



“Enabling Students to Accomplish their Academic Goal”

Quality Handbook

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1. Introduction

Bellmont College Quality Handbook defines how the College assures and maintains its academic standards, enhances the student's academic experience and delivers successful student outcomes in line with: (*QGP1 Belmont College Quality Handbook; Belmont College Articles of Association; QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; LHU Academic Regulations; QAA UK Quality Code for Higher Education*)

- Office for Students (OfS) Conditions of Registration (B1–B6, C1–C3, E2, F3)
- UK Quality Code for Higher Education
- Partner awarding body requirements

Quality Plan alignment: This Handbook provides the institutional quality assurance framework that supports the (*Bellmont College Quality Plan*) for OfS Initial Condition B7. It will be used as supporting evidence for the Quality Plan and will be read alongside the Quality Plan, Belmont policies, partner regulations and the evidence bundle for OfS registration.

For OfS registration purposes, this Handbook specifically supports the Quality Plan commitments for ongoing Conditions B1 academic experience, B2 resources, support and student engagement, and B4 assessment and awards. Where the Handbook also refers to other OfS conditions, those references support the wider institutional framework and do not replace the B1, B2 and B4 focus of the Quality Plan.

All staff are responsible for implementation. Operational oversight rests with the Head of Quality & Operations, with executive accountability through the CEO and ultimate governance oversight held by the Board of Directors.

2. Vision, Mission and Values

2.1 Vision

To enable our students to accomplish their academic and personal goals and dreams in life, progress themselves and prepare them to bring positive change and contribution to society.

2.2 Mission

Bellmont College's mission is to invest in its diverse students' valuable knowledge, skills, and tools through committed higher education professionals, ultimately empowering and enabling them to contribute confidently to their wider networks and society.

Bellmont College intends to develop a high-quality university franchise partnership, enabling us to deliver degrees that are designed, developed and awarded by our university partner. BC's mission is also to provide excellent facilities and resources, teaching by well-qualified and experienced subject specialists, and outstanding student support.

The College aligns itself with a widening participation agenda. It has equality and diversity policies, as well as marketing and recruitment policies, designed to reinforce the College's mission to provide equal opportunities to, and participation in, higher education programmes for all population groups. It aims to foster a productive, collaborative, and positive environment for learning and teaching, benefiting all and serving, supporting, and strengthening our local community and the wider population. (*SWP2 Belmont College Equality, Diversity and Inclusion Policy; HRP4 Belmont College Equal Opportunities Policy Relating to Employment; RAP1 Belmont College Recruitment, Selection and Admission Policy; LHU Recruitment and Admissions Policy*)

2.3 Values

The following displays Belmont College's values, which were developed as guiding principles for students and staff using the acronym B-E-L-L-M-O-N-T.

These guiding principles are intended to remind everyone who forms part of Belmont College, whether on site or off campus, to act with respect and loyalty, maintain the right attitude, and work towards building healthy academic relationships, empowering ourselves and each other as well as continuously contributing to Belmont's mission, vision and values.

B	Belonging and Believing	We will ensure you feel a sense of belonging and belief throughout your time at Belmont College.
E	Equality and Empowerment	We will ensure you feel a sense of equality and empowerment at Belmont College
L	Learning Approach	Student Centred; We will ensure our teachers use student centred approaches where possible.
L	Loyalty	Both ways: Institution and Students; We will ensure that loyalty is practised both ways.
M	Measurement of Learning	We will ensure that your learning is measured fairly as you progress through your course.
O	Ownership	We will ensure that you develop a sense of ownership and confidence through your progression.
N	Nurturing	We will ensure to have processes that will nurture your progression in life.
T	Talent Tenacity and Thinking Creatively	Through our teaching we will enhance your talent and tenacity and also develop your creative thinking.

3. Scope and Aims

3.1 Scope

This handbook relates to all Higher Education provision delivered by Belmont College.

For OfS registration and ongoing quality assurance, this scope includes current Liverpool Hope University franchise provision, planned Liverpool Hope University programme expansion, and planned Pearson Higher National provision.

This Handbook does not itself authorise new provision. Belmont will not launch a new programme, intake, delivery mode, delivery site or material change until the relevant external approvals including OfS registration in place, funding or course designation arrangements where required, staffing, resources, student support, assessment arrangements, marketing controls, risk assessment and internal launch-readiness approval have been confirmed and evidenced.

3.2 Institutional Quality Framework

Bellmont operates a three-tier, quality assurance model:

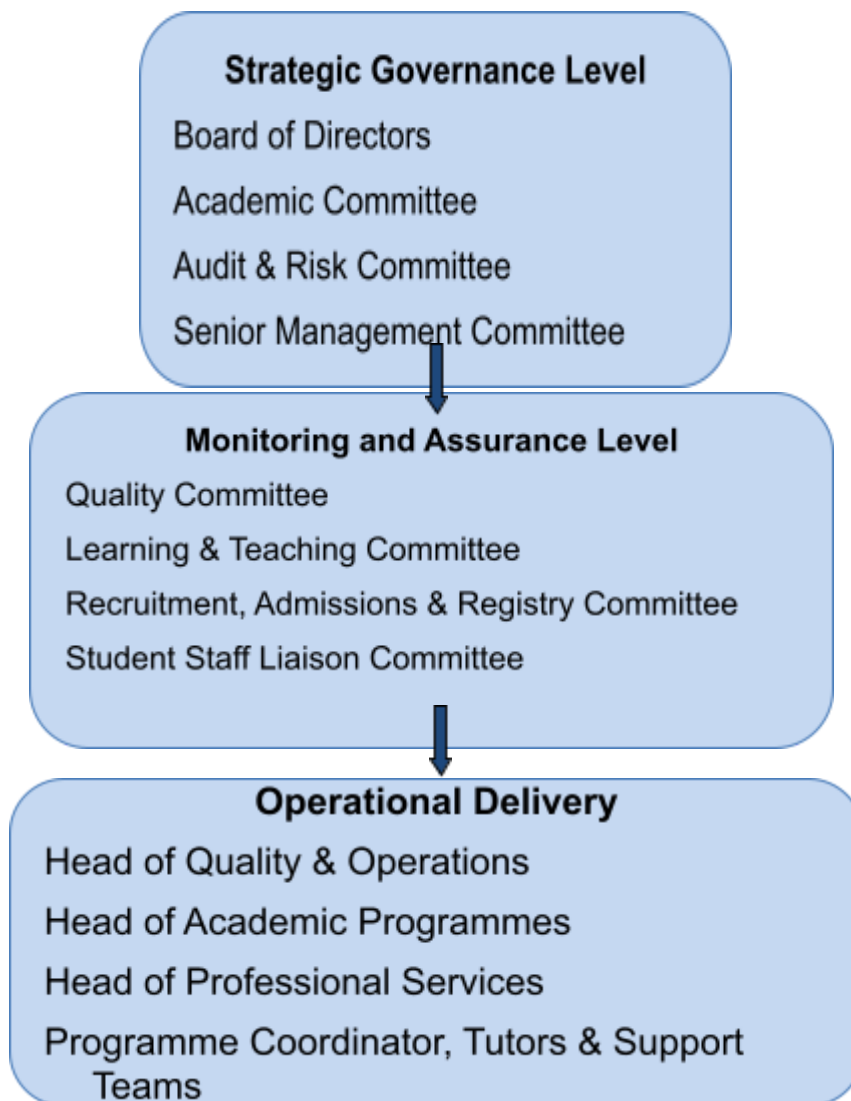


Figure 1: Belmont Quality Assurance Model

4. Quality and Enhancement Objectives

Bellmont College commits to:

Quality Plan mapping note: For the OfS B7 submission, the commitments below are interpreted through the Quality Plan’s core mapping to B1 academic experience, B2

resources, support and student engagement, and B4 assessment and awards. Wider references to student outcomes, consumer protection and governance remain relevant to the Handbook but are not used to replace the B1, B2 and B4 requirements of the Quality Plan.

<p>OfS B1: Academic Experience</p>	<p>Maintaining Academic Standards Aligned to Sector Benchmarks:</p> <p>Bellmont College ensures that all courses it offers are well-designed, up-to-date and in line with sector-recognised standards. Additionally, academic standards are set and maintained in accordance with relevant subject benchmarks and regulatory expectations through systematic monitoring and review.</p>
<p>OfS B2: Resources, Support and Student Engagement</p>	<p>Delivering High Quality Academic Experience</p> <p>Through effective and engaging teaching, learning opportunities and regular evaluation and monitoring processes (such as module evaluation, annual review and the student voice), Belmont College provides a high-quality academic experience and continually enhances its student learning experience by actively listening to the student voice.</p>
<p>OfS B2: Resources, Support and Student Engagement</p>	<p>Providing Effective Academic Support</p> <p>Through highly experienced and well-trained staff, clear and transparent guidance and structured support mechanisms that are regularly reviewed for effectiveness, Belmont College ensures students receive effective academic support that enables them to succeed and achieve their academic goal.</p>
<p>OfS B4: Assessment and Awards</p>	<p>Ensuring Valid and Reliable Assessment</p> <p>Designing and delivering assessments that are valid, reliable, and aligned to learning outcomes, ensuring that academic awards are credible, standards are consistently applied, and assessment processes are regularly reviewed and enhanced.</p> <p>Bellmont College ensures that assessments are valid and reliable, assessment practices robust, consistent and aligned with intended learning outcomes. Processes are subject to ongoing review and enhancement. In this way, academic standards are upheld and awards credible.</p>
<p>OfS B2: Resources, Support and Student Engagement</p>	<p>Engaging Students in Quality Processes</p> <p>Bellmont College, through established mechanisms (such as the Student Staff Committee (SSC), surveys, and feedback processes), provides students with opportunities to engage meaningfully in the assurance and enhancement of their academic experience, ensuring that student contributions are systematically considered and acted upon.</p>

OfS B3: Student Outcomes - Continuation, Completion, Progression	Delivering Strong Student Outcomes Belmont College ensures a supportive learning environment that empowers students to achieve their academic goals and secure positive outcomes, including continuation, completion and progression, all supported by effective teaching, suitable academic support and the systematic monitoring of student engagement, performance and outcomes data.
OfS C conditions: Consumer Protection, Information and Governance	Ensuring Transparency and Fairness Belmont College ensures it provides clear, accurate and accessible information, alongside fair and transparent processes for students. All this, while supported by effective governance and quality assurance systems that are responsive to external benchmarks and regulatory requirements.

5. Maintenance of Quality Assurance and Academic Standards

5.1 Responsibility for Quality Assurance and Academic Standards

At Belmont College, operational responsibility for maintaining quality and academic standards is exercised through the Head of Quality & Operations, the Head of Academic Programmes, the Head of Professional Services and the Senior Management Committee (SMC), subject to governance oversight by the Board of Directors and academic oversight by the Academic Committee.

Accountability alignment with the Quality Plan: The Board of Directors is the governing body and retains ultimate governance oversight, strategic assurance and scrutiny. The Academic Committee is the mandatory Board committee and academic authority responsible for academic governance and for safeguarding standards of awards within Belmont's responsibilities. The Head of Academic Programmes holds executive accountability for academic quality, standards, regulatory compliance and operational delivery. The Head of Quality & Operations coordinates the quality assurance framework and reports through the Senior Management Committee, Quality Committee and Academic Committee routes as set out in this Handbook.

The College is committed to maintaining academic standards and the quality of its higher education provision in line with the requirements of its awarding partner(s), including their quality assurance policies, procedures, and Terms and Conditions. Belmont College also ensures alignment with relevant sector-recognised benchmarks and regulatory expectations. (*LTP4 Belmont College Internal Verification Policy; LTP2 Belmont College Assessment and External Examining Policy; LHU Academic Regulations; LHU Academic Partnership Handbook*)

5.2 Monitoring, Evaluation, Review and Enhancement

Bellmont College adopts a systematic and evidence-based approach to monitoring, evaluation, and continuous enhancement of quality and academic standards including:

Regular Review and Updating of Quality Policies and Procedures

This includes the Quality Handbook, in consultation with staff, students and partner institution representatives.

Termly Quality Committee (QC) meetings

Quality Committee (QC) meetings are held termly as a subcommittee of the Academic Committee to monitor academic standards, quality performance indicators, academic quality risks, enhancement actions and student outcomes across all of Belmont College's provision. Matters requiring academic assurance are reported to the Academic Committee, while operational actions are escalated to the Senior Management Committee as required.

