



“Enabling Students to Accomplish their Academic Goal”

Information and Schedule of Student Induction

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1. Introduction

Bellmont College is committed to ensuring that every student receives clear, accurate, timely and accessible information before, during and after induction. Induction is a structured transition process through which students are introduced to Belmont College, their programme, academic expectations, student support, student protection, health and safety, safeguarding, equality, complaints and appeals, and the routes through which they can participate in academic community and governance.

Bellmont College currently works with Liverpool Hope University to deliver higher education provision through collaborative partnership arrangements. Under this model, students may study at Belmont College and receive local teaching, support and operational services, while the award, (*Liverpool Hope University Academic Regulations*) and aspects of academic oversight are governed through Liverpool Hope University arrangements depending on the programme and partnership framework. Belmont College is also seeking approval from the Office for Students (OfS) for its own funding arrangements. Belmont College recognises that future approval or regulatory development may affect processes, funding routes, quality responsibilities, student information, contractual arrangements and partnership delivery models. Any such changes are managed transparently, proportionately and with the protection of student interests, continuation of study and academic standards at the centre of decision-making.

This policy retains Belmont College's institutional identity, mission and operational responsibilities while aligning induction practice with relevant Liverpool Hope University public information and partnership expectations. Students are introduced to the responsibilities of Belmont College and Liverpool Hope University, including where to find the current (*Liverpool Hope University Terms and Conditions*), (*Liverpool Hope University Academic Regulations*), (*Liverpool Hope University Student Protection Plan*), (*Liverpool Hope University Academic Appeals Policy*), (*Liverpool Hope University Student and Apprentice Complaints Policy and Procedure*) and student voice mechanisms. Where Liverpool Hope University procedures apply, Belmont College signposts students clearly and supports them to understand which procedure is relevant to their circumstances.

Bellmont College recognises that induction is not a single welcome event. It is an ongoing transition, engagement and assurance process that begins before enrolment, continues through the first days and weeks of study, and is reviewed throughout the academic year. It supports students to understand how to study successfully, how to access support, how to participate in Belmont College life, how to raise concerns, and how Belmont College protects students during change, disruption or future regulatory transition.

2. Purpose of the Policy

The purpose of this policy is to establish a clear framework for the planning, delivery, monitoring and review of student induction at Belmont College. The policy explains what information students receive, when and how that information is provided, who is responsible for delivery, what evidence is retained, and how induction outcomes are reported through Belmont College's governance and committee structure.

The policy ensures that induction supports student continuation, academic engagement, student success, equality of opportunity, safeguarding, wellbeing, data protection, consumer protection and student protection. It also provides a single reference point for staff, students, committees, partners and external reviewers so that induction is not treated as an informal event but as a managed academic and operational process.

Through this policy, Belmont College ensures that students are introduced to their rights and responsibilities, the academic and professional standards expected of them, the systems they use, the support available to them, the policies that apply to them, and the opportunities they have to shape the student experience through feedback and representation.

The operational purpose of this policy is to make induction consistent, inclusive, evidence-based and responsive to student needs. The policy is read alongside the full related policy list in section 21, including the (*QGP1 Belmont College Quality Handbook*), (*QGP4 Belmont College Student Handbook*), (*CAP1 Belmont College Student Protection Plan and Policy*), (*RAP1 Belmont College Recruitment, Selection and Admission Policy*), (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*), and where applicable the (*Liverpool Hope University Student Guide to Regulations and Policies*).

3. Scope of the Policy

This policy applies to all students undertaking provision delivered by or through Belmont College, including students studying higher education programmes under collaborative partnership arrangements with Liverpool Hope University, students enrolled on Belmont College programmes, applicants transitioning into enrolment, and students returning from interruption or other approved breaks in study.

The policy applies to all staff, tutors, programme teams, professional services staff, recruitment and admissions staff, registry staff, student support staff, safeguarding leads, EDI leads, IT staff, finance staff and managers who contribute to induction, student communications, student support, public information, academic delivery, governance or partnership liaison.

The policy covers pre-arrival information, enrolment and registry onboarding, welcome and orientation, academic programme information, assessment and academic integrity, digital learning systems, student support and wellbeing, safeguarding, health and safety, equality and reasonable adjustments, complaints and appeals, student protection, student voice, quality assurance, governance and the induction schedule. It also applies to any induction activity delivered online, face-to-face, in blended mode, by Belmont College staff, or in coordination with Liverpool Hope University where partnership arrangements apply.

