



“Enabling Students to Accomplish their Academic Goal”

Attendance, Retention & Submissions Policy

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1. Introduction

Bellmont College is committed to enabling students to accomplish their academic goals by promoting regular attendance, meaningful engagement, timely assessment submission, student retention and successful completion of study. Attendance and engagement monitoring are not treated as administrative exercises only; they are part of Belmont College's wider duty to identify students who may need academic, pastoral, wellbeing, financial, safeguarding or reasonable adjustment support at an early stage.

Bellmont College currently works with Liverpool Hope University through collaborative higher education arrangements. Under these arrangements, some academic regulations, progression decisions, assessment requirements and partnership oversight processes are governed by Liverpool Hope University requirements, while Belmont College remains responsible for local delivery, attendance monitoring, student support, communication, record keeping and early intervention. Belmont College is also seeking Office for Students approval for its own funding arrangements and wider regulatory development. Future approval may affect funding, reporting, registry and quality assurance processes; however, Belmont College continues to protect student interests, maintain academic standards and ensure that any transition is managed fairly, transparently and with continuity of study at the centre of decision-making.

This policy retains Belmont College's existing approach to attendance thresholds, early intervention, "Back on Track" meetings, submission monitoring, extension requests and resubmissions, while strengthening the governance, regulatory and student protection framework that supports these processes. It is read alongside the relevant academic, support and quality policies, including (*LTP7 Belmont College Academic Progress Procedure*), (*CAP1 Belmont College Student Protection Plan and Policy*), (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*) and (*SWP4 Belmont College Mental Health and Wellbeing Policy*).

2. Purpose of the Policy

The purpose of this policy is to establish a clear, fair and transparent framework for monitoring attendance, retention and assessment submissions across Belmont College programmes. The policy explains how students are expected to engage with scheduled learning activities and assessment requirements, and how Belmont College identifies and supports students who may be at risk of disengagement, withdrawal, non-completion or academic failure.

The policy aims to promote student success, continuation, completion and progression; ensure that students understand their responsibilities for attendance and assessment submissions; provide early identification of students who may need support; facilitate timely academic, pastoral, wellbeing and safeguarding interventions; maintain fair and consistent decision-making; and support compliance with Belmont College procedures, Liverpool Hope University requirements where applicable, OfS conditions, consumer protection expectations and sector quality standards.

The policy is intended to be supportive rather than punitive. Monitoring data is normally used first to understand the cause of disengagement and to offer proportionate support. Formal

withdrawal, termination or progression action is considered only where serious or persistent non-engagement continues despite reasonable contact, support and escalation, or where the relevant awarding body regulations require formal action.

3. Scope of the Policy

This policy applies to all students enrolled on programmes delivered by Belmont College, including students studying on programmes delivered under collaborative arrangements with Liverpool Hope University and any future programmes delivered under Belmont College’s own regulatory or funding arrangements.

The policy applies to attendance at scheduled teaching and learning activities, engagement with academic and student support processes, assessment submission and resubmission activity, extension requests, retention monitoring, early intervention, continuation of study and record keeping. It applies to campus-based, blended, online or authorised off-site learning activities where these form part of the approved programme or student support process.

The policy applies to all staff involved in teaching, student support, registry, attendance monitoring, assessment administration, academic progress, quality assurance, safeguarding, wellbeing and governance oversight. It also applies to contractors, visiting lecturers, partner representatives and any other individuals acting on behalf of Belmont College where their activity affects student attendance, engagement, retention or assessment submission.

Where a programme is governed by Liverpool Hope University or another awarding body, the relevant academic regulations and partnership procedures normally take precedence for formal academic decisions, progression decisions, assessment penalties and termination of studies decisions. Belmont College nevertheless ensures that local implementation, communication, support, monitoring and evidence are fair, accessible and student-centred.

4. Regulatory and Legal Framework

This section summarises the main regulatory, legal and sector requirements relevant to attendance, retention and submissions.

