

Important Regulations and Information

BIMM INSTITUTE – UNIVERSITY OF SUSSEX VALIDATED
COURSES

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Guide to BIMM's Important Course Regulations

Overview

The following section is designed to give you clear information about some of the more important regulations that govern your time at BIMM.

By agreeing to BIMM's terms and conditions you have agreed to abide by the regulations relating to your course.

If you need further guidance please contact a member of student support or the admissions team.

Regulations

This document references the following regulations from the Academic Development and Quality Assurance Manual:

[Appendix C: BIMM Student Engagement Policy](#)

[Appendix F: BIMM University of Sussex Academic Regulations](#)

[Appendix G: BIMM Harassment and Bullying Policy](#)

[Appendix H: BIMM Fitness to Study Policy](#)

[Appendix J: BIMM Code of Conduct](#)

[Appendix K: BIMM Disciplinary Policy](#)

Withdrawal

BIMM has the right to withdraw you from your course if:

- You have poor attendance at lessons (See [Student Engagement Policy](#))
- You fail too many assignments and no longer meet the progression requirements (See [Academic Regulations](#))
- You are found guilty of a serious breach of our regulations at a disciplinary hearing. This could include, but is not limited to:
 - Harassing and bullying behaviour
 - Discriminatory behaviour
 - Assault
 - Threatening/abusive behaviour
 - Drugs/alcohol on BIMM premises

For more information please see [Bullying and Harassment Policy](#), [Code of Conduct](#), [Student Charter](#) and [Disciplinary Policy](#).

- A fitness to study panel finds that you are unable to continue your studies due to illness, including mental health issues. (See [Fitness to Study Policy](#))
- You are found guilty of serious breach of our academic misconduct regulations
- You exceed of the maximum registration period (many courses only allow you to be registered as a student for a maximum of 6 years)

- You fail to return after a period of intermission/deferral (see Terms and Conditions Section 10: BIMM Institute's Right to Terminate)
- You fail to pay your tuition fees (see section 8 of the Terms and Conditions: Tuition Fees and Funding)
- If you fail to reenrol at the beginning of any academic year
- Your Visa expires or is withdrawn and you are no longer legally able to study at the BIMM College at which you are currently enrolled. (International students only)

You may also withdraw yourself from a course of study by contacting student support who will be able to guide you through the process.

If you are withdrawn from a course:

- You will no longer be allowed to use BIMM premises.
- You may be liable for any outstanding fees for the year (please see the Terms and Conditions for more details).
- You will not receive a degree qualification but may be able to claim a lower level exit qualification if you have previously completed one or two years of study successfully and you do not owe BIMM outstanding fees.
- For international student's we will be require by law to inform the relevant immigration authorities that you are no longer a student. This will likely result in your student visa being revoked.

Progression requirements

In order to progress from one year of a course to another you must meet the progression requirements.

The best way to guarantee you'll progress on to the next year is to get at least 40% in all your modules (50% for postgraduate courses).

If you do not pass all your assessments/modules you may be offered resits of assessments, condoned credit, a retake of a modules or a retake of the entire year depending on your personal circumstances and the number of assessments/modules you have fail. The decision will be made by the relevant exam board who will apply the progression rules as outlined in the Academic regulations (Appendix F). It is strongly advised that you read the regulations fully.

It is important to note that if you are awarded a resit in an assessment it will be capped at 40% meaning that this is the highest grade you will receive for this assessment.

Additionally, there may be requirements that you must meet in order to take certain optional modules. If this is the case, you will be told when you come to choosing your optional modules.

Award requirements

In order to receive your degree qualification, you will need to meet certain requirements as set out by the University of Sussex. These requirements are set out in full in the Academic Regulations (Appendix F.)

The best way to guarantee that you will receive your full qualification is to get at least 40% in all modules for every year of your qualification (50% for postgraduate courses).

If you fail to meet the award requirements for your full qualification you may receive a lower qualification such as an Ordinary Degree.

Academic misconduct

Academic misconduct can be described, in its simplest form, as cheating in an examination or assessment.

This includes:

- Plagiarism - the practice of taking someone else's work or ideas and passing them off as your own.
- Collusion - Working together with someone on an assessment that is meant to be an individual effort.
- Personation – having someone else sit an examination for you.
- Taking notes into an unseen examination
- Gaining access to an unseen examination paper in advance of sitting it
- Fabricating research results

The result of committing academic misconduct could vary depending on the severity of the case but could ultimately lead to you being disqualified from the qualification. If you have already received an award, but are then found guilty of misconduct, you may have that award revoked.

For more in depth information please refer to the academic misconduct section of the [Academic Regulations](#)

Submission of work

Work must be submitted in the correct format, failure to submit work in the correct format may result in marks being deducted.

When submitting work digitally it is your responsibility to ensure that files are submitted in the correct file format and can be opened correctly. It is a good idea to test files on different computers to make sure they work. When creating an audio or video CD/DVD you should test it on multiple devices. If the file can't be opened or the disc doesn't work, we won't be able to mark it and will likely result in a mark of 0.

Non-submission of an assessment will result in a mark of 0.