Where a student is enrolled on a programme for which (*Liverpool Hope University Academic Regulations*) or Liverpool Hope University procedures apply, Belmont College makes that clear during induction and signposts students to the relevant Liverpool Hope University documents. Where Belmont College becomes directly responsible for funding or other regulatory arrangements in future, this policy is reviewed and updated before implementation to ensure that students receive accurate information and remain protected.

4. Regulatory and Legal Framework

This section summarises the main legal, regulatory and sector expectations relevant to induction. Belmont College applies these requirements proportionately, taking account of its Liverpool Hope University partnership and any future Office for Students funding arrangements.

Framework / expectation	Relevance to this policy
Office for Students Conditions of Registration	B1, B2, B3, B4, B5, C1-C4, E1, E2 and E6 inform induction, student information, support, complaints, protection and governance.
Competition and Markets Authority expectations	Students receive clear, accurate and timely information, fair terms, material change information and complaint routes.
UK Quality Code for Higher Education	Induction supports academic standards, learning, teaching, assessment, student engagement and continuous improvement.
Consumer Rights Act 2015	Educational and support services are provided with reasonable care and skill, with fair and transparent information.

Framework / expectation	Relevance to this policy
Consumer Contracts Regulations 2013	Pre-contract, cancellation and fee information is consistent with induction and enrolment information.
Higher Education and Research Act 2017	Bellmont College considers OfS requirements as its regulatory and funding arrangements develop.
Office of the Independent Adjudicator Good Practice Framework	Students are introduced to fair complaint and appeal routes and OIA signposting where applicable.
Equality Act 2010	Induction is inclusive, accessible and supports reasonable adjustments and equality of opportunity.
Data Protection Act 2018 and UK GDPR	Student data used for admissions, enrolment, support, safeguarding and records is processed lawfully and securely.
Safeguarding, Prevent, health and safety and conduct duties	Students are introduced to safeguarding, Prevent, wellbeing, emergency, safety and respectful conduct arrangements.
Liverpool Hope University partnership obligations	Students on Liverpool Hope University-awarded provision receive clear information on applicable Liverpool Hope University regulations, policies and routes.

5. Induction Principles and Student Journey

Bellmont College applies the principles of accuracy, accessibility, fairness, inclusivity, transparency, partnership, accountability and timely communication to all induction activities. Students do not have to rely on informal explanations or assumptions to understand their programme, responsibilities, support routes or rights. Information is clear enough for a new student to use and reliable enough to be relied upon when making decisions about study.

Induction recognises that students enter higher education with different educational backgrounds, digital confidence, personal circumstances, employment or caring responsibilities, financial circumstances, disability or health needs, and levels of familiarity with UK higher education. Belmont College therefore provides induction in a

way that supports access, confidence, belonging and academic readiness.

Student stage	What students can expect	Implementation route
Pre-arrival	Students receive accurate joining instructions, enrolment steps, timetable expectations, key contacts, required documents, digital access information and links to key policies.	Recruitment, Admissions and Registry Committee; Student Support; Admissions and Registry records.
Enrolment and welcome	Students complete enrolment, confirm personal details, receive ID and systems access, and are introduced to Belmont College, Liverpool Hope University partnership responsibilities and student protection commitments.	Registry checks; induction attendance record; signed acknowledgement or equivalent digital confirmation.
Academic transition	Students understand programme structure, modules, learning outcomes, assessment methods, feedback expectations, academic integrity, attendance and study skills.	Learning and Teaching Committee; programme team induction materials; module handbooks.
Support and safety	Students understand wellbeing, disability, safeguarding, harassment and sexual misconduct reporting, health and safety, EDI, reasonable adjustments, IT support and emergency arrangements.	Student Staff Committee; Safeguarding Team; Health and Safety records.
Student voice and governance	Students understand how to provide feedback, elect or contact representatives, use Student Staff Committee routes, contribute to quality assurance and receive “You Said, We Did” updates.	Student Staff Committee; Quality Committee; student representative records.
Ongoing transition	Students receive follow-up clinics and reminders during the first weeks, with evidence used to improve induction and support continuation.	Quality Committee; Senior Management Team; Academic Team; action logs and enhancement plans.

