



“Enabling Students to Accomplish their Academic Goal”

Mitigating Circumstances Policy

DOCUMENT CONTROL

Policy Number: LTP8

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 treating students fairly, consistently and compassionately where serious, unexpected and unavoidable circumstances affect their ability to complete an assessment, attend an assessment, submit work by a deadline, or engage effectively with their studies. This policy explains how Belmont College identifies, receives, supports, records, reviews and monitors mitigating circumstance matters while protecting academic standards, reliable assessment outcomes and the interests of students.

Bellmont College currently works with Liverpool Hope University as its partner institution for higher education delivery and is seeking Office for Students (“OfS”) approval for its own funding arrangements. This may affect future academic and administrative processes, including the way mitigating circumstance requests are submitted, reviewed, reported and quality assured. Belmont College manages any transition carefully, communicates clearly with students and staff, and continues to apply the applicable partner or institutional regulations at the relevant time so that student interests remain protected.

Where a student is registered on a Liverpool Hope University award, the applicable Liverpool Hope University academic regulations and mitigating circumstances process normally determines the formal academic decision. Belmont College provides local advice, support, signposting, record keeping, monitoring and committee oversight so that students understand the process and are supported appropriately. (*Liverpool Hope University Mitigating Circumstances Policy*) (*Liverpool Hope University Academic Regulations*) (*QGP3 Belmont College Student Handbook*)

The policy has been strengthened to align local Belmont College arrangements with the current Liverpool Hope University approach to extensions, deferrals, absence or non-submission, evidence requirements, “fit to sit or submit” expectations and review outcomes, while retaining Belmont College governance, operational roles and quality assurance procedures. (*QGP1 Belmont College Quality Assurance Handbook*)

2. Purpose of the Policy

The purpose of this policy is to provide a clear, accessible and evidence-based framework for students and staff where serious, unforeseen and unavoidable circumstances may have affected assessment, attendance, submission, engagement, progression or continuation. It is intended to support students appropriately without compromising academic integrity, fairness to other students or the reliability of assessment and award outcomes.

The policy clarifies what mitigating circumstances are, what students are expected to do, what evidence is required where applicable, how requests are considered, how outcomes are communicated and how the process is implemented, monitored and reviewed through Belmont College’s academic and governance structures. (*QGP1 Belmont College Quality Assurance Handbook*) (*QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference*)

The policy also protects students by ensuring staff provide timely guidance, keep accurate records, consider reasonable adjustments where relevant, signpost wellbeing and safeguarding support where needed, and direct students to the correct academic appeal or complaint route where a student remains dissatisfied. (*CAP5 Belmont College Academic Appeals Policy*) (*CAP3 Belmont College Complaint and Appeal*)

3. Regulatory and Legal Framework

Regulatory / legal framework	Application to this policy
Office for Students Conditions B1-B5	Supports academic quality, student support, outcomes, reliable assessment and academic standards.
Office for Students Conditions C1-C4	Supports clear information, fair processes, student protection and action where student interests are at risk.
Higher Education and Research Act 2017	Provides the statutory framework for higher education regulation in England.
UK Quality Code for Higher Education 2024	Supports fair assessment, student support, partnership oversight and enhancement.
CMA guidance, Consumer Rights Act 2015 and Consumer Contracts Regulations 2013	Supports clear, accurate and accessible information on deadlines, evidence, outcomes and review routes.
Equality Act 2010	Supports fair treatment, accessibility and reasonable adjustments.
UK GDPR and Data Protection Act 2018	Supports lawful, secure and confidential handling of student information and evidence.
Office of the Independent Adjudicator Good Practice Framework	Supports fair, evidence-based and accessible complaints and appeals handling.
Liverpool Hope University academic regulations and partnership requirements	Apply where students are registered on Liverpool Hope University awards.
Safeguarding, wellbeing and health and safety obligations	Support safe participation in learning and timely referral to appropriate support.

4. Scope of the Policy

This policy applies to prospective and enrolled students where a mitigating circumstance may affect assessment, attendance at assessment, non-submission, late submission, engagement, progression or continuation. It also applies to Belmont College staff who advise students, receive information, maintain records, support academic decision-making, prepare committee reports or monitor academic quality and student outcomes.