Failure of electronic devices is not grounds for a mitigating evidence claim so is important that you backup all your work and double check all submissions.

For more information refer to the [Academic Regulations](#)

Intermission/Deferral

You may be allowed to take a break between years while on your course. If the intermission period extends to more than twelve months and the individual would miss more than one academic year BIMM reserves the right to reassess the individual's case before readmitting them to the course.

If you fail to return within the agreed time you may be withdrawn from your course.

Course changes

In response to student feedback changes may be made to your course, this will only happen when one or more of the following is true:

- The changes are non-material e.g. changing the name of a module.

- The changes are beneficial to students.
- The changes are required because circumstances outside of our control e.g. a change in the law.

When we are making change to a course we always consult with your student reps through the Boards of Studies at each college. You are able to express your concerns or any input you would like to have by contacting your rep or attending the student representation forum at your college.

If a change is likely to be detrimental to some students we would email all students to inform them of the proposed change a give them time to respond.

Any major or detrimental changes made to the course made between the time the prospectus is released and release of this document will be made clear in the accompanying course overview.

For more details see our [Course Approval and Modification Policy](#)

Mitigating circumstances

If you feel you have been negatively affected by factors outside your control you may be able to make a Mitigating Evidence Claim.

A mitigating evidence claim may be made against the following circumstances:

- Late or non-submission of assessment
- Absence from an in-person assessment
- Assessment submitted on time and/or in-person assessment (such as examination) taken on scheduled date – but assessment performance is seriously and unexpectedly impaired.

For more information please see the mitigating evidence regulations in [Section 15: BIMM University of Sussex Academic Regulations](#)

Academic Complaints and Appeals

WHAT THE PROCEDURES COVER

COMPLAINTS

- Academic complaints relate to issues that have a direct effect on the provision of teaching, learning, research and supervision.
- Non-academic complaints usually relate to issues connected with The College's services but also cover any inappropriate behaviour from BIMM staff, including allegations of behaviour, which is discriminatory or harassing.

APPEALS

The following is an indicative list of decisions from BIMM that you can appeal against:

- Failure of the course of study
- The recommended category of award
- A decision that the student is required to withdraw from the course because s/he has failed to satisfy the requirements for academic progress within that course

- A decision that a student is required to submit one or more assessment units, having failed to satisfy the requirements for academic progress (this can include a decision that a student is required to repeat a year)
- A particular assessment result (this can include a penalty for late submission, or failure to submit a piece of work)
- A decision from BIMM that a student is deemed to have withdrawn

Your appeal will only be successful if you meet one of the grounds for appeal, these will be slightly different depending on what you are appealing against. The grounds for appeal can be found in the appeals procedure on in the [BIMM Student Complaints and Appeals Procedure](#).

HELP AND GUIDANCE

If you are considering making an appeal or complaint, you are strongly advised to talk to one of the following. They can advise you on how to deal with your appeal/complaint, help to resolve it informally and, if necessary, support you in the process of making a formal appeal/complaint.

- Student Support Officer at BIMM
- Your Course Leader
- The Head of Student Services
- The College Principal
- One of your Student Representatives

FORMAL APPEALS AND COMPLAINTS

If you have tried to resolve your complaint or appeal informally and are still dissatisfied, you may use the forms available on <http://www.bimm.co.uk/academic-complaints-appeals/>

TIMELINESS

COMPLAINTS

It is important that complaints are submitted in a timely manner, complaints should be **submitted within 90 days** of concluding the informal process. Late submissions are unlikely to be considered unless you can provide sufficient evidence of mitigating circumstances.

You will be informed, in writing, of the outcome of your complaint. It is our aim to resolve most formal complaints within **28 days**. You will be informed if, for any reason, there is likely to be any delay in the process.

APPEALS

It is important that appeals are submitted in a timely manner, appeals must be lodged within **21 calendar days** of the publication of the examiner's decision.

If you wish to appeal against the fact that you have been required to withdraw from the course at BIMM, you will need to appeal within **9 calendar days**.

Late submissions are unlikely to be considered unless you can provide sufficient evidence of mitigating circumstances.



The complete complaints and appeal procedure can be found in the [BIMM Student Complaints and Appeals Procedure](#)

Extracts from the Academic Development and Quality Assurance Manual

Appendix A: BIMM Institute Course Approval & Modification Procedures

Objectives

In line with the QAA UK Quality Code for Higher Education (UK) and the National Framework of Qualifications (Ireland) BIMM Institute will:

- Make clear the criteria against which course proposals are assessed;
- Define processes, roles and responsibilities for course design, development and approval and communicate them to those involved;
- Make use of reference points and external expertise in course design;
- Involve students in course design and in processes for course development and approval.

Course & Module Approval

All curriculum development is planned at the BIMM Institute Academic Board (AcBd) – with approval development and review activities delegated to its sub-committee the Learning, Teaching and Enhancement Committee (LTEC) and are aligned with strategic planning and objectives set by the BIMM Institute Board of Directors.

New courses and modules are written by BIMM Institute course development teams, which will include Course Leaders, Module Leaders and external advisors and will be led by a senior member of staff.

