



**“Enabling Students to Accomplish their Academic Goal”**

## **Accreditation of Prior Learning Policy**

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## 1. Introduction

Bellmont College is committed to promoting fair access, flexible progression routes and widening participation through the fair recognition of prior learning and experience. Belmont College recognises that applicants and students may already possess relevant higher education learning, professional knowledge, workplace experience, training or other experiential learning that demonstrates achievement of programme learning outcomes.

Accreditation of Prior Learning (APL) enables Belmont College to recognise relevant prior certificated learning, experiential learning and credit transfer where the learning is evidenced, academically appropriate and capable of being mapped to the intended programme of study. The purpose is not to lower academic standards, but to avoid unnecessary repetition of learning that has already been achieved and to support students to enter or progress through higher education at the right level.

Bellmont College currently works with Liverpool Hope University and delivers higher education provision through collaborative partnership arrangements. Under this model, students may be recruited to Liverpool Hope University degree pathways delivered at Belmont College, with teaching delivered by qualified Belmont College staff who are approved by Liverpool Hope University. Belmont College is also seeking Office for Students (OfS) approval for its own funding arrangements and future institutional development. This may affect future admissions, APL approval, funding, records, quality assurance or regulatory processes. Belmont College manages any such change carefully, proportionately and transparently, and will continue to protect student interests, academic standards and continuity of study throughout any transition.

This policy therefore operates within the current Liverpool Hope University partnership and has been written to remain suitable for future Belmont College arrangements, including any independent regulatory or funding position. Where the applicable (*Liverpool Hope University Academic Regulations*), recognition of prior learning requirements or partnership processes apply, Belmont College follows those requirements and explains responsibilities clearly to applicants and students. Where Belmont College becomes directly responsible for relevant processes in future, Belmont College ensures that its own arrangements remain fair, transparent, evidence-based and legally compliant.

## 2. Purpose of the Policy

The purpose of this policy is to establish a clear, coherent and institution-wide framework for recognising prior learning within Belmont College higher education provision. It explains how APL is considered, what evidence is required, who makes decisions, how outcomes are recorded, and how governance, monitoring and review protect fairness and academic standards.

The policy supports flexible entry and progression, widening participation, student success and continuation, while maintaining the integrity of awards and the reliability of academic judgement. It also provides a practical implementation framework so that staff, applicants, students, committees and partners understand how APL decisions are made and overseen.

In particular, this policy is intended to ensure that Belmont College: assesses prior certificated and experiential learning consistently; determines advanced standing and module exemption fairly; provides accurate public and applicant information; protects academic standards and award integrity; maintains secure records; monitors equality, complaints and

outcomes; aligns with Liverpool Hope University and any future awarding body requirements; and reports APL activity through Belmont College's academic governance structure.

### 3. Scope of the Policy

This policy applies to applicants and students seeking recognition of prior certificated learning, prior experiential learning, credit transfer, module exemption or entry with advanced standing. It applies to higher education provision delivered by Belmont College under collaborative arrangements with Liverpool Hope University, any future validating or awarding partner, and any provision delivered under Belmont College's future independent regulatory or funding arrangements where applicable.

The policy applies to all staff involved in recruitment, admissions, registry, academic assessment, student support, quality assurance, data management, committee reporting, complaints handling and partnership liaison. It also applies to contractors, consultants or third parties acting on behalf of Belmont College where their work affects APL information, advice, assessment or administration.

APL may be restricted or unavailable for some programmes, modules or levels where professional, statutory or regulatory body requirements, award regulations, programme learning outcomes, dissertation or research requirements, practice-based learning, safeguarding obligations or academic coherence make recognition inappropriate. Where restrictions apply, they are explained clearly to applicants and students.

### 4. Regulatory and Legal Framework

Requirement	Relevance to this Policy
Office for Students conditions of registration	Supports academic quality, resources and support, student outcomes, assessment standards, consumer information, complaints, student protection, governance and accountability.
Competition and Markets Authority consumer law expectations	Requires clear, accurate, timely and accessible information, fair terms, transparent costs and fair complaints handling.
Higher Education and Research Act 2017	Provides the regulatory framework for higher education in England, including quality, standards, registration and student protection.
Consumer Rights Act 2015 and Consumer Contracts Regulations 2013	Support fair contract terms, pre-contract information, cancellation rights and redress where applicable.
UK Quality Code for Higher Education	Supports academic standards, admissions, assessment, student engagement, externality, monitoring and enhancement.
FHEQ and credit qualification frameworks	Support decisions on academic level, credit volume, equivalence, advanced standing and award integrity.