The policy covers students studying through campus-based, blended or partnership delivery arrangements. Where a student is studying for a Liverpool Hope University award, the Liverpool Hope University process and assessment regulations normally determine the formal academic outcome, while Belmont College provides local academic and student support. Where Belmont College becomes responsible for future independent processes, this policy is reviewed before implementation, and students are informed clearly before any process changes take effect. (*Liverpool Hope University Academic Regulations*) (*CAP1 Belmont College Student Protection Plan and Policy*)

This policy does not replace academic appeals, complaints, reasonable adjustment, disability support, safeguarding, academic integrity, attendance or student protection procedures. Where a matter belongs more appropriately under another route, staff signpost the student clearly to the relevant process. (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*) (*SWP3 Belmont College Disability Policy*) (*HSP1 Belmont College Safeguarding and PREVENT Policy*) (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) (*LTP9 Belmont College Attendance, Retention and Submissions Policy*)

5. Core Principles

Belmont College applies this policy in a way that is fair, timely, transparent, proportionate and sensitive to student circumstances. The following principles guide both individual support and committee-level monitoring:

- Fairness and consistency: similar cases are treated consistently, and decisions are based on evidence, timing, severity, impact and the applicable academic regulations.
- Student support: students are encouraged to seek advice early and are signposted to academic, disability, wellbeing or pastoral support where appropriate.
- Academic integrity: mitigating circumstances is not a way to improve marks or gain unfair advantage; they are a route to protect fairness where serious circumstances have affected a student's ability to complete assessment.
- Confidentiality: personal and sensitive information is handled securely and shared only with staff who need it for support, decision-making, safeguarding, quality assurance or regulatory purposes.
- Transparency: students is expected to understand deadlines, evidence expectations, possible outcomes and the route for further advice or review.
- Accessibility: the process is explained clearly and made available in accessible formats where needed.

These principles are designed to protect both individual students and the integrity of the award. They also support Belmont College's wider approach to academic quality, equality, student voice and continuous enhancement. (*QGP1 Belmont College Quality Assurance Handbook*) (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*)

6. Definition of Mitigating Circumstances

Mitigating circumstances are serious, unexpected and unavoidable circumstances outside a student's control that have significantly affected the student's ability to complete an assessment, attend an assessment, submit work on time or engage with their studies during the relevant assessment period. They are normally short-term or time-limited, although an ongoing matter may create a specific short-term impact at the point of assessment or submission.

The key question is not only whether the circumstance happened, but whether it had a significant and evidenced impact on the student's ability to study, complete or submit the affected assessment at the relevant time. Students explain the nature of the circumstances, the dates affected, the assessment affected and the impact on their ability to study or submit work.

Mitigating circumstances are different from reasonable adjustments and disability support. Where a student has an ongoing disability, medical condition or learning support need, the correct route normally is a reasonable adjustment, learning support plan or other support arrangement. If a student has a support plan but experiences an additional unexpected event not covered by that plan, a mitigating circumstances request remains appropriate where the criteria are met. *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy) (SWP3 Belmont College Disability Policy)*

7. Requests Covered by this Policy

Depending on the applicable academic regulations, mitigating circumstance requests may relate to:

- an extension to a coursework deadline;
- deferral of an assessment, examination or other scheduled assessment event;
- absence from an assessment or non-submission of assessment;
- a request that an assessment attempt is treated as non-submission or absence in exceptional cases where the student could not reasonably judge their own fitness to sit or submit;
- serious disruption to attendance, engagement or progression where the student could not reasonably avoid the impact.

Students are not expected to assume that submitting a request automatically changes an assessment outcome. The outcome depends on the evidence, timing, severity, impact, assessment type, applicable regulations and, where relevant, Liverpool Hope University requirements. Reviewers do not normally have authority to change marks; outcomes may relate to extensions, deferrals, authorised absence or non-submission, resubmission opportunities, rejection of the request, support referral or consideration by the relevant academic board. *(Liverpool Hope University Mitigating Circumstances Policy) (LTP2 Belmont College Assessment and External Examining Policy)*

8. Circumstances Normally Accepted and Not Normally Accepted

The examples below are guidance only. Each case is considered on its own facts, with attention to timing, evidence, severity and impact.

May normally be accepted	Would not normally be accepted
Significant illness or injury affecting the assessment period.	Poor time management, personal organisation or forgetting a deadline.
Hospitalisation, emergency treatment or serious medical episodes.	Routine pressure of study, normal assessment stress or deadlines occurring close together.