Framework / Requirement	Application to this policy
Office for Students Conditions B1-B5	Academic experience, support, student outcomes, assessment and standards.
Office for Students Conditions C1-C4	Clear information, complaints, student protection and risk response.

Framework / Requirement	Application to this policy
Office for Students Condition E6	Safe learning environment and wellbeing where engagement is affected.
Higher Education and Research Act 2017	OfS regulation, registration, student protection and provider accountability.
UK Quality Code for Higher Education 2024	Monitoring, student engagement, support, assessment, partnership oversight and enhancement.
CMA guidance, Consumer Rights Act 2015 and Consumer Contracts Regulations 2013	Clear, fair and accessible attendance, submission and continuation requirements.
Equality Act 2010	Non-discrimination, fair treatment and reasonable adjustments.
UK GDPR and Data Protection Act 2018	Secure and lawful processing of attendance, assessment, support and progression records.
Office of the Independent Adjudicator Good Practice Framework	Fair and evidence-based complaints and appeals handling.
Liverpool Hope University Academic Regulations and partnership requirements	Apply to relevant collaborative provision decisions.
Home Office Student Sponsor guidance, where applicable	Academic engagement monitoring and reporting for sponsored students.

Framework / Requirement	Application to this policy
Safeguarding, health and safety and wellbeing obligations	Student safety, wellbeing and safe participation in learning.
Awarding body regulations	Take precedence for formal academic decisions where relevant.

5. Core Principles

Principle	How it is applied
Student success and continuation	Monitoring is used to support students to remain engaged, progress successfully and complete their programme wherever reasonably possible.
Early identification and support	Attendance, engagement and submission data are reviewed to identify students who may require academic, wellbeing, financial, safeguarding or disability support.
Fairness and consistency	Students in similar circumstances are treated consistently while allowing individual circumstances to be considered proportionately.
Transparency	Students receive clear information about attendance expectations, submission deadlines, extension routes, intervention processes and possible consequences.
Equality and accessibility	Processes are accessible and take account of reasonable adjustments, health conditions, caring responsibilities and protected characteristics.
Evidence-based decision-making	Formal decisions are based on accurate records, documented contact attempts, relevant support information and applicable academic regulations.
Student protection	Any decision that may affect continuation of study considers student interests, support options, appeal routes and awarding body requirements.

6. Attendance and Engagement Expectations

Bellmont College expects students to attend all scheduled learning activities and to engage actively with their studies. Scheduled activities include lectures, workshops, seminars, tutorials, induction activities, online sessions, assessment preparation sessions, student support meetings, authorised off-site academic activities and any other activities identified by the programme team as part of the approved learning experience.

Attendance is one indicator of engagement, but it is not the only indicator. Bellmont College may also consider assessment submissions, Moodle or virtual learning environment engagement, communication with staff, participation in tutorials, attendance at support meetings, completion of agreed action plans and response to College communications. This wider view helps Bellmont College understand whether a student is genuinely engaging and whether additional support is needed.

Students are responsible for checking their timetable, attending classes on time, notifying Bellmont College promptly if they cannot attend, engaging with learning materials, submitting assessments by published deadlines, responding to College communications and seeking support where personal circumstances affect their studies. Attendance and engagement expectations are explained at induction, in programme communications, in the *(QGP4 Bellmont College Student Handbook)* and through relevant module or assessment briefings.

Bellmont College recognises that some students may experience barriers to attendance or engagement due to health conditions, disability, mental health, caring responsibilities, bereavement, financial pressure, work commitments or other serious personal circumstances. Students are encouraged to contact the Registry Team, Academic Support Tutors, Programme Coordinator, School Academic Adviser, School Senior Academic Adviser or Student Support Team as early as possible so that appropriate support can be considered under *(SWP4 Bellmont College Mental Health and Wellbeing Policy)*, *(SWP3 Bellmont College Disability Policy)* and *(SWP1 Bellmont College Reasonable Adjustment and Special Considerations Policy)*.