Annual Module, Programme Monitoring and Review

This includes development, implementation and tracking of action plans informed by both student and staff feedback.

Awarding Partner Requirements

Bellmont College complies with its awarding partner requirements, including completing reviews and associated action plans.

Relevant statutory and regulatory requirements

Bellmont College complies with relevant statutory and regulatory requirements, including (post-Registration) those of the Office for Students (OfS).

Engagement with partner institution/s

Ongoing engagement and collaboration with partner institution/s, including participation in continuous professional development (CPD) and training activities.

In-house Termly Staff Development Sessions

Bellmont College is committed to its staff development with termly staff enhancement sessions organised, including training on quality assurance and academic standards.

Collection and Use of Student Feedback; Continuous Improvement and Enhancement

Bellmont College ensures the systematic collection, analysis and use of student feedback through formal mechanisms, including the Student Staff Committee (SSC), module evaluations, and institutional surveys.

Student feedback is reviewed to inform decision-making and drive quality enhancement. Belmont College is committed to continuous improvement and ensures that student contributions are considered and that resulting actions are clearly communicated to students.

The College is committed to and takes pride in implementing enhancement activities informed by student feedback, internal data monitoring and external review (including awarding partner and sector guidance), with the impact of these actions monitored through the College's established quality assurance processes.

External Reference Points and Sector Benchmarks

Bellmont College is committed to engaging with and aligning with external reference points and sector benchmarks, including OfS and QAA guidance.

6. Governance and Accountability

6.1 Key Responsibilities

Role	Responsibility
Board of Directors	Governing body with overall authority for the management of the Company's business. Approves the Governance Framework, scheme of delegation and committee terms of reference, and retains ultimate oversight of academic quality, standards, student outcomes, regulatory compliance, risk, financial sustainability and institutional performance. Ensures compliance with relevant OfS conditions, including B1, B2, B3, B4, B5, C1–C4, D, E1, E2 and E3.
Audit & Risk Committee	Mandatory Board committee advising the Board on audit arrangements, internal control, risk management, financial sustainability, regulatory compliance and assurance over OfS requirements. Provides oversight of risks relating to OfS C1–C4, D, E2, E3 and relevant B conditions.
Academic Committee	Mandatory Board committee and academic authority. Promotes academic and professional work, safeguards academic standards and quality, oversees academic assurance from the Quality Committee and reports to the Board on delegated authority. Responsible for oversight of OfS B1, B2, B3, B4 and B5 , with relevant links to C1, C2 and E2.
Senior Management Committee	Operational management forum responsible for planning, resourcing, delivery, implementation and management reporting. Provides operational oversight of academic quality, student outcomes, compliance, risk, finance and regulatory delivery. Supports compliance with OfS B1–B5, C1–C4, D and E2.
Quality Committee	Subcommittee of the Academic Committee responsible for academic quality assurance, quality enhancement, student outcomes, assessment standards and academic quality risk monitoring. Escalates operational actions to the Senior Management Committee as required. Supports compliance with OfS B1, B2, B3, B4 and B5 , and relevant C1, C2 and E2 conditions.
CEO	Holds executive accountability for implementing the Board-approved strategy and ensuring institutional leadership, regulatory compliance, financial sustainability, quality assurance and successful student outcomes. Accountable to the Board of Directors for delivery of OfS B1–B5, C1–C4, D, E2 and E3.
Head of Quality & Operations	Leads and oversees the quality assurance framework, ensuring compliance with OfS conditions, awarding partner requirements, and the effective monitoring of academic standards, student outcomes, marketing, accountancy and

	finance functions. Coordinates reporting through the Senior Management Committee, Quality Committee and Academic Committee routes (OfS B1, B2, B3, B4 and relevant C conditions).
Head of Academic Programmes	Provides academic leadership for programme quality and standards, ensuring high-quality learning opportunities and the delivery of positive student outcomes, including continuation, completion and progression (OfS B1, B2, B3).
Head of Professional Services	Oversees professional services that support student success across the student lifecycle, including recruitment, admissions, student support and outcomes monitoring. Ensures effective support provision, fair applicant selection, regulatory compliance, and data-informed improvement of continuation, completion and progression outcomes. It should be noted that admissions operate within Liverpool Hope University's framework, with Liverpool Hope University retaining overall accountability for admissions decisions. Ensures admissions decisions, particularly for Foundation Year and non-standard applicants, evidence an overall judgement of potential to succeed. (OfS B2, B3, C1/C5, C3, E2 and F1).
Head of IT & Human Resources	Ensures robust staff recruitment, staff development, and fair employment practices alongside secure, reliable digital systems that support teaching, data management, and regulatory reporting, maintaining alignment with quality and compliance expectations (OfS B1–B4, C1–C3).
Programme Coordinator	Ensures the effective delivery of teaching, learning and assessment at module/block level, maintaining alignment with learning outcomes and the integrity of assessment practices (OfS B2, B4).

6.2 Management & Governance

Bellmont College maintains a robust, transparent and fit-for-purpose governance and management framework that ensures effective oversight, clear accountability and ongoing compliance with the requirements of the Office for Students (OfS) and the Articles of Association. (*QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; BCP2 Belmont College Risk Management Policy; QGP6 Belmont College Information Governance, Public Information and Transparency Policy*)

The College's organisational structure defines clear lines of responsibility, authority and reporting, enabling effective decision-making and institutional control. In accordance with the Articles of Association, governance and management functions are clearly separated as follows:

- **Board of Directors:** governing body with overall authority for management of the Company's business, approval of the Governance Framework, delegation and committee Terms of Reference, and strategic oversight of institutional performance.

- **Audit & Risk Committee:** mandatory Board committee advising on audit arrangements, systems of internal control, risk management and compliance oversight.
- **Academic Committee:** mandatory Board committee and academic authority, promoting academic and professional work and safeguarding standards of awards within Belmont's responsibilities.
- **Senior Management Committee:** operational management forum responsible for planning, resourcing, delivery, implementation and management reporting, subject to Board-approved Terms of Reference.

The CEO, supported by the Senior Management Committee and the Senior Management Team, is accountable to the Board of Directors for implementing Board-approved strategy, financial sustainability, resourcing and operational delivery. This ensures that executive leadership is subject to appropriate oversight and challenge.

The Board is constituted in accordance with the Articles of Association, including a minimum of three Directors, at least one Independent Director, an Independent Director as Chair, and quorum arrangements requiring an Independent Director. This composition supports independent challenge, diversity of expertise and effective decision-making. Arrangements for student representation are being implemented to strengthen stakeholder engagement and transparency.

The College maintains academic oversight through the Academic Committee, which is the academic authority and reports to the Board of Directors. The Quality Committee operates as a subcommittee of the Academic Committee and provides assurance on the maintenance of academic standards, quality of provision, academic quality risks, student outcomes and continuous improvement. Ultimate responsibility for standards and awards rests with the awarding partner where provision is delivered in partnership. Regular reporting and defined escalation routes ensure that risks to quality, standards and student outcomes are identified, monitored and addressed in a timely manner.

Bellmont's governance framework is proportionate and scalable, and subject to periodic review to ensure it remains effective as the institution grows. As the College is developing, its committees are also growing in membership, remit and operational maturity to maintain effective oversight, accountability and regulatory compliance.

The governance framework in this Handbook will be used to evidence the Quality Plan commitment that quality is the responsibility of all staff members at Belmont College. Operational issues will be managed by programme, academic and Professional Services teams and through the Senior Management Committee; academic quality risks and enhancement actions will be reported through the Quality Committee to the Academic Committee; strategic, resource, regulatory or high-risk matters will be escalated to the Board of Directors and, where relevant, the Audit & Risk Committee.

For Liverpool Hope University, the partnership matters will be escalated through the relevant partner route as well as through Belmont's internal governance. For Liverpool Hope University provision this includes the University's Operational Group, Academic Oversight Group (AOG) and Strategic Oversight Group (SOG).

For any future programmes with Pearson, the relevant external quality assurance, standards verification or partner reporting route will be used alongside Belmont's internal monitoring and action tracking.

6.3 Committee Structure

Bellmont College’s committee structure provides formal mechanisms for monitoring, reviewing and enhancing quality, academic standards, student outcomes, risk and regulatory compliance.

The diagram below illustrates the College’s committee structure and reporting lines. It shows the Board of Directors as the governing body; the Audit & Risk Committee and Academic Committee as mandatory Board committees; the Academic Committee as the academic authority; the Senior Management Committee as an operational management forum; and the Quality Committee as a subcommittee of the Academic Committee. Committee members are drawn from College advisors and staff, as well as from the student body, as set out in the relevant Terms of Reference. (*QGP2 Belmont College Management, Committee Structure, Organogram and Terms of Reference; QGP5 Belmont College Student Representative Handbook*)

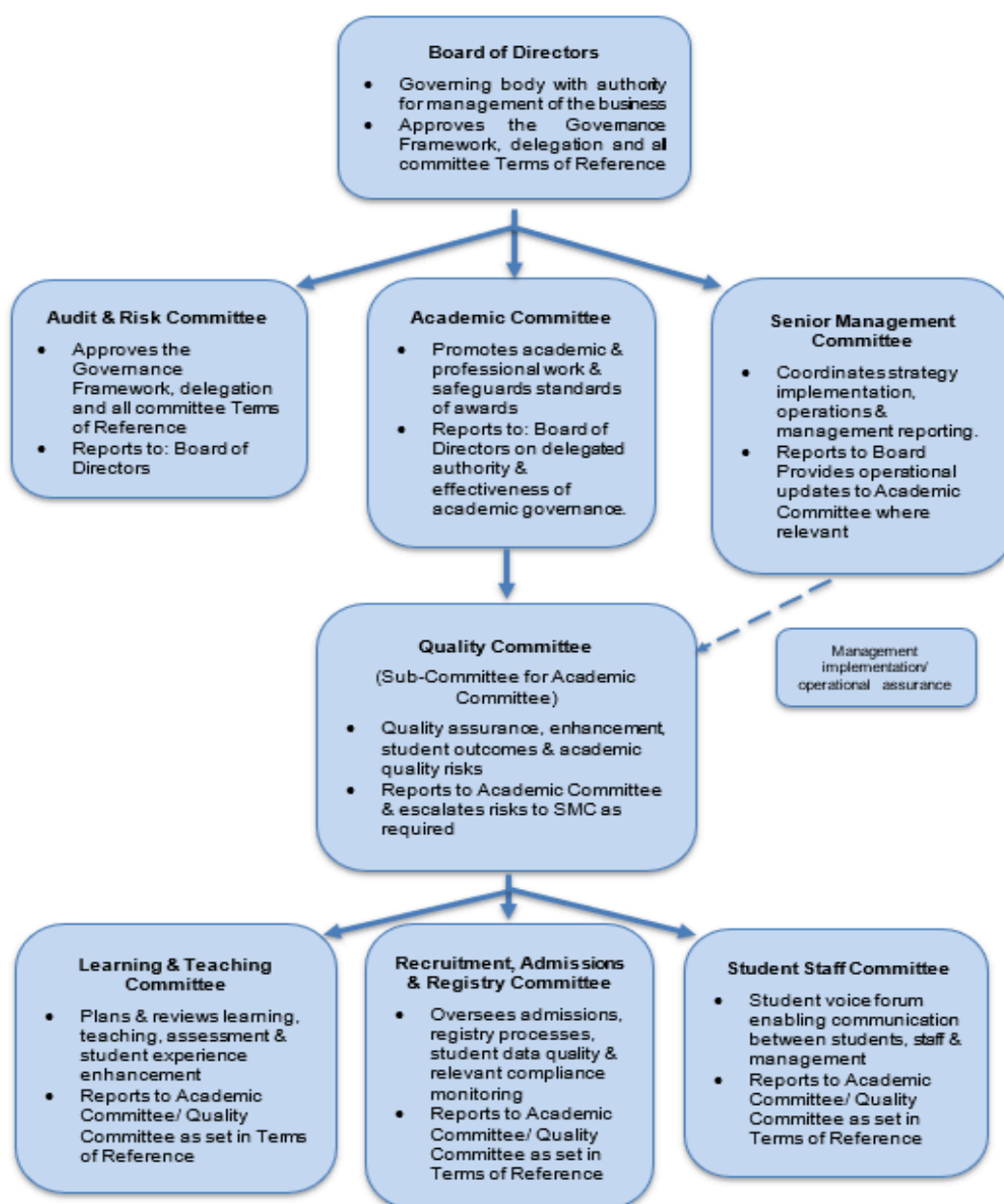


Figure 2: Belmont College’s Committee Structure

Bellmont's College's governance structure has evolved to support both existing and future partnership provision. The structure remains rooted in Belmont's internal governance arrangements, while now providing a clear route for receiving, considering and acting on relevant information from Liverpool Hope University partnership governance, including the Strategic Oversight Group, Academic Oversight Group and Operational Group.