May normally be accepted	Would not normally be accepted
Death or serious illness of a close family member, partner or dependent where the student has been significantly affected.	Holidays, planned travel or social commitments unless exceptional circumstances are evidenced.
Unexpected caring responsibilities or serious domestic disruption, such as fire, flood, emergency relocation or severe household crisis.	Minor travel delays or foreseeable transport disruption where reasonable contingency was possible.
Being a victim of crime or a serious incident where the impact affects assessment or study.	Technical failures, lost files or computer problems where work was not backed up or reasonable steps were not taken.
Failure or shortcoming in agreed support arrangements where this affects assessment access.	Circumstances already fully addressed by an agreed learning support plan or reasonable adjustment.

Where there is uncertainty, students seek advice as early as possible from their Academic Support Tutor, Programme Coordinator, Student Support and Wellbeing Team or the relevant Liverpool Hope University route. Staff avoid promising a particular outcome and explain the process, evidence requirements and support available. *(QGP3 Belmont College Student Handbook) (Liverpool Hope University Mitigating Circumstances Policy)*

9. Student Responsibilities and Fit to Sit or Submit

Students are expected to plan their work, attend scheduled assessments, meet published deadlines and seek support promptly if difficulties arise. A student who knows before a deadline or assessment that they are seriously affected seeks advice and submits the appropriate request as early as possible. Students do not wait until results are published if they could reasonably have reported the circumstances earlier.

Where the applicable academic regulations use a “fit to sit” or “fit to submit” principle, a student who attends an assessment or submits work is normally considered to have judged that they are fit to do so. A later mitigating circumstances request may therefore be limited unless exceptional evidence shows that the student could not reasonably recognise or determine their condition at the time. This protects fairness for all students and prevents retrospective claims being used to challenge academic judgement. *(Liverpool Hope University Mitigating Circumstances Policy)*

Students provide honest and accurate information. Any attempt to falsify evidence, misrepresent circumstances or gain an unfair advantage may be referred to under the relevant academic integrity, disciplinary or fraud process. *(LTP6 Belmont College Academic Integrity and Misconduct Policy)*

10. Evidence Requirements and Self-Certification

Mitigating circumstance requests are normally supported by evidence that confirms the nature of the circumstance, the period affected and the impact on the student’s ability to study, attend, complete or submit assessment. Evidence is relevant to the assessment period and is provided as soon as reasonably possible.

Examples of evidence may include medical evidence, hospital appointment or admission evidence, a death certificate or order of service, police crime reference information, a letter from a relevant professional or authority, evidence of emergency housing disruption, or confirmation from a relevant support service. Evidence that only states that a student was unwell may be insufficient if it does not explain the impact on assessment or study.

Where the current Liverpool Hope University process applies, students follow Liverpool Hope University requirements for evidence. Liverpool Hope University permits self-certification only in limited circumstances, normally for very short-term illness affecting coursework, within the stated limits, and not for absence from examinations. Self-certification is not used where the student has already declared themselves fit to sit or submit. Where independent evidence is required but delayed, the student notifies the delay at the time and provides evidence within the period permitted by the applicable process. *(Liverpool Hope University Mitigating Circumstances Policy)*

Evidence may include special category data. Belmont College processes and store such information lawfully, fairly, securely and only for legitimate educational, support, safeguarding, regulatory, quality assurance and record-keeping purposes. *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy) (BCP4 Belmont College Information Security and Cybersecurity Policy)*

11. Submission, Review and Outcomes

Bellmont College provides students with clear signposting to the correct submission route. Under the current Liverpool Hope University partnership, students may be required to use Liverpool Hope University online or formal processes for extensions, deferrals or mitigating circumstances, with Belmont College staff providing local guidance and support. Where Belmont College processes apply in the future, Belmont College publish the relevant forms, deadlines, evidence requirements and review arrangements before students are required to use them. *(Liverpool Hope University Mitigating Circumstances Policy) (QGP5 Belmont College Information Governance, Public Information and Transparency Policy)*

A simple implementation route is set out below. The precise route may vary depending on the programme, award, assessment type and applicable regulations.

Stage	What happens	Responsible route
1. Student identifies issue	Students seek advice as early as possible and identifies affected assessment(s), dates and impact.	Academic Support Tutor, Programme Coordinator or Student Support.
2. Submission	Student completes the appropriate extension, deferral or mitigating circumstances request and provides evidence where required.	Applicable Liverpool Hope University route or Belmont College process, depending on the programme.
3. Initial check	Requests are checked for completeness, timing, affected assessment and evidence requirements.	Registry / Academic Programme support.