7. Attendance Recording and Monitoring

7.1 Attendance Recording Process

Attendance is recorded electronically by Module Tutors using approved institutional systems. Attendance records are maintained as part of the student academic record and contribute to monitoring engagement, progression and retention. Attendance data may be reviewed by the Registry Team, Programme Coordinators, Academic Support Tutors, the Head of Academic Programmes, the Head of Quality & Operations and relevant committees where this is necessary for student support, quality assurance or regulatory purposes.

Students arriving within 45 minutes of the start of a class is normally recorded as present. Students arriving after this period without prior notification may be recorded as late or absent in accordance with College procedures. Staff ensure that records are accurate, timely and capable of audit.

The Registry Team monitors attendance data on a weekly basis and generates reports to identify emerging concerns. Attendance percentages are reviewed against institutional thresholds and are used to trigger proportionate interventions, including contact attempts, support referrals, “Back on Track” meetings, attendance improvement plans or formal escalation where required.

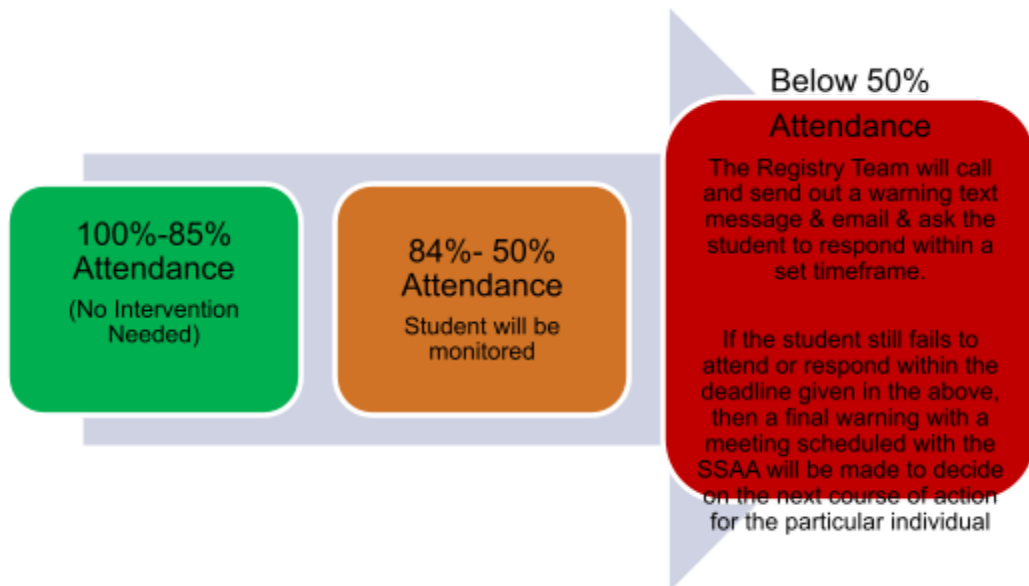


Figure 1: Bellmont College Attendance Monitoring Thresholds

7.2 Term-Time Travel and Planned Absence

Bellmont College strongly advises students not to arrange personal travel during teaching periods, assessment periods or scheduled support activity. Students who travel during term time remain responsible for attendance, engagement, assessment submissions and communication with Bellmont College. Travel is not normally accepted as a reason for non-attendance or late submission unless exceptional circumstances apply.

Where emergency travel or unavoidable absence occurs, students notify the Registry Team as early as possible and provide supporting evidence where appropriate. Students may be advised to seek guidance under *(LTP8 Bellmont College Mitigating Circumstances Policy)* or *(SWP1 Bellmont College Reasonable Adjustment and Special Considerations Policy)* where absence affects assessment or progression.