Outputs from those meetings, including action logs, risk updates, student number information, assessment matters, attendance and engagement data, student support matters and resource issues, are reported through the appropriate Belmont governance route. Academic assurance matters are considered by the Quality Committee and Academic Committee; operational matters are progressed through the Senior Management Committee; risk and compliance matters are escalated to the Audit & Risk Committee; and strategic, regulatory or high-risk matters are reported to the Board of Directors.

This evolved committee structure will also apply to future provision, including Pearson as well as with other future partnerships. OfS approval, programme approval, launch readiness, annual monitoring, student voice, assessment, external quality assurance and action plan evidence will be considered before and during delivery. Academic assurance will continue to be routed through the Quality Committee and Academic Committee, while operational delivery and implementation will be overseen through the Senior Management Committee.

6.4 Organisational Structure

Bellmont College's organogram outlines the management structure, roles and reporting relationships within the College.

Bellmont College operates a proportionate and scalable governance and committee structure, appropriate to its current stage of development. As the College develops, its committees will continue to grow proportionately in membership, frequency and subcommittee capacity to ensure effective oversight, accountability and regulatory compliance.

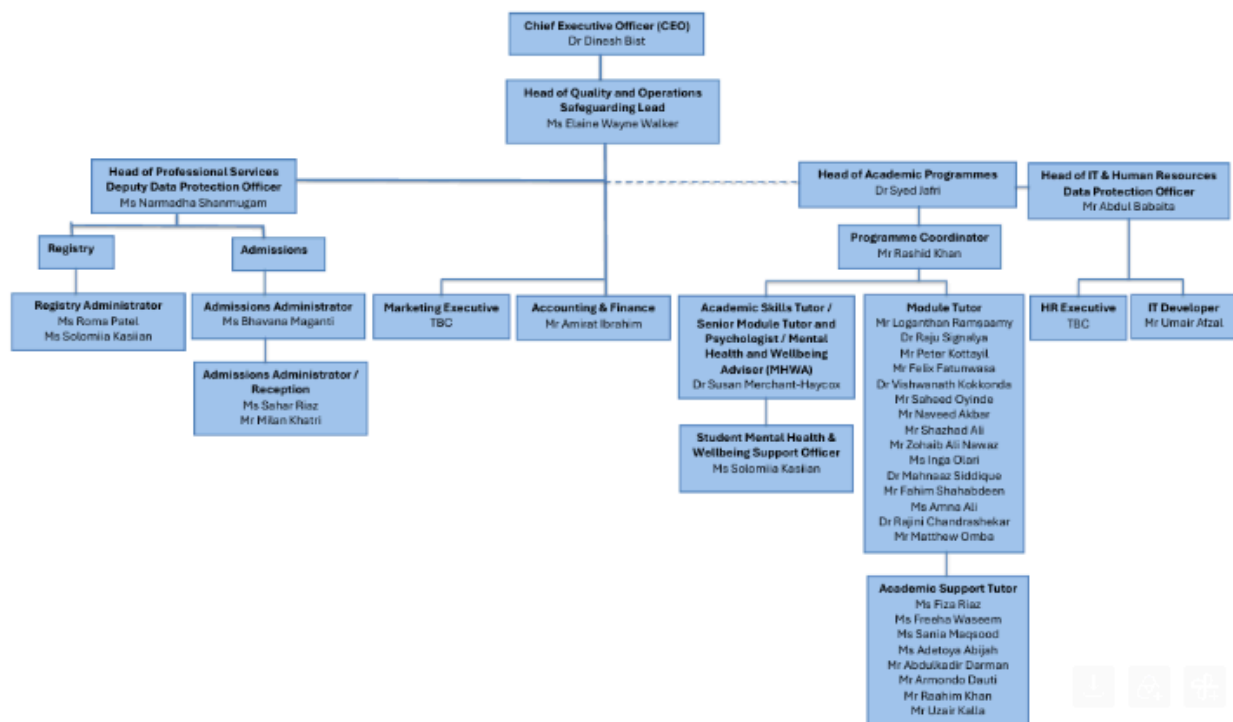


Figure 3: Belmont College's Organogram

7. Professional Services and Other Support

7.1 Professional Services

Bellmont College's Professional Services functions are structured to support high-quality student outcomes, effective student experience and full regulatory compliance.

The Head of Professional Services holds accountability for the delivery of all Professional Services including student recruitment, ensuring that students have timely access to appropriate services.

Student inductions are carefully planned to support a smooth transition into higher education, and these services are continually monitored and reviewed to remain accessible, effective, and aligned with institutional and partner requirements. This approach directly supports student continuation and success, while maintaining compliance with OfS Condition B2 (Quality and Standards: Student Outcomes). (*RAP3 Belmont College Information and Schedule of Student Induction; LTP9 Belmont College Attendance, Retention and Submissions Policy; QGP4 Belmont College Student Handbook*)

In alignment with this, the role is responsible for the operational delivery of academic administration, registry, and admissions functions, including accurate timetabling, effective management of student records, and consistent monitoring of attendance and engagement to enable early identification of risk and timely intervention. These processes further strengthen compliance with Condition B2. Additionally, the role ensures that admissions processes are fair, transparent, and consistently applied, including the verification of applicant eligibility and documentation, thereby supporting appropriate recruitment, student retention, and successful outcomes in line with OfS Condition B3 (Delivering Successful Outcomes). (*RAP1 Belmont College Recruitment, Selection and Admission Policy; BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy; LTP9 Belmont College Attendance, Retention and Submissions Policy*)

7.2 Academic Skills Support

The Head of Academic Programmes, supported by the Programme Coordinator, is responsible for leading and overseeing the delivery of academic skills support provided by the Academic Skills Tutor and personal tutoring delivered by Academic Support Tutors (AST's). This ensures a consistent, structured and proactive approach to student engagement, including the systematic monitoring of participation, progression and attainment. Timely and appropriate interventions are implemented where required to support student continuation, completion and overall success.

In addition, for Liverpool Hope University provision the ASTs also fulfil the role of School Academic Advisor (SAA) function, which is overseen by the Head of Academic Programmes and Programme Coordinator who are also appointed Senior School Academic Advisors (SSAA). This further enhances the student academic experience by fostering a supportive environment that promotes dialogue, independent learning and academic development. All academic support activities are designed, delivered, and reviewed in alignment with institutional policies and regulatory expectations, ensuring full compliance with OfS Condition B2 (Quality and Standards: Student Outcomes).

7.3 Student Support and Wellbeing

Pastoral support, disability support, and safeguarding form a core part of the student support responsibilities. Through this oversight, the role ensures that students have timely access to appropriate welfare and wellbeing support and that inclusive practices and reasonable adjustments are consistently implemented to meet the needs of students with disabilities. Alongside this, the College's Safeguarding procedures are maintained through robust, up-to-date policies, with staff appropriately trained to identify, respond to, and escalate concerns. (*HSP1 Belmont College Safeguarding and PREVENT Policy; SWP3 Belmont College Disability Policy; SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; SWP4 Belmont College Mental Health and Wellbeing Policy*)

The Student Support and Wellbeing team provides individualised support and guidance to students whose personal circumstances are affecting their mental and/or physical wellbeing and their ability to engage with their studies. The role focuses on helping students develop appropriate coping strategies and access relevant support to promote academic continuation and success. Where necessary, the Mental Health and Wellbeing Adviser (MHWA) signposts or refers students to appropriate internal or external specialist services. The service is non-emergency in nature and operates within clearly defined boundaries, ensuring alignment with institutional policies and regulatory expectations.

Together, these roles ensure coordinated, efficient and student-centred operations and services that support positive outcomes and progression.

7.4 IT Support

Bellmont's Head of IT is responsible for ensuring the provision of secure, reliable and accessible IT systems and support services that efficiently reinforce both learning and administrative functions within the College. The role includes maintaining system integrity and availability and providing user support to enable student engagement and academic delivery. All IT provision is aligned with institutional requirements, partner expectations and regulatory requirements, ensuring compliance with OfS Condition B2 (Quality and Standards: Student Outcomes). (*BCP6 Belmont College Information Security and Cybersecurity Policy; BCP8 Belmont College IT Acceptable Use Policy; LTP12 Belmont College Intellectual Property Copyright and Use of Learning Materials Policy*)

8. Programme Delivery and Review

8.1 Learning and Teaching Team

Bellmont College's Learning and Teaching Team is led by the Head of Academic Programmes and supported by the Programme Coordinator. The team comprises Module Tutors, an Academic Skills Tutor, and Academic Support Tutors (AST's), who collectively deliver high-quality teaching and student support.

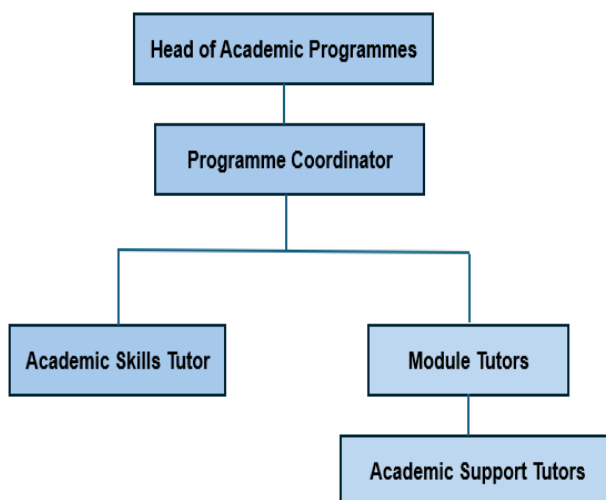


Figure 4: Academic Team Organogram

8.2 Head of Academic Programmes

The Head of Academic Programmes is accountable for ensuring that students receive a high-quality academic experience by designing, delivering, and resourcing programmes that are coherent, rigorous, and effectively managed (B1). This includes providing strategic leadership and oversight to ensure that teaching, learning, and academic support are consistently delivered to a high standard, enabling students to engage fully with their studies and achieve successful outcomes (B2). (*LTP1 Belmont College Learning, Teaching and Assessment Strategy; LTP7 Belmont College Academic Progress Procedure; LHU Learning, Teaching and Assessment Strategy; LHU Academic Regulations*)

Under this oversight, the Programme Coordinator provides academic leadership at programme level, ensuring that programmes meet sector-recognised standards, are coherently structured, and remain aligned with programme specifications and partner requirements (B1, B2). They are responsible for overseeing learning, teaching, assessment and academic support, monitoring student engagement, progression and achievement, and implementing timely interventions to support student success (B2, B3).

The Head of Academic Programmes also ensures the effective design and delivery of assessment and feedback, supported by robust academic administration processes. This includes oversight of internal moderation and ratification of marks, accurate and timely reporting to partner institutions, and active participation in Assessment Boards to uphold academic standards (B4). The Programme Coordinator contributes to these processes by overseeing fair, consistent, and reliable assessment practices. (*LTP4 Belmont College Internal Verification Policy; LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure; LTP2 Belmont College Assessment and External Examining Policy; LHU Academic Regulations*)

Programme monitoring and enhancement are embedded through regular review processes, including annual monitoring, where performance data, student outcomes, and

student feedback are evaluated to inform continuous improvement (B2, B3). The Programme Coordinator acts as a key interface between students, staff, and senior management, ensuring that the student voice informs programme development, enhancement planning, and committee oversight, including contributions to the Quality Committee and the Learning and Teaching Committee (B2).

Where programmes are delivered in partnership with, or on behalf of, a partner university, the Head of Academic Programmes and the Programme Coordinator ensure full alignment with the partner's academic regulations, curriculum, assessment requirements, and quality assurance processes. This includes adherence to approved module delivery, assessment briefs, marking criteria, and moderation arrangements, as well as active engagement with partner-led governance structures, such as Examination Boards, and with standardisation activities. Through this collaborative approach, academic standards and the student experience are maintained, ensuring compliance with OfS Conditions B1, B2, B3 and B4.