Stage	What happens	Responsible route
4. Review	Authorised reviewers consider evidence, timing, severity, impact and applicable academic regulations.	Liverpool Hope University academic process and/or authorised Belmont College academic staff within delegated authority.
5. Outcome	Students are informed of the decision, any new deadline or assessment arrangement, and support or next steps.	Academic / Registry communication route.
6. Monitoring	Anonymised trends are reviewed to identify support, assessment, communication or policy improvements.	Learning and Teaching Committee, Quality Committee and other relevant committees.

Possible outcomes include an extension, deferral, authorised non-submission, revised assessment opportunity, request for further evidence, referral for support, rejection of the request, or referral to an academic board or appeal route. Students receive a clear outcome and, where a request is rejected, a brief explanation of the reason and any available next steps. (*LTP2 Belmont College Assessment and External Examining Policy*) (*CAP5 Belmont College Academic Appeals Policy*)

12. Late Requests, Post-Result Requests and Further Evidence

Students normally submit requests within the timeframe set by the applicable regulations. Under the current Liverpool Hope University process, a request normally be submitted within 10 working days of the assessment or submission date. Late requests are considered only where the student provides a clear reason why they could not apply within the deadline and where the applicable process permits late consideration. (*Liverpool Hope University Mitigating Circumstances Policy*)

A request made after a provisional mark or confirmed result has been issued may be restricted or refused under the applicable process. In such cases, students use the academic appeals route and explain why the information could not reasonably have been provided earlier. Staff do not discourage legitimate concerns, but they signpost students accurately to the correct process. (*CAP5 Belmont College Academic Appeals Policy*) (*Liverpool Hope University Academic Regulations*)

Where a request is rejected because evidence is missing or insufficient, students may be permitted to provide further evidence within the timeframe allowed by the relevant process. Staff explain any deadline and the type of evidence required in plain language.

13. Communication, Records and Confidentiality

Students are informed of outcomes in writing and are advised of any practical steps they are required to take, including new submission dates, deferral arrangements, reassessment requirements, support referrals or appeal options. Communications is clear, respectful and proportionate, recognising that students may be experiencing distress or difficulty.

Bellmont College maintains accurate records of advice provided, requests received locally, referrals to Liverpool Hope University processes, outcomes communicated to Belmont College where available, and anonymised trends for quality assurance. Individual case information is shared only with those who need it for academic decision-making, support, record keeping, legal, regulatory, safeguarding or quality assurance purposes.

Case records are stored securely and retained in line with data protection, student record, partner and academic regulation requirements. Committee reporting normally uses anonymised or aggregated information so that student privacy is protected. *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy) (QGP5 Belmont College Information Governance, Public Information and Transparency Policy) (BCP4 Belmont College Information Security and Cybersecurity Policy)*

14. Academic Appeals and Complaints

A mitigating circumstances process is designed to consider relevant circumstances before or close to the assessment event. It is not normally a substitute for an academic appeal after results have been confirmed. Where a student seeks to challenge an academic outcome after results, they may need to use the relevant academic appeals process and explain why the evidence could not reasonably have been submitted earlier. *(CAP5 Belmont College Academic Appeals Policy) (Liverpool Hope University Academic Regulations)*

A complaint is appropriate where the student's concern relates to the service they received, clarity of information, delay, communication, accessibility, support, or administration of the process. An academic appeal is appropriate where the student challenges an academic body's decision on valid grounds. Staff help students understand the difference and signpost to the correct route. *(CAP3 Belmont College Complaint and Appeal Policy and Procedure)*

Where the matter falls under Liverpool Hope University regulations or processes, students are signposted to the relevant Liverpool Hope University procedure. Belmont College cooperates with partner requirements and uses anonymised learning from cases to improve local guidance, support, assessment scheduling and communication. *(Liverpool Hope University Student Guide to Regulations and Policies)*

15. Support, Reasonable Adjustments, Wellbeing and Safeguarding

Bellmont College recognises that students experiencing mitigating circumstances may also need academic, pastoral, wellbeing, disability or safeguarding support. Staff respond sensitively and refer students to appropriate support services where needed. The process is not limited to deciding an academic outcome; it also helps students recover, re-engage and understand their options. *(SWP4 Belmont College Mental Health and Wellbeing Policy) (HSP1 Belmont College Safeguarding and PREVENT Policy)*