6. Information Provision, Public Information and Student Communications

Information provided during induction is consistent with approved public information, offer information, programme information, Liverpool Hope University partnership information and the policies that apply to students. Belmont College recognises that

students rely on information at the point of application, enrolment and induction, and that unclear or inaccurate information can affect student choice, confidence, continuation and legal rights.

Bellmont College ensures that induction materials are reviewed before each intake. This includes slides, handbooks, welcome emails, checklists, student portal pages, Moodle pages, timetable notices, policy links, Liverpool Hope University signposting, support information, complaints and appeals information, and student protection information. Where a programme is Liverpool Hope University-awarded, Belmont College checks that local materials are aligned with current Liverpool Hope University information and that students understand where Liverpool Hope University documents take precedence.

Student communications are written in plain UK English, avoid unexplained acronyms and provide practical next steps. Where information is essential, such as attendance expectations, assessment submission arrangements, safeguarding reporting, complaints routes or material changes, students receive the information in a durable format, such as an email, student handbook, induction pack, Moodle page or other retained communication record.

Where information is corrected or updated after induction, students are told promptly and the reason for the update is clear. Corrections to public information, induction material or student-facing communications are recorded and reported through the Quality Committee and, where material, through the Senior Management Team and Board of Directors.

7. Pre-arrival, Enrolment and Registry Induction

Pre-arrival and enrolment are part of induction because they shape the student's first understanding of Belmont College, their programme and their responsibilities. Students receive joining instructions that explain what they need to do before attendance, what documents to bring or upload, how to access Belmont College, who to contact, when induction takes place, and what support is available if they cannot attend a scheduled activity.

Registry and admissions information explains enrolment completion, student records, identity checks, attendance monitoring, timetable access, communication channels, assessment submission, mitigation and extension signposting, and how student data is used. This information is aligned with the (*RAP1 Belmont College Recruitment, Selection and Admission Policy*), (*LTP9 Belmont College Attendance, Retention and Submissions Policy*), (*QGP4 Belmont College Student Handbook*), (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*) and the relevant Liverpool Hope University documents where applicable.

Students are reminded that accurate records support fair decision-making, student support, attendance monitoring, assessment processing, funding compliance, complaints handling and partner reporting. Where students identify errors in personal

details, contact information, accessibility requirements or programme records, they are given a clear route for correction.

Where students have not completed enrolment requirements, have difficulty accessing systems or require additional support, the relevant staff member refers the student promptly to Registry, Student Support, IT or the appropriate academic team. Outstanding onboarding issues are tracked until resolved.

8. Institutional Introduction and Liverpool Hope University Partnership Context

Students are introduced to Belmont College's mission, values, educational approach, core student expectations, governance structure and local support arrangements. Students understand that Belmont College provides a local academic community and operational support, including teaching, registry, attendance monitoring, student support, learning resources and student engagement routes.

For Liverpool Hope University-awarded provision, induction explains the partnership in practical terms. Students are told that the programme is delivered through a partnership with Liverpool Hope University, that Belmont College recruits and supports students locally, and that teaching is delivered by staff recruited by Belmont College and approved by Liverpool Hope University where applicable. Students are also told where the Liverpool Hope University award, (*Liverpool Hope University Academic Regulations*), (*Liverpool Hope University Terms and Conditions*), quality assurance arrangements, (*Liverpool Hope University Student Protection Plan*), complaints or appeals routes and online resources apply.

Belmont College avoids presenting future OfS approval, independent funding arrangements or regulatory developments as already completed. Students are told that Belmont College is seeking OfS approval for its own funding arrangements and that future approval may affect institutional processes. Any changes are communicated clearly, consulted on where appropriate, and managed in accordance with the (*CAP1 Belmont College Student Protection Plan and Policy*), the (*QGP6 Belmont College Information Governance, Public Information and Transparency Policy*), and applicable Liverpool Hope University partnership requirements.

Students are reassured that partnership developments, future regulatory changes or funding transitions do not remove Belmont College's commitment to protecting student interests. Belmont College seeks to maintain academic standards, continuation of study, fair treatment, clear communication and access to support throughout any transition.