8. Attendance Intervention Procedure

Attendance intervention is intended to be supportive, timely and evidence-based. Bellmont College normally attempts to understand the reason for absence before recommending formal action. Where a student does not respond to contact attempts or continues to demonstrate serious non-engagement, Bellmont College may escalate the case in accordance with this policy, *(LTP7 Bellmont College Academic Progress Procedure)* and the relevant awarding body requirements.

Where a student has 0% attendance during the first three weeks, the Registry Team attempts contact by telephone, email and other appropriate methods. If contact identifies pastoral, welfare, wellbeing, safeguarding or financial concerns, the student is referred to the School Senior Academic Adviser or relevant support service. Where attendance remains at 0% by Week 4 and there is no satisfactory engagement, the Registry Team may submit details for termination review after checking the Week 4 report. The student may have access to an appeal route where a termination decision is made.

Where a student records attendance below 50% during the first three weeks, the Registry Team contacts the student and refers them to Academic Support Tutors for a “Back on Track” meeting, normally to take place in Week 4. If the student responds and attends, an engagement improvement plan, appropriate support and monitoring arrangements are agreed. If the student does not respond or attend, Academic Support Tutors make further efforts to meet the student during Weeks 5, 6 and 7.

A formal below-50% report is normally run in Week 7. Registry reviews reports alongside “Back on Track” information. Student details may be submitted for termination review where serious non-engagement continues. Where termination is not agreed, tutors are informed and further actions are agreed. Where termination is agreed, the termination process is followed and the student may progress to the appropriate appeal process.

The diagram below, retained from the existing policy, illustrates the Bellmont College Attendance Monitoring Process.