8.3 Module Tutors

At Belmont College, Module Tutors are responsible for the active delivery and assessment of modules, ensuring alignment with programme specifications, module specifications and learning outcomes, and for contributing to a high-quality, engaging academic experience (B1). They support student engagement, progression and achievement through inclusive and effective teaching, learning and academic support (B2, B3), while ensuring that assessment practices are valid, reliable and fair, and that feedback is timely, constructive and supportive of student development and progression (B4).

Module Tutors are responsible for systematically monitoring student engagement and academic performance, enabling early identification of students at risk. They work collaboratively with the Academic Support Tutors and support services to ensure timely and appropriate interventions are implemented to support student continuation, progression and success (B2, B3). By participating in moderation, Assessment Boards, and programme review processes (B4), tutors also contribute to maintaining academic standards, supporting continuous enhancement and alignment with institutional and partner requirements, and ensuring compliance with OfS Conditions B1, B2, B3 and B4.

8.4 Academic Skills Tutor

The Academic Skills Tutor contributes to an inclusive learning environment by addressing diverse learning needs and promoting equitable access to academic development opportunities (B2). The tutor is responsible for designing and delivering structured academic skills provision that supports students' development of core competencies required for success in higher education. This includes developing key communication skills (reading, writing, listening, and speaking), alongside academic writing, research skills, critical thinking, and independent learning (B1, B2).

Through timetabled sessions, the Academic Skills Tutor at Belmont College supports students in engaging effectively with their studies to meet the academic demands of their programmes, thereby contributing to student progression and achievement (B2, B3). The role works collaboratively with Academic Support Tutors (ASTs) and other subject-specific tutors to identify common areas of academic need and ensure that the necessary support is aligned with programme requirements. In doing so, the Academic Skills Tutor also contributes to the early identification of learning gaps and supports timely interventions to enhance student outcomes (B2, B3).

8.5 Academic Support Tutors

Bellmont College's Academic Support Tutors (ASTs) are responsible for providing academic support to their assigned cohorts and/or groups of students. Additionally, the role involves personal tutoring to enhance student engagement, progression and success (B2, B3). Through structured academic support sessions and one-to-one or group tutoring, ASTs support the development of students' academic skills, independent learning, and confidence, enabling effective participation in their studies (B2).

Another key responsibility of Academic Support Tutors is to monitor student engagement, participation and attainment, enabling the early identification of students at risk. In collaboration with the Head of Academic Programmes and the Programme Coordinator, they can ensure that timely and appropriate interventions are implemented to support student continuation, progression and success (B2, B3).

In their capacity as School Academic Advisors (SAAs), ASTs further contribute to the student academic experience by fostering an inclusive and supportive learning environment that promotes dialogue, reflection, and academic development (B2). They ensure that all support activities are delivered consistently and in alignment with institutional and partner policies and regulatory requirements, contributing to improved student outcomes and compliance with OfS Conditions B2 and B3.

8.6 Programme Delivery and Review

Full-time students at Belmont College undertake 120 academic credits per academic year, with each credit representing 10 hours of learning. This equates to a total of 1,200 learning hours annually and comprises a combination of scheduled teaching (including lectures, seminars, tutorials and workshops) and directed independent study, supported by guidance from academic staff to ensure a balanced and comprehensive approach to learning.

Programme delivery is underpinned by an Active Blended Learning (ABL) model that integrates face-to-face and online learning activities. This model is designed to provide high-quality, inclusive, and engaging educational experiences that support the development of student autonomy, digital capability, and employability (B1, B2).

Tutors are responsible for delivering programmes that are engaging, stimulating, coherent, effectively structured, clearly defined, and aligned with the learning outcomes (B1). Additionally, the teaching and learning activities include consistent formative assessment and timely feedback to support student progression, continuous learning, and improvement (B2).

Assessment processes are subject to rigorous internal and external quality assurance arrangements aligned with the partner university's regulations and academic framework. Internal Assessment Boards are convened in accordance with agreed procedures and are responsible for overseeing marking, moderation, and the confirmation of results. These Boards ensure that assessment decisions are consistent, fair, and reliable, and that academic standards are maintained in line with the expectations of the awarding body (B4).

The Academic Committee, Quality Committee (QC) and Learning and Teaching Committee (LTC), through their Board-approved Terms of Reference, consistently monitor programme performance, standards and student outcomes, ensuring risks are identified, escalated and addressed promptly (B2, B3).

Student engagement in quality assurance processes is facilitated through the Student Staff Committee (SSC) and through student representation on key institutional committees. This

ensures that the student voice contributes meaningfully to the enhancement of learning and teaching (B2).

The Learning and Teaching Committee at Belmont College conducts an Annual Review & Enhancement (ARE) for the programme, culminating in a formal report and action plan. This process supports continuous enhancement, ensuring that programmes remain current, effective, and aligned with regulatory expectations (B2, B3).

Launch-readiness alignment with the Quality Plan: Before Belmont launches any new programme, new intake, new delivery site, new delivery mode or material change to higher education provision, it will complete a launch-readiness review. This will confirm governance approval, signed or formally approved partnership or awarding body arrangements, approved programme or qualification specifications and module specifications, teaching staff approval, student support capacity, learning resources, digital systems, assessment arrangements, marketing approval, Professional Services capacity, risk assessment and evidence-retention arrangements.

Bellmont will not rely solely on external approval as evidence that local delivery is ready. External approval confirms the academic, validation or awarding arrangement; Belmont's internal launch-readiness process confirms that local delivery, resources, student support, staffing, communications, assessment administration, governance monitoring and evidence management are prepared and fit for purpose.

8.7 Assessment and Quality Assurance

Assessment policies and practices are designed to guarantee that all assessments are rigorous, fair, and clearly aligned with the defined learning outcomes (B4). In cases where programmes are delivered on behalf of a partner university, all assessments are conducted in line with that university's regulations and quality assurance requirements. Here, the partner university retains ultimate responsibility for academic standards and for awarding the qualification.

Quality Plan assessment alignment: For Liverpool Hope University provision, Belmont will deliver and administer assessment locally but will not amend approved assessment regulations, tasks, weightings, marking criteria, progression rules, award rules or assessment board arrangements without University approval. For Pearson provision, Belmont will follow the relevant assessment, internal quality assurance, moderation, external verification, malpractice, appeals and certification requirements.

Academic staff involved in assessment are appropriately qualified and receive training in assessment design, marking, standardisation, and moderation, including any requirements specific to the partner university. Following these procedures ensures Belmont College remains consistent and effective in the application of academic standards across all modules and cohorts. Additionally, students receive clear, accessible, and timely information about assessment requirements through teaching sessions, programme and module documentation, and announcements on the Virtual Learning Environment (VLE), including any requirements set by the partner institution (B2, B4).

Formative assessment opportunities, including mock assessments, draft submissions, and structured feedback, are embedded in programmes to support student development, build academic skills, and enable progression (B2, B3).

Assessment processes are designed to ensure:

- Validity and alignment with learning outcomes and the partner university's programme and module specifications (B1, B4)

- Reliability and consistency of marking and grading decisions across delivery sites (B4)
- Transparency and clarity of assessment expectations for students (B2, B4)
- Effective support for student achievement and progression (B2, B3)

Assessment processes are subject to rigorous internal and external quality assurance arrangements. Internal Assessment Boards are convened in accordance with the partner university's formally approved regulations and are responsible for overseeing marking, internal moderation, and the confirmation of results. These Boards operate under delegated authority from the partner institution and ensure that assessment decisions are consistent, fair and reliable, and that academic standards are maintained in line with awarding body expectations (B4). (*LTP4 Belmont College Internal Verification Policy; LTP2 Belmont College Assessment and External Examining Policy; LHU Academic Regulations*)

8.8 Internal Examiners and Internal Moderation

Bellmont College's Internal Examiners are members of the academic subject team and are responsible for designing, assessing and internally moderating assessments. They are also responsible for ensuring alignment with programme/module learning outcomes and the academic standards required by Belmont College and, where applicable, the partner university (B1, B4).

Responsibilities of Belmont's Internal Examiners include:

(B1, B4)	Designing and preparing the assessment tasks, including coursework and examination papers, ensuring they are appropriate to the level of study, curriculum content and aligned with the intended learning outcomes.
(B4)	Marking students' work and the application of assessment criteria in a consistent and transparent manner.
	Ensuring internal moderation processes are fair, reliable and entail consistency of marking across markers and cohorts.
	Providing appropriate samples of assessed and internally moderated to External Examiners in a timely manner, in line with agreed procedures, to enable effective external moderation prior to Assessment Boards

To ensure the integrity and consistency of assessment decisions, Belmont College implements a structured, robust internal moderation process, including

- The use of standardisation activities where assessments are marked by more than one member of staff, ensuring a shared understanding and consistent application of marking criteria
- Marking against clearly defined and published assessment criteria for each assessment task.
- The selection of a representative sample of assessed work for internal moderation, covering the full range of marks, including borderline cases.
- Mandatory moderation of all work that does not meet the pass threshold takes place, to ensure that fail decisions are fair, appropriate and consistently applied.

Moderation Process Overview

Bellmont College follows a clear, systematic moderation process. The figure below outlines the roles and responsibilities within the assessment and moderation process, ensuring robust quality assurance and alignment with partner university requirements (B4). (*LTP3 Belmont College Moderation process*)

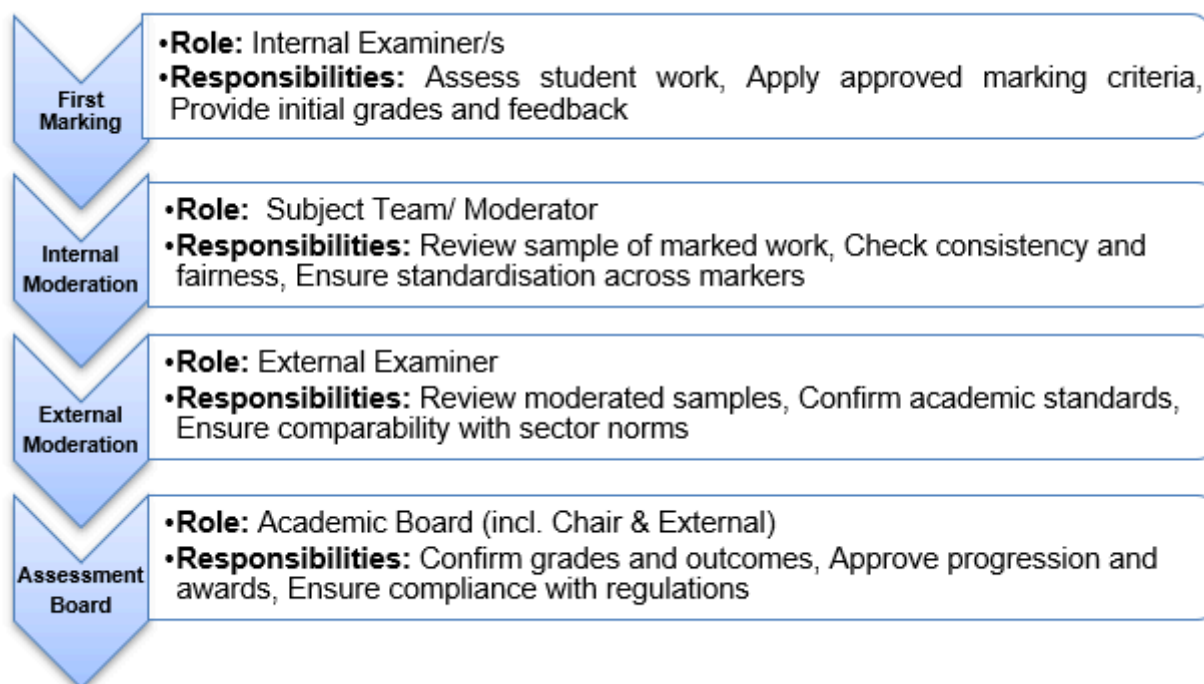


Figure 5: Moderation Process

As part of the external moderation process, to ensure that Belmont’s internal marking standards are subject to independent scrutiny and, where applicable, aligned with sector expectations and the requirements of the partner university (B4), student work samples that are internally moderated are provided to External Examiners.