Equality Act 2010	Requires non-discrimination, reasonable adjustments and equality of opportunity for applicants and students.
UK GDPR, Data Protection Act 2018 and records obligations	Require lawful, fair, secure and transparent processing, retention and sharing of APL evidence and records.
OIA Good Practice Framework	Informs fair, accessible and evidence-based complaints and academic appeals handling.
Safeguarding, Prevent, health and safety and PSRB requirements	Apply where APL decisions affect safeguarding, regulated practice, placements, competence standards or professional recognition.
Liverpool Hope University partnership requirements	Apply where Liverpool Hope University regulations, recognition of prior learning, admissions, complaints, appeals, partnership or quality requirements govern collaborative provision.

## 5. Definitions

<b>Term</b>	<b>Meaning</b>
Accreditation of Prior Learning (APL)	The umbrella term used by Bellmont College for recognition of prior certificated learning, prior experiential learning, credit transfer and advanced standing where relevant learning has already been achieved and evidenced.
Accreditation of Prior Certified Learning (APCL)	The recognition of learning that has been formally assessed and certificated by a recognised provider or awarding body, usually evidenced by transcripts, certificates, module descriptors or programme specifications.
Accreditation of Prior Experiential Learning (APEL)	The recognition of learning gained through employment, professional practice, volunteering, informal study, training or other experience. It is the learning gained from experience, not the experience itself, that may be recognised.
Credit Transfer	The recognition of credit achieved through another recognised higher education provider or awarding body, usually to support transfer, advanced standing or module exemption.
Advanced Standing	Entry to a later stage or level of a programme because the applicant has already achieved specified learning outcomes or credit.
Specific Credit	Credit mapped directly to specific modules, units, learning outcomes or programme requirements.
General Credit	Credit that confirms achievement at a particular level or volume but is not mapped to specific Bellmont College or Liverpool Hope University modules. General credit is only used where permitted by the relevant regulations.
Academic Judgement	A judgement made by appropriately qualified academic staff about academic level, equivalence, learning outcomes, sufficiency, authenticity, currency, subject relevance or coherence. Students may

<b>Term</b>	<b>Meaning</b>
	challenge process or fairness, but not properly exercised academic judgement.
Delegated Authority	Authority given to named postholders, panels or committees to act on behalf of Belmont College. References to postholders include authorised nominees acting under delegated authority.

## **6. Principles Underpinning Accreditation of Prior Learning**

APL decision-making at Belmont College is fair, transparent, evidence-based, academically robust and proportionate. It supports access and progression while protecting the standards of awards and the expectations of students who complete the full programme of study.

<b>Principle</b>	<b>How it applies</b>
Equivalent	Prior learning is broadly equivalent to the learning that would otherwise be achieved through the relevant programme, level, module or unit.
Appropriate	There is a clear relationship between the evidence presented and the learning being claimed.
Sufficient	Evidence shows enough volume, depth and breadth of learning to justify the credit or exemption requested.
Authentic	Evidence relates to the applicant's own learning and achievement.
Current	Prior learning normally remains current. In most cases, evidence normally relates to learning achieved within the previous five years, especially where knowledge, technology, professional practice or regulation changes rapidly.
Reliable	Evidence is capable of verification and supports consistent academic decision-making.
Transparent	Applicants and students understand the process, evidence requirements, restrictions, outcomes and routes for raising concerns.
Student-centred but standards-led	APL removes unnecessary repetition of learning, but it does not undermine academic standards, award integrity or professional requirements.

## **7. Student Information, Advice and Guidance**

Belmont College provides clear, accurate and accessible information about APL opportunities, eligibility, evidence requirements, timescales, restrictions and possible implications for progression, fees, funding, student support, visa status where relevant, award classification and student records. This information is provided through admissions advice, programme information, offer communications, student handbooks, academic support and relevant policies.