Where a student's difficulty is ongoing, recurring or disability-related, staff consider whether the student is supported through reasonable adjustments, disability support, learning support planning or wellbeing support rather than repeated mitigating circumstances requests. A mitigating circumstances request remains appropriate where the criteria are met where an additional short-term event affects a student during an assessment period. *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy) (SWP3 Belmont College Disability Policy)*

Bellmont College ensures that students with protected characteristics, disabled students, students with caring responsibilities, commuting students and students from widening participation backgrounds are able to access advice and the mitigating circumstances process without avoidable barriers. *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)*

16. Implementation, Monitoring and Review

Implementation is a shared responsibility across academic, professional services, student support and quality assurance teams. Belmont College implements this policy by ensuring that students receive clear information during induction and at relevant assessment points; staff are briefed on the process and their limits of authority; forms and guidance are kept current; and support routes are clearly communicated. *(QGP3 Belmont College Student Handbook) (QGP5 Belmont College Information Governance, Public Information and Transparency Policy)*

Monitoring focuses on whether the process is fair, timely, accessible, consistent and supportive. Operational staff record and manage cases through the correct Liverpool Hope University or Belmont College route; the Learning and Teaching Committee reviews anonymised academic themes; the Quality Committee monitors consistency, risk and policy effectiveness; the Senior Management Committee considers material resource, operational or partnership risks; and the Board of Directors receives assurance where policy approval or material regulatory risk is involved. Individual student cases are not discussed in open committees.

The policy is normally reviewed annually, or earlier where there is a material change to Liverpool Hope University requirements, Belmont College's OfS registration or funding arrangements, legislation, data protection requirements, assessment regulations, student protection arrangements or significant learning from cases. *(QGP1 Belmont College Quality Assurance Handbook) (BCP1 Belmont College Risk Management Policy) (CAP1 Belmont College Student Protection Plan and Policy)*

17. Roles and Responsibilities

Role	Responsibility
Students	Seek advice early, submit requests through the correct route within required timescales, provide accurate information and evidence, and engage with support and outcome communications.
Module Tutors	Identify assessment-related concerns, signpost students promptly, and refer students to the Academic Support Tutor, Programme Coordinator or Student Support and Wellbeing Team where appropriate.
Academic Support Tutors	Provide first-line academic advice, help students identify affected assessments, explain timely submission requirements and support students to access appropriate academic support.

Role	Responsibility
Programme Coordinator	Coordinates programme-level advice and escalation, supports checks on affected assessments and deadlines, liaises with Registry and academic staff, and monitors completion of actions.
Student Support and Wellbeing Team	Provides wellbeing, pastoral, disability and safeguarding signposting, supports access to reasonable adjustments where relevant, and records support activity confidentially.
Head of Academic Programmes	Leads academic implementation of this policy, supports consistent academic decision-making, oversees escalation of complex cases and ensures assessment-related risks are addressed.
Head of Quality and Operations	Maintains policy oversight, monitors implementation through quality assurance routes, supports reporting to committees and ensures records inform enhancement and compliance.
Head of Professional Services	Oversees administrative and student-facing services that support submissions, communications, records, student support access and operational consistency.
Chief Executive Officer	Holds executive accountability for effective implementation, resourcing and escalation to the Board of Directors where material risk arises.

These responsibilities reflect Belmont College's wider quality assurance and governance arrangements and is read alongside Belmont College's committee terms of reference. (*QGP1 Belmont College Quality Assurance Handbook*) (*QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference*)

18. Governance and Committee Oversight

Mitigating circumstances involve confidential personal information. Individual cases are not discussed in open committees. Only the committees and bodies directly required for implementation, monitoring, review, escalation and approval are named below. Oversight focuses on anonymised trends, process effectiveness, timeliness, support implications, equality considerations, academic risk, partner requirements and improvement actions.

Committee / Body	How it implements this policy
Board of Directors	Retains ultimate governance oversight of academic standards, student protection, regulatory compliance and institutional risk.