All internal examination and moderation activities are conducted in accordance with approved institutional policies and, where relevant, the partner university's academic regulations. These processes ensure that assessment judgements are evidence-based, transparent, and consistently applied across modules, cohorts, and delivery locations (B4). (*LTP4 Belmont College Internal Verification Policy; LTP5 Belmont College IQA Sampling Plan & Record Policy and Procedure; LHU Academic Regulations; LTP3 Belmont College Moderation process*)

8.9 External Examining and Assessment Boards

For programmes delivered in partnership, External Examiners are appointed by the partner university and provide independent oversight of assessment processes. For future programmes delivered by the College such as Pearson, External Examiners will be appointed by Belmont College. In both cases, External Examiners provide independent assurance that assessment practices are fair, consistent and aligned with academic standards and sector expectations (B4).

External Examiners review assessment design, marking standards, moderation practices and levels of student achievement and provide an annual report to the partner university that is then shared with Belmont College.

External Examiner reports are a key component of the College’s quality assurance framework. They are formally considered by both Belmont College and the partner

university through institutional committees, and any recommendations are addressed through established joint quality assurance and enhancement processes. Actions arising are clearly identified, tracked and implemented to support continuous improvement and enhance student outcomes (B2, B3).

The operation of assessment and Assessment Boards is governed by the partner university's academic regulations, including the use of approved marking criteria, internal moderation procedures, and the systematic scrutiny of outcomes. This ensures that all assessment judgements are evidence-based, transparent, consistently applied across modules, cohorts and delivery partners, and aligned with national expectations (B4). (*LTP2 Belmont College Assessment and External Examining Policy; LTP4 Belmont College Internal Verification Policy; LHU Academic Regulations*)

Liverpool Hope University provision: For the current Liverpool Hope University partnership, assessment outcomes are considered through the University's approved assessment and board structures, including the Internal Examining Committee, Assessment, Progression and Award Board and University Board as applicable. Belmont will provide assessment records, moderation evidence, student status information, mitigating circumstances information, academic misconduct referral information and action updates within the required timescales.

8.10 Academic Integrity and Misconduct

Bellmont College is committed to promoting and upholding the highest standards of academic integrity and good academic conduct among students and staff. This commitment ensures that academic standards are protected and the value of awards is maintained (B4).

The College operates a comprehensive (*LTP6 Belmont College Academic Integrity and Misconduct Policy*), developed in line with the expectations of the UK Quality Code for Higher Education and relevant sector guidance, and aligned with the requirements of any partner university where programmes are delivered collaboratively. This ensures a consistent approach and equivalent standards across all provisions. (*LTP6 Belmont College Academic Integrity and Misconduct Policy; LTP10 Belmont College Malpractice & Maladministration Policy; LHU Academic Misconduct Policy*)

The purpose of the (*LTP6 Belmont College Academic Integrity and Misconduct Policy*) is to:

- Clearly communicate expectations for academic integrity and good academic practice to students and staff
- Define academic misconduct and outline the procedures for managing suspected cases
- Support teaching staff in promoting academic integrity through learning, teaching and assessment practices
- Provide students with access to guidance, support and resources to develop good academic skills

The Policy defines a range of academic misconduct, including plagiarism, collusion, contract cheating and other forms of academic dishonesty. These are clearly explained to students through induction, programme materials and ongoing teaching to ensure understanding and prevent misconduct.

In line with the Quality Plan, academic integrity guidance will also cover the unauthorised or inappropriate use of artificial intelligence, fabrication or falsification of data, examination

misconduct and any conduct defined as malpractice or academic misconduct by the relevant partner or awarding body.

All suspected cases of academic misconduct are considered in accordance with formal, transparent procedures that ensure fairness, consistency, and due process. Where programmes are delivered in partnership, procedures are aligned with the partner university's regulations. Investigations are conducted by appropriately trained staff, and outcomes are applied consistently in line with approved regulations. Decisions are subject to appropriate oversight, including reporting to Assessment Boards where required (B4).

The College adopts a developmental approach to academic integrity, combining preventative education with the proportionate and consistent application of penalties. Students are supported through access to academic skills guidance, learning resources, and staff advice, promoting good academic practice and reducing the risk of misconduct (B2, B4).

The Academic Integrity and Misconduct Policy is available to students via the College intranet and in hard copy on request. Its effectiveness is monitored through the College's quality assurance processes, with outcomes and trends reviewed by relevant committees to support continuous improvement (B2, B3).

8.11 Mitigating Circumstances

Bellmont College operates a Mitigating Circumstances process in line with its partner university's regulations. This allows students to disclose unforeseen factors that may have adversely affected their academic performance. Claims are considered consistently and supported by appropriate evidence, with decisions reported to and applied by Assessment Boards to ensure fair outcomes and parity with students at the partner institution (B2, B4). (*LTP8 Belmont College Mitigating Circumstances Policy; SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; LHU Mitigating Circumstances Policy*)

Liverpool Hope University provision: Belmont signposts students to the relevant Liverpool Hope University Coursework Extension Request, Examination Deferral, interruption of studies or mitigating circumstances process through MyHope or the approved University route. Belmont explains the process, directs students to the correct form or system, clarify evidence requirements, record local support provided and escalate complex cases to the relevant academic or University route. Belmont will not replace or override Liverpool Hope University's formal procedures or decision-making authority.

9. Complaints and Appeals Procedures

9.1 Complaints

Bellmont College operates a clear, accessible and transparent (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*) for students and staff, ensuring that concerns are addressed promptly, fairly and consistently (B2). (*CAP3 Belmont College Complaint and Appeal Policy and Procedure; LHU Student and Apprentice Complaints Policy and Procedure; OIA good practice framework*)

The Policy applies to both programmes delivered directly by the College and those delivered on behalf of a partner (awarding) institution.

9.1.1 Early Resolution and Formal Complaints

The College adopts a staged approach in line with the Office of the Independent Adjudicator's (OIA) good practice guidance:

Early Resolution (Informal Stage):

This stage aims to resolve straightforward concerns quickly and locally, without the need for a formal investigation. Students and staff are encouraged to raise issues informally, where appropriate, with a relevant member of staff (such as a Programme Coordinator, Module Tutor, or Academic Support Tutor).

Informal concerns should normally be raised within 5 working days of the issue arising and will usually be addressed through discussion. Belmont staff will aim to resolve the matter within 5 working days. If the issue cannot be resolved, or the complainant remains dissatisfied, it may be escalated to the formal complaints process.

Formal Complaint:

A formal complaint is appropriate where early resolution has not been successful, where the issue is serious, or where the complainant wishes the matter to be formally investigated. Belmont College follows a structured formal complaints process, resulting in a formal response and a recorded outcome.

Where programmes are delivered in partnership, complaints about academic provision may also be referred to the partner university in accordance with agreed procedures, ensuring alignment with the awarding body's requirements. (*CAP3 Belmont College Complaint and Appeal Policy and Procedure; LHU Student and Apprentice Complaints Policy and Procedure*)

Following completion of the internal complaints process, either at Belmont College for its own programmes or after escalation to the partner university for programmes delivered in partnership, students will receive a Completion of Procedures letter and may refer their complaint to the Office of the Independent Adjudicator (OIA) if still dissatisfied.

Formal Complaints Process

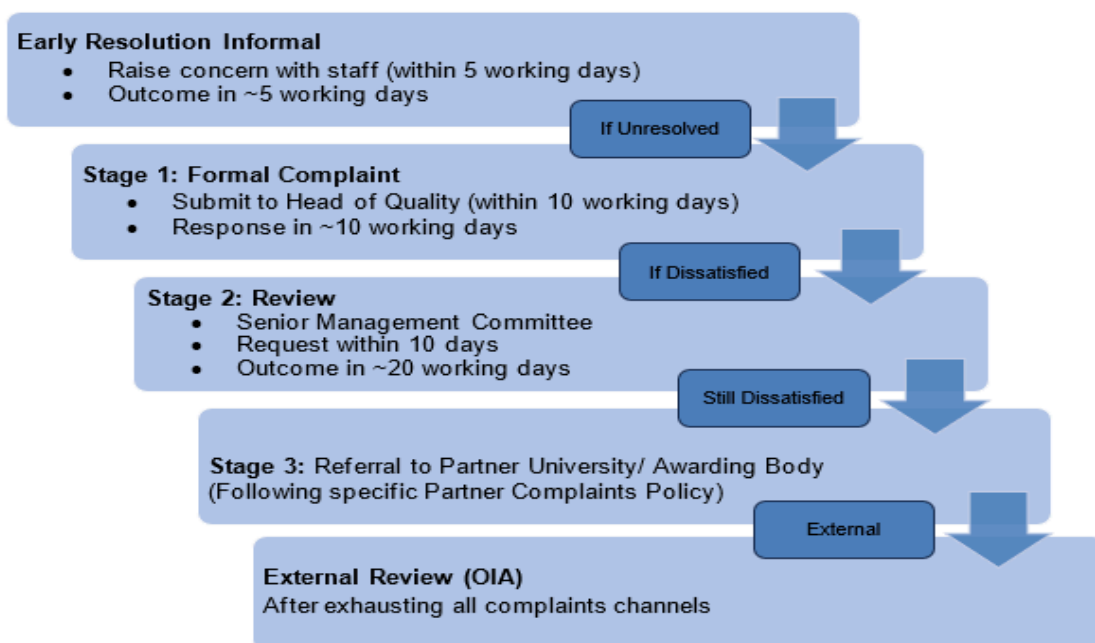


Figure 6: Staged complaints process aligned with OIA good practice, ensuring timely, fair, and transparent resolution (B2).

Where programmes at Belmont College are delivered in partnership, complaints about academic provision may also be referred to the partner university in accordance with agreed procedures before requesting an External Review from the OIA.

9.2 Academic Appeals

Bellmont College provides a formal (*CAP5 Belmont College Academic Appeals Policy*) process to ensure that students can challenge academic decisions in a fair, transparent and timely manner (B2, B4). This applies to programmes delivered directly by Belmont College. Programmes delivered on behalf of a partner (awarding) institution will be subject to that partner institution's Academic Appeals procedures. Students may submit an academic appeal on one or more of the following grounds (*CAP5 Belmont College Academic Appeals Policy; LHU Academic Appeals Policy / Academic Appeals Procedure; LTP8 Belmont College Mitigating Circumstances Policy*):

- Procedural irregularity in the assessment process
- Evidence of bias, prejudice, or inadequate assessment
- Mitigating circumstances that were not previously disclosed for valid reasons

For programmes delivered directly by Belmont College, appeals are considered in accordance with the College's approved regulations, ensuring independence, fairness and consistency in decision-making.

The appeals process for Belmont College Programmes is as follows:

- **Stage 1 (Appeal Submission):**
 - o Appeals must be submitted in writing within 10 working days of the publication of results or the decision being communicated.
 - o An outcome will normally be provided within 15 working days.
- **Stage 2 (Review):**
 - o Where a student remains dissatisfied, they may request a review within 10 working days of the Stage 1 outcome.
 - o A final decision will normally be issued within 20 working days.

All appeals are reviewed by staff not involved in the original decision, ensuring objectivity and due process. Outcomes are clearly communicated, with reasons and any actions taken.

Following completion of the internal appeals process, students will receive a Completion of Procedures letter and may refer their case to the Office of the Independent Adjudicator (OIA).

The effectiveness of complaints and appeals processes is monitored through the College's quality assurance framework. Data on complaints and appeals, including outcomes and trends, are reviewed by relevant committees to inform continuous improvement and enhance the student experience (B2, B3).

For programmes delivered in partnership, appeals are considered in accordance with the partner university's Academic Appeals Regulations. This ensures alignment with the awarding body's requirements and the equivalence of student's experience. (*CAP5 Belmont College Academic Appeals Policy; LHU Academic Appeals Policy / Academic Appeals Procedure*)

10. Recruitment, Marketing, Admissions, and Induction

10.1 Recruitment, Marketing and Admissions Procedures

Bellmont College is committed to ensuring that recruitment, marketing and admissions processes are fair, transparent, inclusive, and designed to support equality of opportunity

and widening participation (B2). This applies to both programmes delivered directly by Belmont College and those delivered on behalf of a partner (awarding) institution. (*RAP1 Belmont College Recruitment, Selection and Admission Policy; SWP2 Belmont College Equality, Diversity and Inclusion Policy; CAP2 Belmont College Consumer Protection Policy and Implementation Framework; LHU Recruitment and Admissions Policy*)

Bellmont College's approach aligns with national priorities for widening participation and is informed by its Access and Participation Plan, as well as, where applicable, that of partner (awarding) institutions. Recruitment activities are designed to attract and support applicants from underrepresented groups, including those from low-participation neighbourhoods (POLAR Quintiles 1 and 2), areas of higher deprivation (as measured by the Index of Multiple Deprivation), mature learners, students from underrepresented ethnic backgrounds, and individuals with non-traditional qualifications.