Bellmont College Attendance Monitoring Process

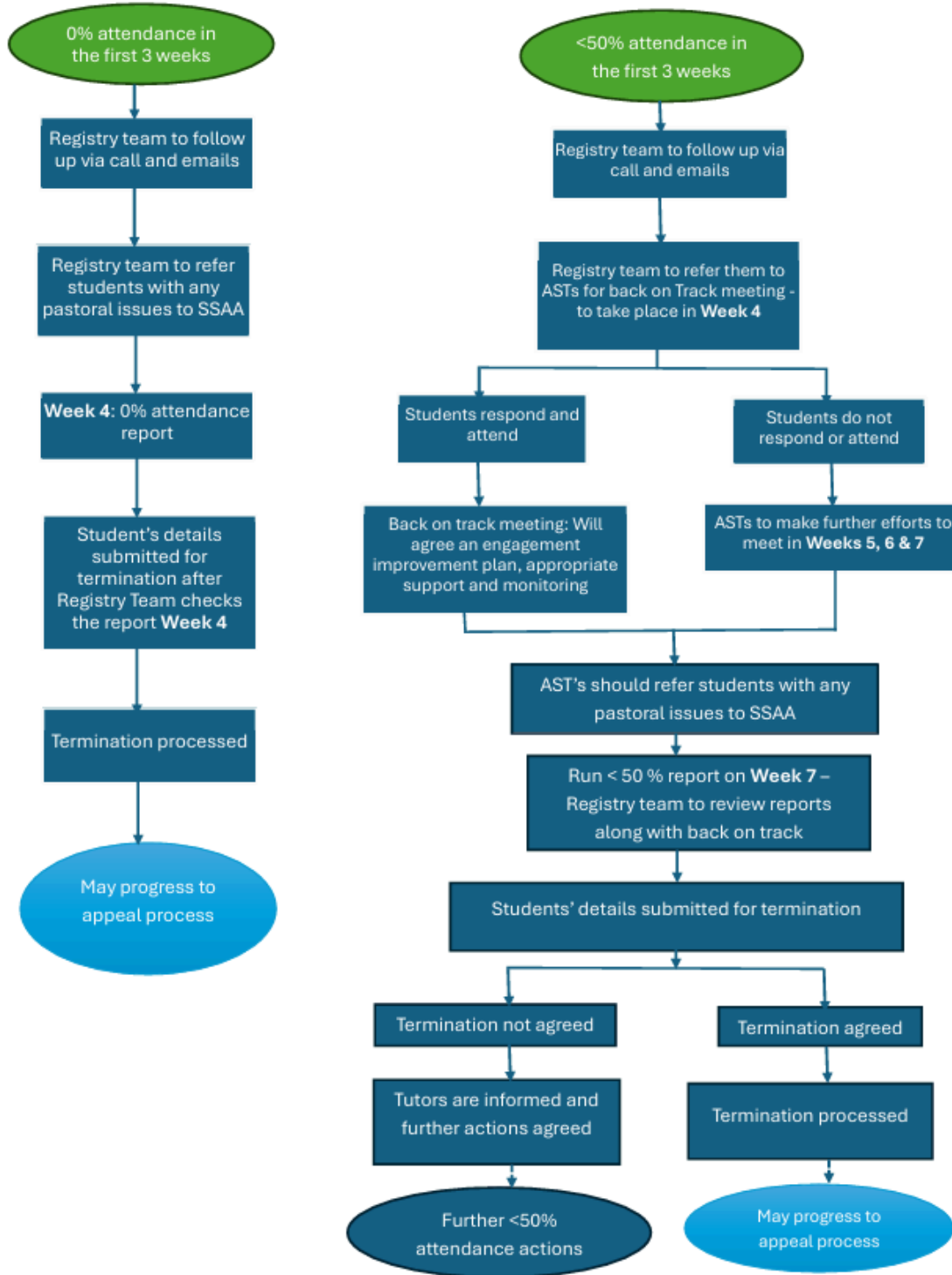


Figure 2: Belmont College Attendance Monitoring Process

All attendance interventions, decisions, communications and outcomes are documented and retained for quality assurance, regulatory and audit purposes. Records show contact attempts,

student responses, support offered, referrals made, action plans agreed and reasons for any formal decision.

9. Retention, Continuation and Student Success

Bellmont College is committed to promoting student retention through proactive engagement, effective academic support and early intervention measures designed to help students progress and complete their programme of study. Retention is understood as a shared responsibility involving students, academic staff, professional services staff, student support staff, registry, programme leadership and College committees.

Bellmont College recognises that retention is influenced by academic, personal, financial, wellbeing, disability-related, cultural, language, caring and welfare factors. Bellmont College therefore seeks to create an inclusive and supportive learning environment in which students are encouraged to seek help early and are supported to remain engaged wherever reasonably possible.

Students identified as being at risk of withdrawal, non-completion or academic failure may be subject to enhanced monitoring and support arrangements. Support may include academic skills support, personal tutoring, attendance improvement plans, financial guidance, wellbeing referrals, safeguarding referrals, reasonable adjustments, learning support arrangements, external specialist signposting, "Back on Track" meetings and Learning Support Plans where appropriate.

Retention monitoring is embedded within Bellmont College's governance and quality assurance framework. Continuation, progression, completion and achievement data are reviewed through the Recruitment, Admissions and Registry Committee, Learning and Teaching Committee, Quality Committee, Senior Management Committee and Board of Directors. Student feedback relating to retention and engagement is considered through the Student Staff Committee and other student experience routes. Where a student continues to demonstrate significant non-engagement despite reasonable support and intervention, Bellmont College may implement formal academic monitoring, suspension, withdrawal or termination procedures in accordance with institutional regulations and awarding body requirements.

10. Assessment Submissions

10.1 Submission Responsibilities

Bellmont College requires students to submit all assessments and coursework by published deadlines in order to support academic progression, academic integrity, fair assessment practice and reliable Assessment Board decisions. Clear information about assessment requirements, deadlines, academic integrity expectations, submission systems, extension routes and available support is provided through programme communications, Moodle, assessment briefings and relevant student guidance.