Applicants normally raise APL or credit transfer requests at the application stage and before enrolment. Belmont College does not encourage students to enrol on the assumption that APL is approved unless a decision has been made by the authorised process. Where a decision cannot be finalised before an offer or enrolment deadline, Belmont College explains the risk and any available options clearly.

Information provided to applicants and students is consistent with Belmont College published information, Liverpool Hope University requirements where applicable, and the programme specification. Staff do not provide informal assurances about credit, exemption, advanced standing or award outcomes unless the matter has been formally considered through the correct process.

## **8. Eligibility, Credit Limits and Restrictions**

Applications for APL, credit transfer or advanced standing may be considered for higher education study delivered by Belmont College unless restricted by programme regulations, Liverpool Hope University requirements, professional, statutory or regulatory body expectations, safeguarding considerations or academic coherence requirements.

Belmont College normally permits APL or credit transfer for no more than two-thirds of the total credit associated with an award, unless the relevant awarding body, programme regulations or professional requirements specify a lower limit. APL is normally awarded for whole modules or units only and not for partial completion of a module, unless the applicable regulations expressly permit otherwise.

Credit awarded through APL is normally ungraded and does not normally contribute to award classification calculations. Students are told how approved APL will appear on their record and how it may affect progression, award calculation or eligibility for exit awards.

APL is normally not awarded for principal modules, dissertation or major project modules, research methods modules, supervised professional practice modules, placement or practice-hour requirements, capstone modules, or any module where direct completion is required to protect programme integrity or professional recognition.

## **9. Applications and Evidence Requirements**

APL applications are normally submitted through the Admissions Team, or another route specified by Belmont College or Liverpool Hope University, using the required form and within the published timescale. Applications are supported by sufficient evidence to allow academic evaluation. Incomplete applications may be delayed or rejected if the applicant does not provide required evidence within a reasonable timescale.

Evidence for prior certificated learning may include academic transcripts, certificates, module descriptors, programme specifications, learning outcomes, assessment briefs, credit values, level information, dates of study, awarding body confirmation and official translations where necessary. Evidence for prior experiential learning may include reflective accounts, portfolios, professional practice records, work-based evidence, employer or professional references, training records, assessment of competence, products of work, interviews, presentations or other evidence agreed by academic staff.

All documentation is normally provided in English. Where original documents are in another language, the applicant provides official translations. Belmont College may request verification from awarding bodies, employers or professional organisations where authenticity or equivalence requires confirmation.

## **10. Assessment and Evaluation of APL Claims**

APL claims are assessed by appropriately qualified academic staff using structured academic evaluation. The evaluation considers level, volume, currency, authenticity, reliability, relevance, validity, sufficiency, learning outcomes, assessment equivalence and coherence with the intended programme of study.

For APCL or credit transfer, the evaluator normally compares transcripts, module descriptors, credit values, levels, learning outcomes and assessment information with the requirements of the Belmont College or Liverpool Hope University programme. For APEL, the evaluator focuses on the learning demonstrated through experience. Length of employment, seniority, attendance at training or completion of duties does not by itself demonstrate achievement of higher education learning outcomes.

Where the evidence is complex, specialist, professionally regulated or relates to collaborative provision, Belmont College may consult the Head of Academic Programmes, Head of Quality & Operations, Liverpool Hope University, external academic advisers, programme leaders, external examiners or professional bodies as appropriate. The purpose of consultation is to support reliability and consistency; responsibility for the formal decision remains with the authorised decision-making route.

### **11. Academic Judgement, Decisions and Outcomes**

Final approval or rejection of APL applications rests with the authorised APL Panel or the relevant Liverpool Hope University or awarding body route where applicable. The Belmont College APL Panel normally include the Head of Academic Programmes, relevant academic staff and the Head of Quality & Operations or nominee where appropriate.

Decisions are documented and communicated clearly. The outcome states whether the application is approved, partially approved, rejected or deferred pending further evidence. Where credit is approved, the decision identifies the credit volume, level, module or programme requirement affected, any conditions, and any effect on progression or award calculation. Where an application is rejected, the applicant receives a clear explanation focused on evidence and criteria.

APL decisions are academic decisions. Applicants and students may raise concerns about procedural irregularity, administrative error, bias, unfairness, failure to follow published procedure or failure to consider evidence. There is no right of appeal against properly exercised academic judgement.