9. Academic Programme, Learning, Teaching and Assessment Induction

Academic induction prepares students to understand what they study, how they are taught, how they are assessed, how they can receive feedback, and what academic behaviours are expected. Students are introduced to programme aims, module

structure, learning outcomes, teaching formats, independent study expectations, assessment methods, academic integrity, feedback routes, academic support and progression expectations.

Where the programme is Liverpool Hope University-awarded, the induction explains where Liverpool Hope University regulations and academic processes apply, including (*Liverpool Hope University Academic Regulations*), assessment rules, academic misconduct processes, progression requirements, external examining, moderation and academic appeals. Belmont College staff explain the local support available to help students understand those requirements and access the correct process.

For the BA Business Management (Hons) with Foundation Year delivered through the Liverpool Hope University partnership, students are introduced to the practical features of the programme published for applicants, including lectures, workshops, independent study, formative feedback, assessment tasks such as reports, essays and portfolios, progression from the Foundation Year, and the development of academic writing, critical thinking, time management, note-taking and employability skills. Programme teams confirm the current approved curriculum, timetable and assessment arrangements at the point of delivery.

Students are introduced to academic integrity in a supportive and preventive way. Induction explains referencing, plagiarism, collusion, contract cheating, inappropriate use of artificial intelligence, data fabrication, falsification, poor academic practice and the consequences of academic misconduct. This is linked to the (*LTP6 Belmont College Academic Integrity and Misconduct Policy*), (*LTP2 Belmont College Assessment and External Examining Policy*), (*LTP1 Belmont College Learning, Teaching and Assessment Strategy*), and the (*Liverpool Hope University Academic Regulations*) where applicable.

Academic induction also makes clear how students can obtain help before problems become serious. This includes personal tutoring, module tutor support, study skills support, assessment guidance, reasonable adjustments, special considerations, mitigation, extensions and signposting to wellbeing support.

10. Learning Resources, Digital Systems and Data Protection

Students are able to access the learning environment, assessment submission systems and communication platforms needed for their programme. Induction therefore includes practical guidance on Moodle or other virtual learning environments, online resources, email accounts, student portals, IT support, Turnitin or other submission tools, digital conduct, password security and acceptable use.

Students are told how to find programme information, module information, assessment briefs, submission deadlines, learning materials and feedback. Where Liverpool Hope University online resources are available to students studying on Liverpool Hope

University-awarded provision, students receive clear signposting and support to access those resources.

Induction explains that personal data is collected and used for admissions, enrolment, attendance, academic support, assessment, wellbeing, safeguarding, complaints, regulatory reporting, funding, quality assurance and partnership purposes. Students are directed to the (*BCP7 Belmont College General Data Protection & Regulation (GDPR) Policy*), (*QGP6 Belmont College Information Governance, Public Information and Transparency Policy*), (*BCP8 Belmont College IT Acceptable Use Policy*) and the (*Liverpool Hope University Information Security Policy*) and relevant Liverpool Hope University privacy information.

Staff ensure that induction attendance lists, support referrals, accessibility information, safeguarding concerns, complaints or sensitive student information are handled confidentially and only shared where there is a legitimate reason. Committee reporting uses anonymised or aggregated data where individual identification is not required.

11. Student Support, Wellbeing, Safeguarding, EDI and Health and Safety

Induction enables students to understand where to go for help. Students receive information about academic support, personal tutoring, mental health and wellbeing support, disability and learning support, reasonable adjustments, safeguarding, financial signposting, employability and careers guidance, IT support, attendance support and emergency contacts.

Student support information is inclusive and practical. Students are told how to request support, what to do if they are concerned about themselves or another student, how to report safeguarding or harassment concerns, how confidentiality operates, and what Belmont College may need to do where there is a risk of harm. Students are also told that support is available whether a concern arises on Belmont College premises, online, during study activities, or in connection with their status as a student.

Bellmont College provides induction on equality, diversity and inclusion, including respectful behaviour, inclusive learning, protected characteristics, reasonable adjustments, disability support, unacceptable conduct, bullying, harassment, sexual misconduct, hate incidents and reporting routes. Induction is aligned with the (*SWP2 Belmont College Equality, Diversity and Inclusion Policy*), (*SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy*), (*HSP1 Belmont College Safeguarding and PREVENT Policy*), (*Bellmont College Student Support Plan and Policy*), (*HSP2 Belmont College Health and Safety Policy*) and, where applicable, Liverpool Hope University policies such as the (*Liverpool Hope University Equity, Diversity and Inclusion Policy*) and the (*Liverpool Hope University Code of Student Conduct*).