Students remain responsible for ensuring that assessments are submitted correctly through approved systems before the submission deadline. Students retain evidence of submission

where available and notify the Registry Team promptly if they experience technical difficulties or other serious issues that may affect submission.

10.2 Extension Requests

Students experiencing illness, personal difficulties, emergencies, disability-related challenges or other exceptional circumstances that may affect assessment submission notify the appropriate staff member as early as possible. Extension requests are normally submitted to the Registry Team via Moodle and approved by the Professional Services Coordinator wherever possible before the original submission deadline.

Where the requested extension period does not exceed one month beyond the original deadline, the Professional Services Coordinator may approve the request. Requests for extensions exceeding one month beyond the original deadline, or requests submitted after the original deadline has passed, are referred to the Programme Coordinator. The Programme Coordinator reviews the circumstances and determine whether the extension is justified, and the outcome is communicated to the student.

Students do not assume that an extension is automatically granted. Requests are considered individually based on the information and evidence provided and in accordance with relevant programme or awarding body regulations. Where an extension is approved, students are informed in writing of the revised submission arrangements and any conditions attached to the approval. Where circumstances are serious or complex, students may be directed to (*LTP8 Belmont College Mitigating Circumstances Policy*) or (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*).

10.3 Late or Missed Submissions

Students remain responsible for ensuring that work is submitted correctly and on time. Where work is submitted within five working days after the original deadline without an approved extension, the assessment mark is normally capped at the module pass mark in accordance with academic regulations. Assessments submitted more than five working days after the deadline may not be accepted and may receive a mark of zero unless approved extenuating circumstances have been granted.

Where programmes are subject to Liverpool Hope University Academic Regulations or another awarding body's regulations, the relevant late submission rules, penalty arrangements, reassessment rules and Assessment Board decisions apply. Belmont College ensures that local guidance is consistent with the relevant awarding body requirements and that students are clearly informed of applicable rules.

10.4 Resubmissions and Retrieval Opportunities

Students who fail an assessment may be offered a resubmission or retrieval opportunity in accordance with programme regulations and awarding body requirements. Resubmissions are intended to support academic progression by enabling students to address weaknesses identified through feedback and demonstrate achievement of learning outcomes.

Students granted a resubmission opportunity are informed of revised deadlines, submission requirements and applicable assessment regulations. Unless otherwise stated within programme regulations, resubmitted work may be capped at the pass mark. Failure to submit

resubmitted work by the stated deadline may result in the assessment being recorded as a fail unless approved extenuating circumstances apply.

10.5 Submission Monitoring

Assessment submissions and non-submissions are monitored by Academic Support Tutors, Programme Coordinators, supported by the Registry Team. Reminder communications are issued before assessment deadlines, with follow-up communications sent to students who fail to submit work. Academic staff reinforce submission expectations through teaching sessions, tutorials, assessment briefings and support workshops.

Repeated non-submission may trigger academic intervention processes, attendance reviews, engagement monitoring procedures or retention support measures. Students may be required to attend meetings with academic or support staff to identify barriers to engagement and agree support plans. All submission records, extension requests, interventions and outcomes are maintained as part of Belmont College's quality assurance and student support processes.

11. Student Support, Wellbeing, Equality and Safeguarding

Attendance, retention and submission concerns may be early indicators that a student is experiencing difficulties. Staff consider whether academic, wellbeing, financial, disability, safeguarding or equality-related support may be appropriate before formal escalation takes place. Belmont College seeks to support students through accessible, non-discriminatory and proportionate processes.

Where a student discloses a disability, health condition, mental health difficulty or other support need, staff refer the student to the appropriate support route and consider whether reasonable adjustments are required under *(SWP3 Belmont College Disability Policy)*, *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)* and *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy)*. Where concerns involve risk of harm, abuse, neglect, radicalisation, harassment or sexual misconduct, staff escalate in accordance with *(HSP1 Belmont College Safeguarding and PREVENT Policy)* and, where relevant, *(SWP4 Belmont College Mental Health and Wellbeing Policy)*.