Committee / Body	How it implements this policy
Academic Committee	Provides academic oversight of assessment standards, academic regulations, partner requirements and quality assurance matters escalated from the Quality Committee.
Audit & Risk Committee	Reviews material risk, assurance, data governance, regulatory compliance and matters requiring Board-level scrutiny.
Senior Management Committee	Oversees operational implementation, resources, student support capacity, partnership issues and completion of actions.
Quality Committee	Monitors anonymised mitigating circumstances themes, consistency of implementation, quality risks, action plans, complaints or appeals themes and enhancement activity.
Learning and Teaching Committee	Reviews anonymised academic themes affecting assessment design, submission patterns, deadline pressure points, teaching delivery and student support.
Recruitment, Admissions and Registry Committee	Monitors relevant student records, assessment administration, communications and registry processes that support accurate implementation.
Student Staff Committee	Provides a student voice route for feedback about clarity, accessibility and effectiveness of student-facing information and support routes.

Where urgent or serious issues arise, the Head of Academic Programmes or Head of Quality and Operations escalates the matter promptly rather than waiting for the next scheduled meeting. Where Liverpool Hope University awards are affected, Belmont College also uses the applicable Liverpool Hope University partner or academic route, while recording and monitoring the local implementation through Belmont College governance. *(BCP1 Belmont College Risk Management Policy) (CAP1 Belmont College Student Protection Plan and Policy) (Liverpool Hope University Academic Regulations) (Liverpool Hope University Mitigating Circumstances Policy)*

19. Staff Training, Public Information and Student Engagement

Bellmont College ensures that academic and professional services staff are briefed on the purpose of this policy, how to signpost students, how to protect confidentiality, what evidence can be accepted, what staff can and cannot promise, and when a case is referred to as wellbeing, safeguarding, disability or academic support. Training and briefings are updated when Liverpool Hope University or Belmont College processes change. *(HRP1 Belmont College Staff Development Plan)*

Student-facing information is written in clear and accessible language and is available through induction, programme communications, student support routes and Belmont

College’s published or internal information channels. Where processes are hosted by Liverpool Hope University, Belmont College ensures students know which Liverpool Hope University route applies and where local Belmont College advice can be obtained. (QGP3 Belmont College Student Handbook) (QGP5 Belmont College Information Governance, Public Information and Transparency Policy) (Liverpool Hope University Student Guide to Regulations and Policies)

Students raise general feedback about the clarity, accessibility and effectiveness of the process through student voice and feedback channels. Individual student cases, confidential evidence and personal circumstances are not discussed through those channels.

20. Conclusion

This policy supports Belmont College’s commitment to treating students fairly, protecting academic standards and ensuring that students affected by serious unforeseen circumstances are given a clear and supportive route to request consideration. It aligns local Belmont College support with current Liverpool Hope University partnership requirements and provides a framework that can be reviewed as Belmont College develops its own funding and regulatory arrangements.

Through clear communication, evidence-based decisions, confidential record keeping, timely support, equality-aware practice and committee oversight, Belmont College ensures that mitigating circumstances are handled professionally, consistently and in the best interests of students and academic integrity.

Appendix A: Evidence Guidance

The table below provides indicative guidance only. Reviewers consider the nature of the circumstance, the timing, the affected assessment, the evidence and the impact on the student’s ability to study or submit. Evidence is normally independent, relevant to the assessment period and sufficiently specific about impact.

Circumstance	Examples of possible evidence	Notes
Significant illness or injury	Medical letter, hospital record, appointment confirmation, discharge note.	Shows dates and impact on study or assessment, not simply that the student was unwell.
Bereavement or serious family illness	Death certificate, order of service, professional confirmation, evidence of caring emergency.	Sensitive handling is required; evidence is proportionate.
Crime or serious incident	Police reference, victim support letter, relevant professional confirmation.	Evidence is expected to connect the incident to the assessment period and impact.
Domestic emergency	Housing authority letter, insurance/emergency repair evidence, official confirmation.	Shows seriousness, dates and disruption.

Circumstance	Examples of possible evidence	Notes
Failure in support arrangements	Learning support records, confirmation from support team or relevant staff.	Indicates need to review reasonable adjustments or disability support.
Technical or transport issues	Usually not accepted unless exceptional and evidenced.	Students are expected to plan, back up work and allow reasonable contingency.

Evidence guidance is read with the applicable Liverpool Hope University or Belmont College process at the time of submission. (*Liverpool Hope University Mitigating Circumstances Policy*) (*BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy*)

Bellmont College Mitigating Circumstances Policy					
Version	Date	Author(s)	Amendments	Approved by	Next review
1	March 2026	Head of Academic Programmes	New Document	Board of Directors	March 2027