The College monitors data on these groups throughout the student lifecycle, including access, continuation, attainment and progression outcomes. This data is used to identify gaps, inform targeted interventions, and support continuous improvement in line with OfS expectations (B2, B3).

All marketing and promotional materials are accurate, clear, accessible, and not misleading, and comply with the requirements of the Competition and Markets Authority (CMA) (C). Marketing materials are subject to internal approval processes, and for programmes delivered in partnership, are also approved by the partner institution in line with agreed governance arrangements. This ensures consistency, accuracy and compliance across all delivery locations (B2, C). (*QGP6 Belmont College Information Governance, Public Information and Transparency Policy; CAP2 Belmont College Consumer Protection Policy and Implementation Framework; LHU Terms and Conditions / Student Contract*)

Current Liverpool Hope University recruitment position: In the first year of operations, applications were received through direct applications, recruitment activity, student referrals and approved agent referrals, with all applicants subject to the same admissions, eligibility, interview and assessment checks. Following Liverpool Hope University's requirement that Belmont should no longer recruit through agents, Belmont did not renew its agent recruitment contract after the initial year. Recruitment for Liverpool Hope University provision is now undertaken directly by Belmont and, where applicable, through in-house student referrals.

Bellmont retains version-controlled evidence of approved public information, applicant communications, interview records, eligibility checks, admissions outcomes and partner approvals where required. Non-standard admissions, recognition of prior learning, credit transfer or academic judgement matters will be escalated to the relevant partner or awarding body before any confirmation is given to the applicant.

Bellmont College's Admissions processes are conducted in line with the principles of fairness, transparency and consistency (B2). For programmes delivered in partnership:

- Entry requirements and admissions criteria are set and approved by the partner (awarding) institution and reviewed before every academic year
- Belmont College is responsible for applicant screening, including verification of qualifications and English language proficiency
- Final admissions decisions are made in accordance with delegated authority agreements and may be subject to oversight or audit by the partner institution

For programmes delivered directly by the College, admissions criteria and decisions are approved by the College's academic governance structures.

Applicants are considered individually in accordance with equal opportunities legislation. The College does not discriminate based on disability, ethnicity, gender, religion, sexual orientation, or any other protected characteristic. Reasonable adjustments and appropriate support are provided where necessary (B2).

As part of Belmont's admissions process, applicants are invited to interview to assess suitability and potential to succeed, clarify expectations and support informed decision-making (B2).

The College monitors recruitment and admissions data across its own and partner-delivered provision, including application, offer, acceptance and enrolment rates. This data is disaggregated by key characteristics (e.g. age, ethnicity, disability, POLAR and IMD) to support widening participation objectives.

In addition, the College tracks student outcomes throughout the lifecycle, including continuation, attainment and progression. This combined analysis is used to identify gaps, inform targeted interventions, and support continuous improvement. Data is reviewed by institutional committees and, where applicable, by joint partner governance structures to ensure alignment with Access and Participation Plan targets and OfS expectations (B2, B3).

10.2 Accreditation of Prior Learning (APL)

Bellmont College recognises prior learning and experience in accordance with its (*RAP4 Belmont College Accreditation of Prior Learning Policy*), ensuring fair, transparent and consistent decision-making (B2). Accreditation of Prior Learning (APL) is used as an umbrella term encompassing both prior certificated learning (APCL) and prior experiential learning (APEL). (*RAP4 Belmont College Accreditation of Prior Learning Policy; LHU QH11 Policy on Recognition of Prior Learning*)

For programmes delivered directly by Belmont College, APL decisions are approved through institutional academic governance processes. For programmes delivered in partnership:

- APL policies and limits are defined by the partner (awarding) institution
- Applications are assessed by Belmont College and approved in line with partner regulations, with oversight where required

This ensures equivalence of standards and compliance with awarding body requirements (B4).

Clear guidance is provided to applicants on eligibility, required evidence and application procedures, supporting transparency and informed decision-making (B2, C). The College monitors APL applications and outcomes across all provision to ensure fairness and identify trends for enhancement (B2, B3).

(*RAP4 Belmont College Accreditation of Prior Learning Policy*) may be found on the College website at <https://bellmontcollege.co.uk/> under the Policies and Procedures section.

10.3 Student Induction and Welcome

Bellmont College provides a comprehensive induction programme to support students' transition to higher education, promote engagement and ensure students are well-informed about their programme, support services and academic expectations (B2). This applies to both College and partner-delivered programmes. (*RAP3 Belmont College Information and*

Schedule of Student Induction; QGP4 Belmont College Student Handbook; LHU Guide to Induction and Tutorials)

Induction content is designed and delivered by the Head of Quality & Operations and the Head of Academic Programmes in line with both College and partner (awarding) institution requirements. Where applicable:

- Partner institutions approve key academic information (e.g. programme structure, regulations, assessment requirements)
- Belmont College delivers induction and student support activities
- Partner representatives may contribute to induction to ensure consistency and clarity of expectations

The induction programme includes:

- Introduction to the College, its facilities, and key staff
- Overview of programme structure, learning outcomes, assessment requirements and academic regulations (including partner regulations where applicable)
- Introduction to quality assurance and enhancement processes
- Guidance on academic skills, including academic integrity
- Introduction to student support services
- Health and safety briefing and guidance on the use of facilities and digital resources
- Access to learning resources, including library services and virtual learning environments (including partner systems where relevant)
- Overview of key policies and procedures, including complaints and academic appeals (*CAP3 Belmont College Complaint and Appeal Policy and Procedure; CAP5 Belmont College Academic Appeals Policy; LTP6 Belmont College Academic Integrity and Misconduct Policy; HSP1 Belmont College Safeguarding and PREVENT Policy*)
- Information on fees and financial obligations, including partner institution requirements
- Introduction to student representation and opportunities to contribute to quality enhancement

The College evaluates the effectiveness of induction across both its own and partner-delivered provision using student feedback, engagement data, and early continuation indicators. This includes monitoring attendance, early withdrawal and student engagement to identify risks and implement timely interventions. Data is reviewed by institutional and joint partner committees to support student success, engagement, retention and continuation. (B2, B3).

11. Student Representation and Student Engagement

Belmont College is committed to ensuring that the student voice is actively sought, listened to, and acted upon to enhance the quality of the student academic experience and outcomes (B2). This applies to both programmes delivered directly by the College and those delivered on behalf of a partner (awarding) institution.

Student engagement is embedded through both informal and formal mechanisms.

- **Informally**, students are encouraged to share feedback through regular interactions with their Academic Support Tutors, Module Tutors, and support staff.

- **Formally**, student engagement is facilitated through elected Student Representatives, the Student Staff Committee (SSC), representation on institutional committees, and structured feedback mechanisms such as module evaluations.

At Belmont College, student feedback is systematically collected, analysed and acted upon. Outcomes and actions are monitored through the College's quality assurance processes and, where applicable, through joint governance arrangements with partner institutions to ensure continuous improvement and enhancement of the student experience (B2, B3).

11.1 Student Representatives

Student Representatives play a central role in ensuring that the student voice informs quality assurance and enhancement processes (B2). At Belmont College, Representatives are elected by their peers within the first 3 weeks of the programme. From this group, Lead Student Representatives are selected to chair the Student Staff Committee (SSC) and to represent students on key institutional committees. (*QGP5 Belmont College Student Representative Handbook; QGP4 Belmont College Student Handbook; LHU Student Engagement Policy and Procedure*)

Student Representatives receive structured training in accordance with the (*QGP5 Belmont College Student Representative Handbook*) and receive structured training at the start of each term. This includes guidance on their role and responsibilities, effective representation, and an overview of quality assurance and enhancement processes. This ensures that representatives are equipped to engage effectively and contribute meaningfully to institutional governance (B2). (*QGP5 Belmont College Student Representative Handbook*)

The Student Staff Committee (SSC), led by Student Representatives, provides a formal forum for discussing issues affecting the student experience. The SSC considers a wide range of matters, including teaching, learning, assessment, feedback, resources, facilities and broader aspects of the student experience. Representatives are responsible for gathering feedback from their peers, identifying both areas of concern and examples of good practice.

The SSC also reviews key quality assurance outputs, including External Examiner reports, Annual Programme Reviews, and where applicable, partnership reports. Student input helps to identify areas for enhancement and inform action planning (B2, B3).

Student Representatives contribute to student voice arrangements through the Student-Staff Committee and, where appropriate, through the Academic Committee, Quality Committee (QC) and Learning and Teaching Committee (LTC), ensuring that the student voice is embedded in institutional decision-making. For programmes delivered in partnership, student representation may also contribute to joint governance arrangements where appropriate.

11.2 Student Feedback and Evaluations

Belmont College uses a range of mechanisms to gather and respond to student feedback across both its own and partner-delivered programmes, with the End of Programme Evaluation serving as a key formal process (B2). Evaluations are conducted electronically at the end of each module giving students the opportunity to reflect on their learning experience.

Student Representatives support engagement in the evaluation process by encouraging participation and facilitating discussion within student groups. Feedback is collated, analysed, and reported through the Student Staff Committee and other relevant institutional

committees, and, where applicable, shared with the partner (awarding) institution via agreed governance arrangements.

The outcomes of student evaluations inform improvements to teaching, learning resources and student support across all provisions. Actions arising from feedback are recorded, monitored and reviewed to ensure that appropriate enhancements are implemented. For programmes delivered in partnership, actions are aligned with partner expectations and may be subject to joint review and oversight.

Bellmont College is committed to “closing the feedback loop” by communicating the actions taken in response to student feedback through a ‘You Said, We Did’ approach. This ensures students are informed about how their feedback has contributed to changes and enhancements, promoting transparency and ongoing engagement (B2).

Bellmont College monitors student engagement through feedback mechanisms and tracks outcomes over time across both the College and partner-delivered provision to identify trends, evaluate impact, and support improvements in continuation, satisfaction, and student success. This data is reviewed through institutional, and where applicable, joint partner committees to support continuous enhancement (B2, B3).

12. Student Support and Guidance

12.1 Belmont College Commitment

Bellmont College is committed to ensuring that all students receive accessible, inclusive and high-quality support throughout their academic journey. This support is designed to promote student success, wellbeing, engagement, retention, continuation and completion, in alignment with the Office for Students (OfS) expectations. (*QGP4 Belmont College Student Handbook; SWP3 Belmont College Disability Policy; SWP4 Belmont College Mental Health and Wellbeing Policy; HSP1 Belmont College Safeguarding and PREVENT Policy*)

12.2 Academic Skills and Learning Development

All students are assigned an Academic Support Tutor (AST) at induction, who provides ongoing academic and pastoral support throughout their programme of study, helping with student engagement, progression, and overall success.

The Academic Skills Service, led by the Academic Skills Tutor and supported by Academic Support Tutors (ASTs), delivers structured and flexible academic development provision to enhance student learning, academic performance and achievement.

Academic Skills Tutor Areas of Support include:

- Academic writing and referencing
- Study skills (reading, note-taking, revision strategies)
- Critical thinking and analysis
- Research skills and use of academic sources
- Essay, report and dissertation planning
- Presentation and communication skills
- Time management and organisation
- Interpreting and responding to feedback

Academic Support Tutors (AST's) Core responsibilities include:

- Supporting academic progress and student engagement

- Providing pastoral and academic guidance
- Identifying risks to student success and signposting to support services
- Supporting goal setting and career planning
- Facilitating communication between students and academic staff
- Timetable and attendance queries
- Extenuating circumstances and extension procedures (*LTP8 Belmont College Mitigating Circumstances Policy; CAP5 Belmont College Academic Appeals Policy; CAP3 Belmont College Complaint and Appeal Policy and Procedure*)
- Deferrals and withdrawals
- Appeals and complaints procedures
- Institutional rules, regulations and policies
- General enquiries

All enquiries are handled promptly. Where appropriate, support is provided directly; otherwise, students are referred to the relevant internal teams or external specialist services to ensure effective resolution.

Modes of delivery:

- Face-to-face sessions
- Online provision
- Email support

Students can schedule appointments with their Academic Support Tutors by contacting registry@bellmontcollege.co.uk, by telephone on 020 3929 7665 or speaking directly with their AST on site.