### **12. Accreditation of Prior Learning within Collaborative Provision with Liverpool Hope University**

Bellmont College currently delivers higher education provision in partnership with Liverpool Hope University. Belmont College's public information states that it recruits students onto Liverpool Hope University degree pathways and that teaching is delivered by qualified Belmont College staff approved by Liverpool Hope University. Accordingly, APL for collaborative provision operates within the approved partnership framework and the applicable (*Liverpool Hope University Academic Regulations*) and quality assurance arrangements.

(*Liverpool Hope University Recognition of Prior Learning Policy*) uses APL as the generic term for the award of credit based on demonstrated prior learning. Liverpool Hope University recognises prior certificated learning and prior experiential learning, requires previous learning to be relevant to the programme, and expects evidence to be considered against authenticity, relevance, validity and other academic criteria. Liverpool Hope University also specifies that RPL is normally approved before entry to the programme and before starting the relevant module from which exemption is sought.

Where Liverpool Hope University regulations apply, Belmont College ensures that applicants and students understand which institution has responsibility for the decision, what information

and evidence are submitted, how records are maintained, how outcomes are communicated, and which complaints or appeals route applies. Belmont College does not approve APL for Liverpool Hope University awards outside the authority granted by Liverpool Hope University or the partnership agreement.

Where Liverpool Hope University approval, consultation or reporting is required, Belmont College coordinates information through Admissions, Registry, the Head of Academic Programmes and the Head of Quality & Operations. Belmont College retains its own operational records and ensures that Liverpool Hope University receives the information required for academic records, external examining, quality assurance and student support.

### **13. Professional, Statutory and Regulatory Body Requirements**

Where a programme is subject to professional accreditation, statutory regulation, apprenticeship rules, placement requirements, safeguarding standards or external recognition, APL decisions take those requirements into account. Certain professions require students to complete specified curriculum content, supervised practice, assessment activities, practice hours, competence demonstrations or professional behaviours within the approved programme structure.

APL applications for professionally regulated provision may require additional scrutiny, enhanced evidence, consultation with Liverpool Hope University or another awarding body, professional body advice, employer confirmation or safeguarding review. Where professional requirements prevent or restrict APL, applicants and students are told clearly and the reason is recorded.

### **14. Student Contracts, Consumer Protection and Public Information**

APL information is part of the wider student information environment and complies with consumer protection expectations. Belmont College ensures that website information, recruitment communications, admissions advice, offer letters, handbooks and verbal guidance do not mislead applicants about the availability or likelihood of APL, credit transfer or advanced standing.

Under current Liverpool Hope University partnership arrangements, students may enter into contractual arrangements with Liverpool Hope University for awards of the University. (*Liverpool Hope University Student Contract*) states that the educational services leading to a University award are governed by (*Liverpool Hope University Terms and Conditions*) and that accepted offers create contractual and financial commitments. Belmont College signposts applicants and students to the relevant (*Liverpool Hope University Terms and Conditions*), (*Liverpool Hope University Academic Regulations*) and policies where they apply.

Where Belmont College contracts directly with students in future, Belmont College ensures that its student contract, admissions information, APL guidance, fee information and student protection arrangements are clear, fair and accessible. Any change to APL processes arising from OfS approval, funding arrangements, Liverpool Hope University partnership changes or Belmont College institutional development are communicated promptly and managed to avoid unfair disadvantage to students.

### **15. Equality, Diversity, Inclusion and Reasonable Adjustments**

Belmont College operates APL processes fairly and inclusively in accordance with the Equality Act 2010 and Belmont College's equality commitments. Applicants may come from diverse educational, professional, cultural and experiential backgrounds. Belmont College

does not disadvantage an applicant because their learning has been achieved through non-traditional routes, provided the learning can be evidenced and meets academic requirements.

Reasonable adjustments are considered for disabled applicants and students and for those with additional support needs. Adjustments may relate to communication, alternative formats, evidence submission, interviews, portfolio presentation or timescales, provided academic standards and evidence requirements are maintained. Relevant support is provided in accordance with the *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)* and *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy)*.

Equality monitoring is used to identify whether APL processes are accessible, proportionate and free from avoidable barriers. Any equality concerns, patterns or complaints are escalated through the relevant committee route, including the Equality, Diversity and Inclusion Committee where applicable.