In line with OfS Condition E6 where applicable, induction includes training or briefing so that students understand behaviours that may constitute harassment and sexual

misconduct, how to make a report, how reports are handled, what support is available, and how Belmont College seeks to protect students from retaliation, conflicts of interest and misuse of power. This content is monitored by the Safeguarding Team and the Senior Management Team.

Health and safety induction includes fire safety, evacuation, first aid, accident reporting, emergency contacts, building access, ID cards, security, safe use of teaching rooms, online safety, and any site-specific arrangements. Students are told how Belmont College communicates during incidents or disruption, including use of email, Moodle, student portal notices or other approved communication routes.

12. Student Protection, Continuity of Study and Material Change Information

Students understand how Belmont College seeks to protect their continuation of study if there is disruption, programme change, course closure, staffing disruption, building disruption, IT or cyber-security incident, public health emergency, financial sustainability risk, partnership change, funding change or regulatory change. Induction therefore includes a clear explanation of student protection and continuity arrangements.

Students are introduced to the (*CAP1 Belmont College Student Protection Plan and Policy*), (*BCP3 Belmont College Business Continuity Plan*), (*BCP2 Belmont College Risk Management Policy*), (*CAP4 Belmont College Fees, Refunds and Compensation Policy*) and the (*Liverpool Hope University Student Protection Plan*) where applicable. The explanation is practical: students understand who contacts them, what information they can expect, how their views may be sought, what continuation options may be considered, and how complaints or redress may be pursued.

Where students are studying on Liverpool Hope University-awarded provision, Belmont College explains that Liverpool Hope University student protection arrangements may apply alongside local Belmont College measures. This includes the principle that students studying at Belmont College are supported to complete at Belmont College or a similar location, with Liverpool Hope University involvement where necessary under Liverpool Hope University arrangements.

Material changes are not treated as routine administrative updates. If a change could reasonably affect what students expected when they applied or enrolled, Belmont College assesses the impact, consult students where appropriate, consider alternatives, record the decision, communicate clearly, and monitor implementation through the relevant committee route. Future changes connected with OfS funding approval or partnership development are managed in the same way.

13. Student Voice, Representation, Quality Assurance and Enhancement

Student voice is an essential part of induction because students understand how to influence their learning experience from the beginning of their studies. Induction

introduces students to student representation, election or selection of representatives, Student Staff Committee arrangements, surveys, module evaluation, focus groups, informal feedback routes, complaints routes and “You Said, We Did” communication.

Students are told how feedback is used by the Student Staff Committee, Learning and Teaching Committee, Quality Committee, Academic Team, Senior Management Team and Board of Directors. They understand that feedback can lead to local actions, academic enhancement, student support improvements, public information corrections, timetable changes, learning resource improvements, staff development and policy review.

Where Liverpool Hope University student voice processes apply, students are signposted to the relevant Liverpool Hope University routes. Liverpool Hope University public information confirms the role of student representatives in committees and the importance of student consultation in major modifications and new awards. Belmont College aligns local student engagement activity with partnership expectations where applicable.

Student representatives receive role information, training and ongoing support so that they can contribute effectively and responsibly to committees. Belmont College ensures that students are not disadvantaged for raising concerns in good faith.

14. Complaints, Appeals, Conduct, Redress and OIA Signposting

Induction explains the difference between a complaint, an academic appeal, a conduct matter, a safeguarding concern, a harassment or sexual misconduct report, a request for reasonable adjustments, mitigation or special considerations, and an informal query. Students are not expected to know which process applies without guidance.

Students are introduced to the *(CAP3 Belmont College Complaint and Appeal Policy and Procedure)*, *(CAP5 Belmont College Academic Appeals Policy)*, *(LTP6 Belmont College Academic Integrity and Misconduct Policy)*, *(Bellmont College Student Support Plan and Policy)*, *(HSP1 Belmont College Safeguarding and PREVENT Policy)* and applicable Liverpool Hope University procedures, including the *(Liverpool Hope University Student and Apprentice Complaints Policy and Procedure)*, *(Liverpool Hope University Academic Appeals Policy)* and *(Liverpool Hope University Applicant Appeals and Complaints Procedure)* where relevant.