12.3 Digital Learning Environment (VLE) and Learning Resources

Bellmont College operates a bespoke Student Information System (SIS) and although it has its own ready VLE platform for future provision, it currently uses Liverpool Hope University’s approved Virtual Learning Environment (VLE) and Turnitin to support high-quality teaching, learning and student engagement under its partnership. (*BCP8 Belmont College IT Acceptable Use Policy; BCP6 Belmont College Information Security and Cybersecurity Policy; LTP12 Belmont College Intellectual Property Copyright and Use of Learning Materials Policy*)

For programmes delivered in partnership, the VLE is agreed with the partner institution. Students may access either:

- Belmont College’s own VLE platform for future provision
- The partner institution’s VLE & Turnitin for assessment submission

The College ensures that, regardless of platform, students have consistent and reliable access to:

- Learning materials and resources
- Assessment submission and feedback
- Interactive learning activities
- Programme information and announcements

Students are expected to engage actively with the VLE as part of their academic responsibilities.

- For any LHU IT/ VLE issues such as MyHope including Moodle, students must contact the LHU IT help desk by contacting itshelp@hope.ac.uk.
- For any IT support required at Belmont College, students must contact their Academic Support Tutors in the first instance by contacting registry@bellmontcollege.co.uk, by telephone on 020 3929 7665 or speaking directly with their AST on site. Alternatively, students may speak to the IT Manager by emailing itsupport@bellmontcollege.co.uk

12.4 Programme Focused Academic Support

Programme-level academic support is overseen by the Head of Academic Programmes, who can be contacted via email on: syed@bellmontcollege.co.uk, and supported by the Programme Coordinator, who may be contacted via email on: rashid@bellmontcollege.co.uk. Support includes:

- Programme support,
- Module & Assessment support
- Individual Learning Plan Support (IPS) and delivered by Module Tutors and Academic Support Tutors.

Module-related queries are initially addressed by Module Tutors with escalation routes including the Head of Academic Programmes or the Programme Coordinator.

Academic quality and standards issues are referred to the Head of Quality, who may be contacted via email on: quality@bellmontcollege.co.uk.

12.5 Specialist and Inclusive Support

Bellmont College is committed to equality of opportunity and fostering an inclusive learning environment.

Students with disabilities, specific learning differences or from underrepresented backgrounds are supported through:

- Reasonable adjustments in line with the Equality Act 2010
- Individualised support plans
- Specialist guidance from the Student Support Team
- Referral to external specialist services where appropriate

(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy) (or) LHU Policy and Procedures for Support for Disabled Students and Apprentices outlines this provision in detail. Please contact the Head of Quality for any issues relating to any of the above: quality@bellmontcollege.co.uk. *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy; SWP3 Belmont College Disability Policy; LHU Policy and Procedures for Support for Disabled Students and Apprentices)*

12.6 Mental Health and Wellbeing Support

Bellmont College adopts a proactive and preventative approach to supporting student mental health and wellbeing, in line with its Policy Statement and Guidelines for Student Mental Health and Wellbeing Support This approach is designed to promote a supportive learning environment that enables students to engage fully with their studies and achieve

positive outcomes. (*SWP4 Belmont College Mental Health and Wellbeing Policy; HSP1 Belmont College Safeguarding and PREVENT Policy; LHU Fitness to Study Policy*)

Provision includes:

- Induction guidance to raise awareness of mental health and available support services
- Signposting to external specialist organisations (e.g. Student Minds, Heads Together, Samaritans)
- Structured wellbeing initiatives, including sessions on mindfulness, stress and anxiety management
- Ongoing development of staff capability through Mental Health First Aid (MHFA) training
- Providing welfare, wellbeing, safeguarding and disability support
- In addition, Belmont College provides access to a dedicated Mental Health and Wellbeing Advisor, who offers confidential advice and support to students. The Advisor can be contacted via email solomiia@bellmontcollege.co.uk and, where appropriate, will facilitate referrals to the College's appointed psychologist, who can also be directly contacted on: susan@bellmontcollege.co.uk or other specialist services to ensure students receive timely and appropriate support.

12.7 Study Skills, Employability and Digital Skills Development

A structured programme of academic and professional development is delivered throughout the student lifecycle.

(i) Study Skills Support

Delivered from induction and throughout the programme, covering:

- Academic writing and integrity
- Referencing
- Presentation skills

Sessions are on-site and face-to-face at Belmont College.

(ii) Employability Support

Although Belmont College already has employability support in place for students, its student body is largely made up of mature learners who are currently employed or have previous workplace experience. While many students are still at an early stage in their academic journey, they are likely to possess valuable transferable skills gained through employment. Support provision at Belmont College therefore recognises these existing strengths while also addressing areas where students may require further guidance, such as academic writing, study skills, time management, and confidence in using educational technology.

Employability guidance is delivered by the Head of Academic Programmes, Programme Coordinator, or Academic Skills Tutor, and includes support with:

- CV writing
- Job applications
- Interview preparation

This provision is further enhanced through masterclasses and workshops delivered by industry professionals, giving students access to current sector knowledge and practical employability advice.

(iii) Library and Learning Resources Support

Library support is delivered by the academic team to ensure students can effectively access and utilise learning resources.

Students studying at Liverpool Hope University have access to LHU's online library and learning resources, which support their studies and assessment requirements.

For any future provision delivered, Belmont College will ensure to have in place its own appropriate online library resources. This would include access to relevant e-books, academic journals, databases, and digital learning materials required for the programme.

In this case, library support would still be delivered by the academic team to ensure that students can effectively access, navigate, and utilise the available learning resources. This support would include induction, class-based guidance, tutorial support, and guidance on academic research, referencing, and the use of reliable sources.

12.8 Information and Access to Services

Full details of all support services, including contact information, are provided on the Belmont College website: <https://bellmontcollege.co.uk/index.php>

Additionally, Belmont College ensures that students are clearly informed about available support and how to access it from the induction stage through to their studies, thereby supporting transparency, accessibility, and student engagement in line with regulatory expectations.

13. Learning, Teaching and Enhancement Strategy

The curriculum at Belmont College is designed to help students to achieve the intended learning outcomes for their programme. Active engagement with all scheduled learning and teaching activities is therefore a core expectation. (*LTP1 Belmont College Learning, Teaching and Assessment Strategy; LTP9 Belmont College Attendance, Retention and Submissions Policy; LHU Learning, Teaching and Assessment Strategy*)

Attendance at timetabled sessions is monitored to support student engagement, retention, continuation and success. When attendance or engagement concerns arise, students are contacted and offered appropriate support. This may include meetings to identify barriers and implement supportive interventions with relevant academic staff including:

- The Head of Academic Programmes
- The Programme Coordinator
- The Module Tutor
- The Academic Skills Tutor
- The Academic Support Tutor (AST)
- The Senior School Academic Advisor (SSAA)
- The School Academic Advisor (SAA)

Continued non-engagement, where not resolved through support mechanisms, may result in formal action in line with Belmont College's regulations, including potential withdrawal

from the programme. (*LTP9 Belmont College Attendance, Retention and Submissions Policy; LTP7 Belmont College Academic Progress Procedure; LHU Student Engagement Policy and Procedure*)

Liverpool Hope University attendance and intervention alignment: For Liverpool Hope University provision, Belmont will apply the Quality Plan attendance monitoring process. Students with 0% attendance in the first three weeks after induction will be contacted by Registry, referred for support where pastoral issues are identified, reviewed through the Week 4 0% attendance report and, where appropriate, submitted to Liverpool Hope University for termination consideration following Registry checks.

Where a student is withdrawn or identified as non-engaging within the first two weeks, Belmont will contact Liverpool Hope University to confirm the student record position and the appropriate treatment for HESA and OfS continuation-related reporting. Belmont will retain evidence of contact and any actions taken but will not make local reporting assumptions where Liverpool Hope University confirmation is required.

Students with attendance below 50% in the first three weeks are contacted by Registry and referred to the Academic Support Tutor for a Back on Track meeting, normally in Week 4. The Back on Track meeting will agree an engagement improvement plan, support and monitoring arrangements. Where engagement remains unsatisfactory, Belmont will review the Week 7 under-50% attendance report, retain evidence of actions taken and escalate the matter to Liverpool Hope University for decision in line with University procedures. Belmont will signpost students to the relevant appeal process and will not override University termination or appeal procedures.

Students are expected to understand and engage with the different modes of teaching relevant to their programme of study, whether for Belmont College-delivered programmes or for those programmes delivered in partnership.

13.1 Active Blended Learning (ABL)

Belmont College adopts an Active Blended Learning (ABL) approach to ensure that teaching, learning, and assessment are student-centred, inclusive, and aligned with the Office for Students (OfS) conditions relating to quality, academic experience, and student outcomes.

ABL is designed to actively engage students in their learning through structured and meaningful activities, moving beyond passive delivery models. This includes:

- Guided discussions and debates
- Team-based and collaborative learning
- Problem-based and applied learning activities
- Case studies and project-based work
- Practice-based and experiential learning

The blended model integrates multiple modes of delivery over a 36-week period, including:

- Face-to-face teaching (5 hours per week including; seminars, workshops, lectures)
- Online and technology-enhanced learning (3 hours per week)
- Directed preparation and extension activities
- Independent and self-directed study

Teaching sessions are explicitly linked to independent learning activities to ensure coherence and progression. This approach supports:

- Development of subject knowledge and understanding
- Independent and self-regulated learning
- Digital capability and confidence
- Graduate attributes and employability skills

Application across provision:

- For Belmont College-delivered programmes, the ABL approach is designed, implemented and monitored by the College.
- For programmes delivered in partnership, the ABL approach is applied in alignment with the partner institution's academic framework and requirements, while ensuring Belmont's expectations for student engagement, inclusivity and outcomes are maintained. (*LTP1 Belmont College Learning, Teaching and Assessment Strategy; LHM Learning, Teaching and Assessment Strategy; LHM Academic Regulations*)

13.2 Peer and Collaborative Observation of Learning and Teaching

Bellmont College operates a Peer and Collaborative Observation of Learning and Teaching scheme to support the continuous enhancement of teaching quality. This process is developmental, reflective and aligned with sector expectations for professional practice. (*HRP1 Belmont College Staff Development Plan; LTP1 Belmont College Learning, Teaching and Assessment Strategy; HRP5 Belmont College Appraisal Guide For Employees*)

All teaching staff are required to participate annually in:

- At least one observation as an observer
- At least one observation as an observee

Additional observations are provided for new or developing staff as appropriate.

The scheme is designed to:

- Promote a culture that values and recognises high-quality teaching
- Support reflective practice and continuous professional development
- Identify, share and embed good practice across programmes
- Provide constructive and developmental feedback
- Inform staff development and training priorities
- Contribute to programme monitoring, evaluation and enhancement processes

Application across provision:

- For Belmont College programmes, observations are conducted in line with internal quality assurance processes.
- For partner provision, observation practices align with both Belmont requirements and partner institution expectations, ensuring consistency and compliance with agreed academic frameworks. (*HRP1 Belmont College Staff Development Plan; LHM Learning, Teaching and Assessment Strategy*)

Outcomes from observations will be used to inform performance and development reviews and contribute to institutional quality assurance processes as well as encourage and support staff to achieve Advance HE Fellowship.

13.3 Supporting Student Learning

Bellmont College recognises the diversity of its student body and is committed to inclusive teaching practices that support access, participation and student success.

Teaching staff are expected to adopt approaches that promote clarity, engagement and accessibility, including:

- Presenting content clearly, coherently and at an appropriate academic level
- Explaining technical terminology and avoiding unnecessary jargon
- Structuring sessions with clear objectives and learning outcomes
- Using a range of teaching methods consistent with the ABL approach
- Incorporating varied delivery methods to support different learning needs
- Using appropriate audio-visual and digital resources
- Monitoring student understanding and adapting delivery accordingly
- Encouraging active participation, discussion and questioning
- Providing opportunities for formative feedback and dialogue
- Using practical and real-world examples to contextualise learning

Application across provision:

- These principles apply to both Belmont-delivered and partner-delivered programmes, ensuring a consistent, inclusive and high-quality student learning experience regardless of delivery model.

13.4 Continuous Enhancement and OfS Alignment

The College's learning and teaching strategy is subject to ongoing monitoring and review to ensure alignment with OfS Conditions of Registration, including:

- High-quality academic experience (Condition B1)
- Reliable and fair assessment and awards (Condition B4)
- Resources, support and student engagement sufficient for student success (Condition B2), with student outcomes and progression monitored as part of the wider quality framework

Enhancement activities are informed by:

- Student feedback and engagement mechanisms
- Peer observation outcomes
- Programme monitoring and evaluation
- External reference points and sector good practice

Across all provisions, including Belmont College programmes and those delivered in partnership, the College ensures that academic standards, quality of learning opportunities and student outcomes are maintained in line with regulatory requirements.