## **16. Data Protection, Confidentiality and Records Management**

APL applications often include personal data, educational records, employment information, reflective accounts, references, disability-related information, immigration-related information or other sensitive evidence. Belmont College processes this information lawfully, fairly, securely and transparently in accordance with the UK GDPR, Data Protection Act 2018 and the *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)*.

Records are accurate, complete and retained in line with Belmont College retention requirements and any Liverpool Hope University or awarding body obligations. Records include the application, evidence received, academic evaluation, panel decision, communications with the applicant, conditions, records uploaded to student systems, and any appeal or complaint documentation.

Access to APL records is limited to staff who need the information for admissions, academic evaluation, student support, quality assurance, appeals, complaints, audit, partnership reporting or regulatory compliance. Committee papers use anonymised or minimised personal data where individual identification is not necessary.

## **17. Student Protection, Risk Management and Continuity of Study**

Effective APL supports student protection by enabling appropriate entry, avoiding unnecessary repetition, supporting continuation and reducing the risk of students being placed at the wrong level of study. However, poor APL practice may create risks to academic standards, student outcomes, fairness, data integrity and consumer protection.

APL-related risks include inconsistent academic judgement, insufficient evidence, inaccurate public information, incorrect records, delays in decision-making, misunderstanding of Liverpool Hope University responsibilities, inappropriate exemptions, failure to consider professional requirements, equality barriers, complaints, appeals and transition risks linked to future OfS approval or funding changes.

These risks are recorded, assessed and monitored through Belmont College's governance and risk management framework. Material risks are escalated to the Senior Management Team and Board of Directors. Where disruption, partnership change or regulatory transition affects APL arrangements, Belmont College uses the *(CAP1 Belmont College Student Protection Plan and Policy)* and *(BCP1 Belmont College Risk Management Policy)* to protect continuation of study and student interests.

## 18. Roles and Responsibilities

Role	Responsibility
Board of Directors	Retains ultimate governance oversight of APL, academic standards, student outcomes, regulatory compliance, risk, equality, student protection and institutional performance.
Audit & Risk Committee	Advises the Board of Directors on APL-related risk, audit, internal control, financial sustainability, data protection, fraud, regulatory compliance and student protection.
Academic Committee	Acts as the academic authority and oversees APL standards, academic judgement, credit recognition, advanced standing, programme coherence and awarding partner requirements.
Senior Management Committee	Leads operational planning, resourcing, delivery, implementation reporting, partner coordination and escalation of material APL risks.
Quality Committee	Provides assurance on APL quality, student outcomes, assessment standards, public information, complaints and appeals themes, policy implementation and enhancement.
Chief Executive Officer (CEO)	Holds executive accountability for implementing Board-approved strategy and ensuring that APL arrangements are resourced, compliant and aligned with student interests.
Head of Quality & Operations	Leads the quality assurance framework, policy review, regulatory alignment, APL monitoring, records assurance, committee reporting and partner-compliance monitoring.
Head of Academic Programmes	Provides academic leadership for APL evaluation, academic judgement, programme suitability, credit mapping, assessment standards and alignment with partner requirements.
Head of Professional Services	Oversees applicant guidance, admissions coordination, registry processes, student support and data-informed improvement across the student lifecycle.
APL Panel	Considers APL claims, reviews evidence, applies academic criteria, records decisions and communicates outcomes through the approved route.
Admissions and Registry	Receives applications, checks documentation, coordinates academic review, maintains records, communicates decisions and supports partner submissions where required.

Programme Coordinator and academic staff	Support evidence mapping, academic evaluation, programme coherence, student guidance and implementation of approved APL decisions.
Student Support and Wellbeing staff	Advise on reasonable adjustments, support needs and transition arrangements through relevant student support routes.
Applicants and students	Provide accurate information, submit evidence on time, engage with the APL process and raise concerns through the appropriate route.

## 19. Governance and Committee Implementation Framework

APL is implemented through Bellmont College's governance and committee structure. The purpose of the structure is to ensure that issues are identified, acted on, monitored, escalated and reviewed. APL is not treated as a purely administrative matter; it is linked to admissions, academic standards, student outcomes, equality, risk, student protection and public information.

The implementation model is: identify the application or issue; check eligibility and evidence; assess academic equivalence; record the decision and rationale; communicate the outcome; update records; monitor outcomes and equality data; report themes to the relevant committee; escalate material risks; and review the process through annual monitoring and policy review.