Complaints normally relate to the quality of service, teaching, academic support, administration, facilities, support arrangements or other Belmont College services. Academic appeals normally relate to a request for review of a formal academic decision and are considered under the applicable academic regulations. Conduct or safeguarding matters may follow separate procedures but students are still supported to understand the process.

Students are told that concerns are raised as early as possible where appropriate, that informal resolution may be available, and that formal procedures are available where informal resolution is unsuitable or unsuccessful. Students are told how to obtain advice and where a matter can be escalated after internal procedures are completed. Where the OIA scheme applies, students are informed of their right to refer eligible complaints to the Office of the Independent Adjudicator after receiving a Completion of Procedures letter or equivalent final outcome.

15. Schedule of Student Induction

The induction schedule below sets out the minimum institutional content that is covered for new students. The exact timetable may be adapted for different intakes, delivery modes, programme start dates, partnership requirements or student needs, but any adaptation preserves the substance of the information and maintain evidence of completion.

Timing	Lead	Core content
Pre-arrival: 2-4 weeks before start	Admissions / Registry / Student Support	Welcome email, induction timetable, enrolment checklist, location and travel information, student support contact, accessibility request route, digital access preparation, and explanation of Bellmont College and Liverpool Hope University partnership status where applicable.
Pre-arrival: week before start	Registry / IT / Programme Team	Reminder of induction schedule, required documents, initial timetable, student portal or Moodle instructions, IT access guidance and named contacts for urgent queries.

Activity	Lead	Core content
Day One - Welcome and institutional introduction	CEO / Head of Quality & Operations / Programme Team	Welcome to Bellmont College; mission and values; student-centred learning; governance overview; current Liverpool Hope University partnership; OfS funding approval context; student protection and continuation commitments; key contacts.

Activity	Lead	Core content
Day One - Health, safety and safeguarding briefing	Health and Safety / Safeguarding Team	Fire exits, evacuation, first aid, accident reporting, emergency contacts, ID cards, site rules, safeguarding, wellbeing escalation, harassment and sexual misconduct reporting, Prevent and respectful conduct.
Day One - Admissions, enrolment and registry	Registry / Admissions	Enrolment completion, student records, attendance monitoring, timetable, communication systems, assessment submission routes, mitigation and extensions signposting, data protection and confidentiality.
Day One - Digital systems and learning resources	IT / Learning Resources / Programme Team	Moodle or VLE access, Liverpool Hope University online resources where applicable, email, student portal, Turnitin or submission tools, digital conduct, cyber-security, online learning etiquette and support routes.
Day One - Academic programme induction	Head of Academic Programmes / Programme Coordinator / Module Tutors	Programme structure, modules, learning outcomes, teaching pattern, lectures and workshops, independent study, assessment types, formative feedback, academic calendar, progression and academic support.
Day One - Assessment, academic integrity and study skills	Programme Team / Academic Skills Tutor	Assessment briefs, submission deadlines, feedback expectations, referencing, academic writing, critical thinking, time management, plagiarism, collusion, contract cheating, AI guidance and misconduct prevention.
Day One - Student support and wellbeing	Student Support / Personal Tutors	Personal tutoring, academic support, disability and learning support, reasonable adjustments, mental health and wellbeing, financial signposting, employability, careers guidance and referral processes.
Day One - Equality, diversity, inclusion and community standards	Safeguarding Team / Student Support	Inclusive learning, protected characteristics, reasonable adjustments, dignity and respect, conduct expectations, bullying, harassment, sexual misconduct, bystander awareness and reporting routes.

Activity	Lead	Core content
Day One - Student voice, quality assurance and governance	Head of Quality & Operations	Student representative elections, Student Staff Committee, module evaluation, surveys, "You Said, We Did", quality assurance processes, Academic Team and committee routes.
Day One - Complaints, appeals and student protection	Head of Quality & Operations / Registry / Student Support	Complaints, academic appeals, conduct routes, OIA signposting, student protection, business continuity, material changes, teach-out, transfer, refund and compensation signposting.
Week Two - transition clinic	Programme Team / Student Support / Registry / IT	Follow-up for students who missed induction, have access problems, need support, require timetable or assessment clarification, or need signposting to policies.
Week Two - engagement and continuation review	Programme Team / Registry / Student Support	Review attendance, engagement, digital access, assessment readiness, support needs and student feedback. Escalate risk and action through Student Staff Committee or Learning and Teaching Committee.
End of first term - induction effectiveness review	Quality Committee / Professional Services Team	Review induction feedback, complaints, support referrals, attendance, student voice, equality impacts, academic engagement and improvements for next intake.

