeguarding concern or Exam Board outcome. It should then move through the appropriate route until action is completed and evidence is recorded.

The implementation model is: identify the concern; check evidence; assess impact on the student and academic standards; offer support; agree actions; monitor progress; decide the appropriate outcome; report themes to committees; escalate material risks; close actions only when evidence shows completion. This model embeds academic progress within accountable governance rather than informal practice.

Committee / Body	Role in this procedure
Board of Directors	Retains ultimate governance oversight of academic quality, standards, student outcomes, regulatory compliance, risk and student protection. Receives assurance on continuation, progression, completion and material partnership or funding risks.
Audit & Risk Committee	Reviews risks, controls and compliance matters linked to academic progress, student protection, data, business continuity and regulatory assurance.
Academic Committee	Provides academic governance oversight of academic standards, progression arrangements, assessment board outcomes, regulations and academic enhancement.
Senior Management Committee	Coordinates operational implementation, resources, escalation, risk management and cross-department action where academic progress concerns affect continuation, staffing, support or institutional risk.
Quality Committee	Monitors quality, standards, student outcomes, assessment board themes, complaints, appeals, enhancement actions and implementation of this procedure.
Learning and Teaching Committee	Reviews academic delivery, assessment, feedback, learning resources, academic support, module performance and effectiveness of interventions.
Recruitment, Admissions and Registry Committee	Monitors attendance, engagement, registry records, assessment submission tracking, student records and lifecycle data.
Student Staff Committee	Provides a student voice route for academic support, teaching, assessment, feedback, communication and student experience concerns.

19. Roles and Responsibilities

Role	Responsibility
Board of Directors	Retains ultimate oversight of academic quality, standards, student outcomes, regulatory compliance, institutional risk and student protection.
Chief Executive Officer	Holds executive accountability for implementation, resourcing, governance escalation and delivery of effective academic progress arrangements.

Role	Responsibility
Head of Quality & Operations	Coordinates quality assurance, policy implementation, regulatory evidence, committee reporting, audit activity, student protection links and annual review of this procedure.
Head of Academic Programmes	Oversees academic progress, academic support, assessment-related concerns, tutor action, progression evidence, Assessment Board preparation and academic escalation.
Head of Professional Services	Oversees registry, attendance, engagement, student records, communications, administrative tracking and operational coordination of student progress processes.
Programme Coordinator	Monitors programme-level performance, supports tutors, reviews academic concerns, communicates with students and escalates progression risks.
Module Tutors	Monitor engagement, assessment preparation, submission, performance and feedback; identify concerns early and refer students to academic or wellbeing support.
Academic Support Tutors / School Academic Advisers	Provide academic support, study guidance, Learning Support Plan input, improvement monitoring and recommendations where progress remains unsatisfactory.
Student Support, Wellbeing and Safeguarding Team	Provides support, advice, referral and safeguarding input where academic progress concerns are linked to wellbeing, disability, personal circumstances or safety.
Registry and Professional Services Staff	Maintain accurate student records, attendance data, communication logs, assessment submission tracking and progression evidence.
Students	Attend and engage with learning, submit assessments, check communications, seek support early, provide evidence where required and participate honestly in support and review processes.
All Staff	Communicate clearly, maintain accurate records, respect confidentiality, support early intervention and escalate concerns that may affect student progress, wellbeing or academic standards.

20. Training, Monitoring, Audit and Evidence

Bellmont College provides proportionate staff training and guidance so that relevant staff understand academic progress expectations, attendance and engagement monitoring,

support referral routes, reasonable adjustments, safeguarding escalation, data protection, academic regulations, complaints and appeals.

Monitoring includes review of continuation, progression, completion, attendance, engagement, assessment submissions, assessment outcomes, retrieval and reassessment patterns, Learning Support Plan effectiveness, complaints, appeals, student feedback, equality data and support interventions. Trends are reviewed through the relevant committees and used to inform enhancement actions.

Bellmont College retains evidence including attendance records, assessment records, Exam Board minutes, student communications, Learning Support Plans, support referral records, committee minutes, action logs, appeals reports, complaints reports, risk register entries and training records. This evidence demonstrates that academic progress is actively implemented and monitored, not only stated in procedure.

21. Conclusion

Bellmont College is committed to maintaining a supportive, fair and academically robust approach to student progression and continuation. Bellmont College recognises that academic progress arrangements are central to student success, positive academic outcomes, academic quality, student confidence, regulatory compliance and public trust.

Through early identification, structured support, Learning Support Plans, fair assessment board decision-making, accessible communication, student support referral and committee monitoring, Bellmont College seeks to ensure that students are supported proactively while maintaining academic standards and the integrity of awards.

Bellmont College continues to work collaboratively with Liverpool Hope University to maintain academic quality, standards and student continuity for programmes delivered under partnership arrangements. It also recognises that future OfS approval and institutional development may lead to changes in governance, funding or delivery arrangements and remains committed to managing any transition carefully, proportionately and transparently in the interests of students.

Bellmont College Academic Progress Procedure					
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 Directors	March 2027