<b>Committee / Body</b>	<b>How it implements this Policy</b>
Board of Directors	Receives assurance on APL compliance, academic standards, student protection, equality, risk, OfS developments, partnership matters and material changes.
Audit & Risk Committee	Monitors APL-related risks, including fraud, data protection, public information, student protection, partner compliance and business continuity.
Academic Committee	Provides academic governance oversight of APL standards, academic judgement, credit limits, advanced standing, award integrity and academic risk.
Senior Management Committee	Oversees operational implementation, resourcing, partner coordination, risk response, student protection and corrective actions.
Quality Committee	Reviews APL quality assurance, records, equality themes, complaints and appeals, student outcomes, policy implementation and enhancement.

Recruitment, Admissions and Registry Committee	Reviews APL applications, admissions implications, document checks, applicant communications, registration, records and data integrity.
Learning and Teaching Committee	Reviews academic readiness, programme coherence, curriculum implications, learning support and assessment implications linked to APL decisions.
Student Staff Committee	Provides a student voice route once applicants become students and supports review of information, induction and transition arrangements.

## 20. Monitoring, Quality Assurance, Audit and Enhancement

Bellmont College monitors APL activity through annual quality monitoring, admissions review, committee reporting, applicant and student feedback, complaints and appeals analysis, equality monitoring, risk review, records checks, partnership review and policy audit. Monitoring considers the number and type of applications, approval and rejection rates, processing times, reasons for decisions, student continuation, progression and achievement, equality data, complaints and appeals, and any operational or academic risks.

Bellmont College periodically samples APL decisions to test consistency, completeness of evidence, appropriateness of academic judgement, accuracy of records and clarity of communications. Where weaknesses are identified, corrective action is assigned to an owner and monitored through the relevant committee until completion.

Enhancement activity may include improved guidance, updated forms, staff development, revised mapping templates, clearer public information, stronger records controls, revised committee reporting, additional equality analysis, or changes required by Liverpool Hope University, OfS or another awarding body.

## 21. Appeals, Complaints and OIA

Applicants and students may raise concerns about APL process, fairness, communication, delay, administrative error, procedural irregularity or failure to follow published procedure. Such matters are handled through the appropriate Belmont College or Liverpool Hope University process, depending on the student's status, the programme, the awarding body and the stage of the application.

There is no right of appeal against properly exercised academic judgement. However, Belmont College considers whether the correct process was followed, whether relevant evidence was considered, whether the decision was communicated clearly, whether the decision-maker had appropriate authority, and whether the applicant or student was treated fairly.

Where internal procedures are completed and the matter falls within the relevant scheme, eligible students are informed of their right to refer the matter to the Office of the Independent Adjudicator. Applicant complaints are handled under the relevant applicant complaints or admissions process and may not always fall within the OIA scheme.

## 22. Training and Staff Development

Bellmont College provides proportionate training to staff involved in APL, admissions, academic evaluation, registry, quality assurance, student support and committee reporting. Training may cover APL principles, evidence evaluation, academic judgement, Liverpool Hope University requirements, UK Quality Code expectations, consumer protection, equality and reasonable adjustments, data protection, records management, safeguarding awareness, complaints and appeals, and committee reporting.

Training records are retained and reviewed through quality assurance and compliance monitoring. Staff who are new to APL responsibilities do not make or communicate APL decisions without appropriate induction, supervision or delegated authority.

## 23. Conclusion

Bellmont College is committed to ensuring that Accreditation of Prior Learning supports student opportunity, fair access, widening participation and flexible progression while maintaining academic standards and institutional integrity. Belmont College recognises that effective APL arrangements form part of wider responsibilities for quality assurance, admissions, assessment, consumer protection, equality, data protection, student protection and governance.

Through clear guidance, robust academic evaluation, transparent decision-making, accurate records, committee oversight and annual monitoring, Belmont College ensures that APL remains fair, rigorous, student-centred and aligned with sector expectations. Belmont College continues to work with Liverpool Hope University under the current partnership framework and manages any future OfS-related funding or regulatory transition in a way that protects students, maintains standards and supports continuity of study.

<b>Bellmont College Accreditation of Prior Learning Policy</b>					
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