Belmont College processes student information sensitively and shares information on a need-to-know basis where there is a lawful basis to do so. Records relating to attendance, support, assessment submissions, extension requests, wellbeing and progression are processed in accordance with *(BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy)*.

12. Roles and Responsibilities

Role	Responsibilities
Board of Directors	Retains ultimate governance oversight of academic quality, student outcomes, regulatory compliance, risk, resources and institutional performance.
Academic Committee	Provides academic oversight of standards, assessment, progression, learning and teaching, and receives assurance from the Quality Committee.
Senior Management Committee	Coordinates operational implementation, resources, attendance interventions, retention actions and management reporting.
Quality Committee	Monitors quality assurance, attendance and submission trends, student outcomes, assessment standards, risks and enhancement actions.
Head of Quality & Operations	Owns this policy, oversees quality monitoring, ensures reporting through governance routes and supports regulatory readiness.
Head of Academic Programmes	Provides academic leadership for programme delivery, assessment, student engagement, progression and academic interventions.
Head of Professional Services	Oversees registry, admissions and student-facing professional services that support attendance, engagement, retention and student success.
Programme Coordinators	Monitor programme-level engagement, support extension decisions where required, coordinate academic interventions and report risks.
Module Tutors	Record attendance accurately, reinforce engagement and submission expectations, provide academic guidance and identify concerns early.

Role	Responsibilities
Academic Support Tutors	Provide study skills and engagement support, support Back on Track meetings and refer students for additional help where needed.
Registry Team	Maintains attendance and submission records, issues communications, prepares reports and keeps accurate evidence of interventions.
Student Support and Wellbeing Team	Provides wellbeing, safeguarding, disability, reasonable adjustment and pastoral support, including referrals where appropriate.
Students	Attend scheduled activities, engage with learning and support, submit assessments on time, respond to communications and seek support promptly.

13. Governance and Committee Oversight

Attendance, retention and submissions monitoring is implemented through Belmont College's committee and governance structure. The purpose of this structure is to ensure that concerns are identified, assessed, assigned to an owner, acted upon, reported to the correct committee, escalated where risks are material and closed only when evidence shows that action has been completed. This implementation model reflects the approach used in *(CAP2 Belmont College Consumer Protection Policy and Implementation Framework)*.

Committee / Body	Oversight and implementation
Board of Directors	Receives assurance on continuation, student outcomes, retention, complaints, appeals, risks and regulatory compliance.
Audit & Risk Committee	Considers strategic and operational risks relating to attendance, retention, submissions, data integrity and student protection.

Committee / Body	Oversight and implementation
Academic Committee	Maintains academic oversight of standards, progression, assessment regulations and academic quality matters escalated from committees.
Senior Management Committee	Leads operational implementation, allocates resources, reviews serious non-engagement cases and monitors intervention effectiveness.
Quality Committee	Reviews quality indicators, student outcomes, retention trends, assessment and submissions themes, and enhancement actions.
Learning and Teaching Committee	Reviews teaching, learning, assessment submissions, engagement, academic support and programme-level enhancement actions.
Recruitment, Admissions & Registry Committee	Monitors attendance, registry, admissions, student records, engagement data and operational reporting.
Student Staff Committee	Provides a student voice route for attendance, engagement, submissions, support and student experience themes.

14. Monitoring, Reporting and Quality Enhancement

Bellmont College monitors the effectiveness of this policy through routine attendance reporting, submission monitoring, retention data, progression data, completion data, student feedback, complaints and appeals trends, safeguarding and wellbeing themes, reasonable adjustment themes and committee action logs.

The Registry Team normally produces weekly attendance and engagement reports during teaching periods. Programme teams and support staff use these reports to identify students requiring intervention. The Head of Quality & Operations ensures that trends and risks are reported through the Quality Committee, Senior Management Committee and Board of Directors as appropriate.