Where students join late, return after interruption or study through an adjusted delivery pattern, an equivalent induction is provided. Late or returning students are not left to self-navigate essential policies, systems or support routes without structured guidance.

16. Implementation Framework, Evidence and Records

The implementation model for induction is: plan the induction; check the accuracy of information; deliver the required content; record attendance and completion; identify students who need follow-up; report evidence to the relevant committee; implement improvements; and retain records for audit and review.

Evidence is proportionate but sufficient. Belmont College does not need to create unnecessary paperwork, but Belmont College is able to demonstrate that induction was delivered, students received essential information, risks were followed up, mandatory training was completed, and improvement actions were monitored.

Implementation stage	Implementation record	Owner
Planning	Induction timetable, session leads, materials, policy links, accessibility planning, room and system readiness, Liverpool Hope University content check where applicable.	Head of Quality & Operations; Head of Professional Services; Programme Team.
Delivery	Attendance records, induction packs, slide decks, Moodle pages, signposting emails, student questions and real-time issue logs.	Registry; Programme Coordinators; Student Support; IT.
Follow-up	List of students who missed sessions, unresolved enrolment or IT issues, support referrals, reasonable adjustment requests and early engagement risks.	Registry; Student Support; Programme Team.
Committee reporting	Induction evaluation report, student feedback, attendance and engagement analysis, EDI and safeguarding themes, complaints or queries, action plan.	Quality Committee; Student Staff Committee; Learning and Teaching Committee; Senior Management Team.
Closure and improvement	Completed action log, revised materials, public information corrections, staff development record, next intake planning.	Head of Quality & Operations; Quality Committee; Academic Team.

17. Governance and Committee Oversight

Induction is implemented through Belmont College’s governance and committee structure in line with the quality assurance framework. Operational delivery sits with staff teams and the Senior Management Committee; academic assurance is routed through the Quality Committee and Academic Committee; risk and compliance matters are escalated to the Audit & Risk Committee; and strategic oversight sits with the Board of Directors.

Where a named committee changes, the responsibilities in this policy transfer to the successor body with equivalent responsibility. Committee minutes, action logs and reports are retained as evidence of implementation and oversight.

Committee / Body	Governance and oversight responsibility
Board of Directors	Provides ultimate governance oversight of student protection, student experience, regulatory compliance, institutional risk, partnership changes and policy approval.
Audit & Risk Committee	Advises the Board of Directors on audit, internal control, risk management, financial sustainability, regulatory compliance and assurance over matters affecting induction and continuity.
Academic Committee	Acts as the academic authority, safeguards academic standards and quality, and receives academic assurance from the Quality Committee.
Senior Management Committee	Provides operational oversight of planning, resources, delivery, implementation, student support, compliance and escalation of material risks.
Quality Committee	Monitors induction effectiveness, public information accuracy, student feedback, complaints themes, quality action plans and enhancement.
Learning & Teaching Committee	Oversees academic induction, learning resources, assessment guidance, feedback expectations, academic support and inclusive learning.
Recruitment, Admissions & Registry Committee	Oversees pre-arrival information, enrolment, student records, attendance, engagement data and onboarding processes.
Student Staff Liaison Committee	Provides a student-facing route for transition feedback, student voice, timetable concerns, learning resource issues and communication improvements.
Safeguarding Team	Monitors safeguarding, Prevent, wellbeing escalation, harassment and sexual misconduct reporting, training completion and safe learning arrangements.
Liverpool Hope University partnership routes	Where applicable, partnership matters are considered through Liverpool Hope University operational, academic and strategic oversight routes alongside Belmont College governance.