14. Staff Recruitment, Induction, Development and Appraisal

14.1 Recruitment and Selection of Staff

Bellmont College is committed to recruiting suitably qualified, experienced and competent staff to deliver high-quality education in line with the regulatory requirements and, where applicable, the academic expectations of the relevant awarding or partner institution. This ensures that academic quality, standards and student outcomes are consistently maintained across both Belmont-delivered and partner-delivered provision. (*HRP2 Belmont College Employee Handbook; RAP1 Belmont College Recruitment, Selection and Admission Policy; HRP4 Belmont College Equal Opportunities Policy Relating to Employment; LHU academic partner approval requirements*)

All teaching staff will be appropriately qualified and experienced for their role, normally holding a qualification at least one level above the level which they teach or demonstrating equivalent professional expertise; Staff teaching at postgraduate level will typically hold, or be working towards, a Doctoral qualification or have equivalent professional expertise, in line with OfS requirements and, where applicable, the expectations of the awarding or partner institution.

Recruitment processes are fair, transparent and consistent with employment legislation and Belmont College's equality, diversity and inclusion commitments This includes: (*SWP2 Belmont College Equality, Diversity and Inclusion Policy; HRP4 Belmont College Equal Opportunities Policy Relating to Employment; RAP1 Belmont College Recruitment, Selection and Admission Policy*)

- Clearly defined role descriptions and person specifications
- Shortlisting based on objective criteria
- Structured interviews (conducted face-to-face or online)
- Assessment against role-specific competencies

The College's recruitment processes aim to:

- Appoint staff with the qualifications, skills and experience required to meet current and future academic needs
- Ensure staff can deliver high-quality teaching, learning and assessment
- Promote equality of opportunity and inclusive practice
- Maintain and enhance the College's reputation as a high-quality provider

Partner Provision: Delivery, Approval and Academic Oversight:

For programmes delivered in partnership with awarding bodies or other institutions, all teaching staff must also be approved in accordance with the partner institution's requirements. This includes formal verification of qualifications, experience and suitability to teach on the programme. No member of staff will undertake teaching on a partner programme until approval has been granted by the relevant partner institution.

14.2 Staff Induction

All new staff are required to undertake a structured induction programme to ensure they are fully prepared to perform their roles effectively and in alignment with institutional and regulatory expectations. (*HRP2 Belmont College Employee Handbook; HRP1 Belmont College Staff Development Plan; HSP1 Belmont College Safeguarding and PREVENT Policy; SWP2 Belmont College Equality, Diversity and Inclusion Policy*)

Academic Staff will be inducted by a designated individual within the Academic Team.

Administrative staff will be inducted by the Head of Professional Services.

The induction process introduces staff to:

- The College's mission, values and strategic objectives
- Academic frameworks, quality assurance processes and regulatory requirements
- Policies and procedures, including those relating to safeguarding, equality and student support
- Roles, responsibilities and performance expectations
- Key systems, resources and support services
- The induction is designed to ensure that staff:
- Understand their responsibilities in maintaining academic standards and delivering a high-quality student experience
- Are clear about performance expectations, including probation and appraisal processes
- Are aware of available support, training and development opportunities
- Can effectively apply their skills and knowledge within their role

14.3 Staff Development and Continuing Professional Development (CPD)

Bellmont College is committed to the continuous professional development of all its staff members to ensure the ongoing enhancement of learning, teaching, student support and institutional effectiveness. (*HRP1 Belmont College Staff Development Plan; LTP1 Belmont College Learning, Teaching and Assessment Strategy; LHU partner training and standardisation requirements*)

Academic staff are expected to:

- Engage in regular CPD activities aligned to their role
- Participate in Peer and Collaborative Observation of Learning and Teaching
- Maintain subject currency and pedagogic expertise
- Engage with scholarship, research or professional practice where appropriate

Where delivering programmes in partnership:

- Participate in required training, standardisation and briefing activities provided by the awarding or partner institution to ensure alignment with programme requirements, academic standards and assessment expectations

Additionally, staff are encouraged to:

- Seek professional recognition (e.g. Fellowship of Advance HE)
- Attend relevant training, workshops and conferences

Professional and administrative staff are similarly supported to undertake CPD relevant to their roles, ensuring effective service delivery and high-quality student support.

Where services relate to programmes delivered in partnership, staff will also undertake relevant training, briefings and collaborative activities with partner institution teams to ensure alignment with partner requirements, systems and student support expectations.

Staff development provision is delivered on a regular basis and may include:

- Learning, teaching and assessment enhancement
- Student wellbeing and safeguarding
- Equality, diversity and inclusion
- Digital and professional skills

Participation in CPD forms part of staff contractual expectations.

14.4 Appraisal and Performance Review

Bellmont College operates an annual appraisal process to support staff development, performance and contributions to institutional objectives. (*HRP5 Belmont College Appraisal Guide For Employees; HRP1 Belmont College Staff Development Plan*)

- Appraisals are conducted by Line Managers
- Senior staff (e.g. Heads of Department) are appraised by the Chief Executive Officer
- The Head of Quality & Operations oversees the appraisal process to ensure consistency, fairness and effectiveness

The appraisal process:

- Recognises and promotes good practice
- Supports reflective professional development
- Identifies training and development needs
- Sets clear, measurable objectives aligned with institutional priorities and OfS requirements
- Contributes to the enhancement of teaching quality, student outcomes and service delivery

14.5 Staff Grievance Policy

Bellmont College maintains a Staff Grievance Policy to ensure that all staff have access to a fair, transparent and timely process for raising and resolving workplace concerns.

The policy covers issues including, but not limited to:

- Working conditions and responsibilities
- Working relationships
- Health and safety
- Organisational change
- Equality, diversity and inclusion matters

The College is committed to fostering a working environment in which all staff are treated with dignity and respect. The grievance process supports:

- Early and informal resolution where possible
- Formal procedures where necessary
- Protection from discrimination, harassment or victimisation

This approach ensures that staff are supported effectively, contributing to a positive working environment and enabling the delivery of a high-quality student experience in line with

regulatory expectations. (*HRP3 Belmont College Staff Grievance and Disciplinary Policy; QGP8 Belmont College Whistleblowing and Public Concern Policy; QGP7 Belmont College Conflict of Interest Policy*)

14.6 Regulatory Compliance and Assurance

Through its recruitment, induction, development and appraisal processes, Belmont College ensures that:

- Staff are appropriately qualified and supported to deliver high-quality education (Condition B1)
- Academic standards are maintained (Condition B4)
- Students receive effective teaching and support that enables positive outcomes (Condition B3). These processes are subject to ongoing monitoring and review to ensure continuous improvement and regulatory compliance.

15. College-wide Policies, Procedures and Processes

15.1 Equality, Diversity and Inclusion (EDI)

Bellmont College is committed to promoting equality of opportunity, fostering an inclusive environment and ensuring fair treatment for all students, staff and stakeholders, regardless of any protected characteristic. The College does not tolerate discrimination, harassment or victimisation in any form. (*SWP2 Belmont College Equality, Diversity and Inclusion Policy; HRP4 Belmont College Equal Opportunities Policy Relating to Employment; LHU Equality, Diversity & Inclusion Policy*)

The Equality, Diversity and Inclusion (EDI) Policy applies across all areas of activity, including teaching, learning, assessment, administration, management and student support.

Bellmont College aims to:

- Provide an inclusive and supportive environment that enables all students and staff to achieve their full potential
- Ensure equitable access to learning opportunities and support services
- Promote dignity, respect and positive behaviours across the Belmont College community

Across all provision, including programmes delivered in partnership, Belmont College ensures that EDI principles are consistently applied and aligned with both institutional policies and, where applicable, partner institution requirements.

(*SWP2 Belmont College Equality, Diversity and Inclusion Policy*) may be found on the College website at <https://bellmontcollege.co.uk/> under the Policies and Procedures section.

15.2 Health and Safety

Bellmont College is committed to providing a safe and secure environment for all students, staff and visitors across all provision, including Belmont-delivered and partner-delivered programmes, in compliance with relevant health and safety legislation and regulatory requirements. (*HSP2 Belmont College Health and Safety Policy; BCP3 Belmont College Business Continuity Plan; LHU Health and Safety Policy*)

The College ensures that:

- Appropriate insurance cover is maintained

- Fire risk assessments and safety audits are conducted and regularly reviewed
- Fire safety equipment is installed and maintained
- Fire procedures are supported by trained Fire Marshals
- Regular fire alarm testing and evacuation drills are undertaken
- First aid provision is available on-site, including trained First Aiders and appropriate equipment
- All incidents, accidents and near-misses are recorded, monitored and reviewed through appropriate governance structures to support continuous improvement

(HSP2 Belmont College Health and Safety Policy) may be found on the College website at <https://bellmontcollege.co.uk/> under the Policies and Procedures section.

15.3 Public Information and Transparency

Bellmont College is committed to ensuring that all public information relating to its provision is accurate, clear, accessible and up to date, in line with regulatory expectations, including those of the Office for Students (OfS) and the Competition and Markets Authority (CMA). *(QGP6 Belmont College Information Governance, Public Information and Transparency Policy; CAP2 Belmont College Consumer Protection Policy and Implementation Framework; RAP2 Belmont College Student Contract 2025-26; LHU Terms and Conditions / Student Contract)*

Public information includes, but is not limited to:

- Website content
- Programme specifications, module specifications and marketing materials
- Printed publications and digital communications
- Social media and broadcast content

All public information is subject to formal review and approval processes prior to publication, including sign-off by the Head of Quality and Operations.

For programmes delivered in partnership, all public information is subject to review and approval by the relevant partner institution prior to publication. The College ensures that such information is accurate, consistent with partner requirements and clearly reflects respective responsibilities for programme delivery, assessment and the awarding of qualifications.

The College ensures that public information:

- Is accurate, complete, clear and not misleading
- Enables prospective and current students to make informed decisions
- Clearly sets out programme content, delivery arrangements and expectations
- Meets legal and regulatory requirements (e.g. data protection, copyright, transparency requirements)
- Supports effective internal and external communication

15.4 Data Protection and GDPR Compliance

Bellmont College processes and manages personal data in accordance with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018. *(BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy; BCP6 Belmont College Information Security and Cybersecurity Policy; LHU GDPR and Privacy Notices)*

The College adheres to the core principles of data protection:

- Lawfulness, fairness and transparency
- Purpose limitation
- Data minimisation
- Accuracy
- Storage limitation
- Integrity and confidentiality
- Accountability

Appropriate technical and organisational measures are in place to safeguard personal data and ensure its secure handling.

In the context of partner provision, data sharing arrangements are governed by formal agreements with partner institutions to ensure compliance with data protection legislation and clarity of responsibilities. (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy; QGP6 Belmont College Information Governance, Public Information and Transparency Policy; LHU GDPR and Privacy Notices*)

(*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*) is available on the Belmont College website at <https://bellmontcollege.co.uk/> under the Policies and Procedures section.

15.5 Regulatory Alignment and Assurance

The College's policies, procedures and processes are designed to ensure compliance with relevant regulatory frameworks. This includes: (*BCP2 Belmont College Risk Management Policy; CAP1 Belmont College Student Protection Plan and Policy; BCP3 Belmont College Business Continuity Plan; CAP4 Belmont College Fees, Refunds and Compensation Policy; LHU Student Protection Plan 2025-26*)

- Protecting student interests and promoting equality of opportunity
- Ensuring transparency and accuracy of information (Condition C1 and CMA requirements)
- Maintaining safe and supportive learning environments
- Safeguarding personal data and information

All policies are subject to regular review to ensure they remain current, effective and aligned with regulatory and partner requirements.

Quality Plan evidence alignment: This Handbook will be maintained as part of Belmont's OfS B7 evidence set. The Head of Quality & Operations will ensure that the Handbook remains aligned with the Quality Plan, Board-approved committee Terms of Reference, partner or awarding body requirements, programme documentation, launch-readiness records, annual monitoring, student voice evidence and assessment records.

Bellmont College Quality Handbook					
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	Updated Document	Board of Governors	October 2024
3	October 2024	Head of Quality and Operations	Revised Document	Board of Governors	October 2025
4	February 2026	Head of Quality and Operations	Revised Document	Board of Directors	February 2027