Bellmont College uses monitoring information to evaluate whether interventions are timely and effective, whether students understand attendance and submission expectations, whether specific groups of students appear disproportionately affected, whether records are accurate and whether further staff training, student communication or policy improvement is required.

Enhancement actions arising from monitoring are recorded in departmental or institutional quality improvement action plans. Actions are assigned to named owners, given target dates and monitored through the relevant committee until completed. Belmont College also ensures that issues affecting collaborative provision are shared with Liverpool Hope University or the relevant awarding body where required by partnership arrangements.

15. Appeals, Complaints and External Review

Students affected by attendance, withdrawal, termination, assessment submission or progression decisions are informed of the relevant review or appeal route. Where the matter concerns an academic decision, progression decision or decision made under awarding body regulations, the applicable awarding body or academic appeals procedure may apply. For Belmont College processes, students are signposted to *(CAP5 Belmont College Academic Appeals Policy)* and *(CAP3 Belmont College Complaint and Appeal Policy and Procedure)* as appropriate.

Where programmes are delivered under Liverpool Hope University collaborative arrangements, students may be required to use Liverpool Hope University processes for specific academic or engagement-related decisions, including where Liverpool Hope University Academic Regulations determine the appeal route. Belmont College provides local guidance, records and support to help students understand the correct process without creating unnecessary barriers.

Students who have exhausted the relevant internal procedure may be entitled to request external review by the Office of the Independent Adjudicator, where the matter falls within the OIA scheme and a Completion of Procedures letter has been issued by the appropriate provider.

16. Training, Communication and Student Information

Bellmont College ensures that students receive clear information about attendance, engagement, retention and submission requirements at induction and during the academic year. Information is communicated through programme briefings, Moodle, assessment guidance, student handbooks, staff communications and student support channels.

Staff involved in attendance recording, assessment administration, student support and academic intervention receive appropriate guidance and training. Training may cover use of attendance systems, record keeping, extension processes, referral routes, safeguarding escalation, equality and reasonable adjustments, data protection and effective communication with students at risk of disengagement.

Bellmont College reviews communications regularly to ensure that students understand how to report absence, request extensions, seek support, appeal decisions and access complaints or external review routes. Communications are clear, accurate, timely and accessible in line with consumer protection expectations and *(QGP6 Belmont College Information Governance, Public Information and Transparency Policy)*.

17. Conclusion

Bellmont College recognises that absenteeism, non-submission of assessments and disengagement can accumulate over time and significantly increase the risk of academic failure, withdrawal and non-completion. Belmont College therefore adopts a proactive, supportive and student-centred approach that combines early identification, academic monitoring, pastoral support, wellbeing interventions, reasonable adjustments and effective governance oversight to support student success.

Through the coordinated work of the Registry Team, Academic Support Team, Programme Coordinators, Head of Academic Programmes, Head of Quality & Operations, Student Staff Committee, Recruitment, Admissions and Registry Committee, Learning and Teaching Committee, Quality Committee, Senior Management Committee, Academic Committee and Board of Directors, Belmont College continuously monitors attendance, retention, progression, completion and assessment engagement to ensure students receive the support necessary to achieve their academic goals.

Bellmont College remains committed to providing an inclusive, supportive and high-quality learning environment that enables students to progress successfully from enrolment through to graduation while maintaining academic standards, regulatory compliance and positive student outcomes. Belmont College continues to work with Liverpool Hope University where relevant and manages any future OfS-related funding or regulatory transition carefully, transparently and in a way that protects students' interests.

Bellmont College Attendance, Retention & Submissions Policy					
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1	May 2024	Head of Quality and Operations	New Document	Board of Governors	May 2025
2	May 2025	Head of Quality and Operations	Revised Document	Board of Governors	May 2026
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