18. Roles and Responsibilities

Role	Responsibility
Board of Directors	Retains ultimate oversight of academic quality, standards, student outcomes, regulatory compliance, risk, financial sustainability and institutional performance.
Audit & Risk Committee	Provides assurance on audit arrangements, internal control, risk management, financial sustainability and regulatory compliance.
Academic Committee	Provides academic governance, safeguards standards and quality, and oversees academic assurance from the Quality Committee.
Senior Management Committee	Coordinates operational planning, resourcing, delivery, implementation, management reporting and escalation.
Quality Committee	Monitors academic quality assurance, quality enhancement, student outcomes, assessment standards and academic quality risks.
Chief Executive Officer	Holds executive accountability for institutional leadership, regulatory compliance, financial sustainability, quality assurance and student outcomes.
Head of Quality & Operations	Leads the quality assurance framework, coordinates policy review, monitors standards and outcomes, and reports through the Senior Management Committee, Quality Committee and Academic Committee.
Head of Academic Programmes	Provides academic leadership for programme quality, standards, learning opportunities, assessment and student outcomes.
Head of Professional Services	Oversees recruitment, admissions, registry, student support, onboarding and outcome monitoring across the student lifecycle.

Role	Responsibility
Head of IT & Human Resources	Ensures secure digital systems, staff recruitment, staff development and fair employment practices that support teaching, data management and regulatory reporting.
Programme Coordinator	Coordinates module and programme delivery, learning, teaching, assessment, engagement monitoring and academic support at programme level.
Module Tutors and Academic Support Tutors	Deliver induction, teaching, academic guidance, assessment support and early intervention for students who need additional academic support.
Student Support, Wellbeing and Safeguarding staff	Provide practical, wellbeing, disability, reasonable adjustment, safeguarding and referral support for students during induction and transition.
Student representatives	Gather student feedback, raise transition issues, support student voice and contribute to committee discussions.
Students	Attend induction, engage with information, keep contact details updated, follow Belmont College and Liverpool Hope University requirements where applicable, and seek support early when needed.

19. Training, Monitoring, Audit and Enhancement

Staff involved in induction receive role-appropriate briefing or training on student information, consumer protection, student protection, partnership responsibilities, equality and reasonable adjustments, safeguarding, harassment and sexual misconduct, data protection, complaints and appeals signposting, public information accuracy and record keeping.

Monitoring includes induction attendance, mandatory training completion, student feedback, student representative feedback, support referrals, registry onboarding issues, IT access issues, complaints and appeals themes, attendance and engagement data, continuation risks, equality analysis, safeguarding themes and committee action completion. Monitoring focuses on whether students understood the information, could access support, and were able to begin their studies effectively.

Audit activity may include checking induction materials against approved course information, reviewing policy links, testing student access to digital systems, reviewing how missed induction sessions were followed up, checking committee action logs, and sampling student communications for clarity and consistency. Where weaknesses are found, Belmont College assigns owners, set timescales, monitor completion and report closure through the relevant committee.

Enhancement actions may include revised induction slides, additional clinics, staff training, improved student support signposting, clearer policy summaries, better Moodle navigation, updated Liverpool Hope University signposting, changes to student representative training, or adjustments to the schedule for students with different needs.

20. Conclusion

Bellmont College is committed to providing an induction experience that is clear, accurate, accessible, inclusive and useful. Induction is a key part of student protection, academic quality, student continuation, equality of opportunity and student confidence. It helps students understand how Belmont College works, how their programme is delivered, how the Liverpool Hope University partnership operates where applicable, how to access support, how to raise concerns and how to contribute to improvement.

Bellmont College recognises that it currently works with Liverpool Hope University and is seeking OfS approval for its own funding arrangements. Future developments may affect some processes, but Belmont College manages any transition in a way that continues to protect student interests, maintain academic standards, support continuation of study, communicate clearly and provide fair routes for support and redress.

Through the Board of Directors, Senior Management Team, Academic Team, Quality Committee, Learning and Teaching Committee, Recruitment, Admissions and Registry Committee, Student Staff Committee, Risk, Audit and Compliance Committees, Safeguarding Team, Belmont College ensures that induction is implemented, monitored, reviewed and improved as part of its wider governance and quality assurance framework.

Bellmont College Information and Schedule of Student Induction					
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	Reviewed; no update or changes made	Board of Governors	October 2024

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Version	Date	Author(s)	Amendments	Approved by	Next review
3	October 2024	Head of Quality and Operations	Revised document	Board of Governors	October 2025
4	March 2026	Head of Quality and Operations	Revised document	Board of Directors	March 2027