The development and approval process will be supported by the Academic Development and Quality Assurance (ADQA) team.

The process for approval has four stages as follows:

1. Outline Stage One Course Proposal is submitted for approval to LTEC (signed by College Principal, BIMM Group Finance Director and BIMM Group Managing Director);
2. Outline proposal is then submitted to the awarding body for approval;
3. An internal course approval event (stage three) is held to scrutinise the proposed course (run by ADQA using staff appointed by the Learning, Teaching and Enhancement Committee (LTEC));
4. The proposal proceeds to an external approval/validation event (awarding institution run).

Stage Two & Stage Four Approval Events

Stage two and stage four events are convened by the awarding institutions – stage two is normally a paper-based exercise conducted by committee, but stage four involves attendance at an approval event which is conducted by a panel of experts appointed by the awarding institution including the following indicative roles:

- Chair – a senior academic from the institution
- Subject expert(s) – academics with expertise in the area of the proposed course
- Quality expert – a member of institutional staff with expertise in regulations and quality assurance
- External assessors – often up to two external experts academic and industry based
- A secretary and note taker

Panels will also want to meet with BIMM Institute students and a range of staff from BIMM Institute including teaching and support staff. They may also wish to have a tour of the BIMM Institute College delivering the proposed course.

The BIMM Institute course development team will normally be invited to give a short presentation on the context and proposed provision at the beginning of the meeting.

Validation panels will relay their findings at the end of the meeting and decisions will fall into the following broad categories:

- Course approved (with conditions (which must be addressed by a specific timescale) and recommendations (which BIMM Institute should consider and respond);
- Course to be re-submitted with conditions and recommendations;
- Course not approved (a reason will be given)

Stage Three Approval

Stage three events will be run along the same lines as stage four, a panel will be convened by LTEC, chaired by a senior member of ADQA with two internal academics, and a Student Representative. An external assessor will also be appointed to the panel, proposed by ADQA and approved by the chair of LTEC.

For each course being approved there will be a half-day meeting between the panel and the course development team. Where the panel is considering a course that already exists the panel will want to meet with BIMM Institute students from the existing course.

Roles of Members of Stage Three Approval Panels

The Chair

The role of the Chair is to regulate the conduct of the event. The Chair will open proceedings by introducing members of the Panel and explaining the purpose of the event. Throughout the event, the Chair will seek to ensure that different points of view are given a fair hearing whilst, at the same time, ensuring that the schedule is adhered to and that discussions are brought to a close within the time allotted. Towards the end of the event, the Validation Panel will hold a private meeting to consider its conclusions, which the Chair

will then present, orally, to the full forum. The secretary will record the outcomes, which will then be approved by the chair and sent to the course development team in a formal letter.

Internal Academic Panel Members

The internal academic panel members pay particular attention to the appropriateness and contemporaneity of the proposed curriculum and the resources available to support it. They will also have familiarity with BIMM Institutes' frameworks for quality assurance and academic standards/and the enhancement of learning and teaching and be able to comment on these issues and the quality of learning opportunities provided by the proposed course.

The External Subject Specialist

The external member of the Validation Panel is an expert from the field in which the course is based. The external assessor has a particular responsibility for ensuring that the quality and standards of the course are comparable with those offered throughout UK and Irish Higher Education, and for this reason they are normally drawn from another Higher Education Institution.

Student Representative (if available – some events may run outside term-time)

A student rep from our existing pool will be a member of the panel with a particular focus on student support and the quality of learning opportunities provided by the proposed course.

Outcomes at Stage Three

Approval Panels will relay their findings to the course development team at the end of the meeting and confirm that the course is approved to go to stage four (with Conditions - which must be addressed, and Recommendations: which, the BIMM Institute course team must consider and formally respond to).

The secretary of the panel will write formally to the course team once the Chair of the Approval Panel has approved the findings. The course team will then be asked to respond formally to the Approval Panel's findings (to an agreed deadline) before the course is formally approved to progress to stage four with the stage three approval letter being signed off by the chair of the approval panel on behalf of LTEC. LTEC will receive the stage three approval letter sent to the course development team confirming that the conditions and recommendations have been met, alongside a detailed report from the approval panel secretary approved by the approval panel Chair. ADQA will file this correspondence alongside the report and a finalized set of course and module specifications and year one handbooks: forming the definitive record of the approved course against which later modifications will be made.

Minor & Significant Changes to Courses and Modules Once Approved/Validated

Minor modifications to modules and courses can be dealt with through drafting a short document detailing the changes to the module or course (including a statement on the academic rationale for the change) and including the relevant documentation marked up with the proposed changes using the 'track changes' function in Microsoft Word. After changes have been formulated they are passed on for approval (see appendices 1-3).

New courses (and any significant changes to existing provision) must be presented for consideration and approval by LTEC (using LTEC templates), and then the relevant senior academic committee at the awarding institution. If changes are very substantial the awarding institution may insist on revalidation of the course.

The criteria for judging whether a change to a course or module is significant is simple: any change that effects the aims, learning outcomes and/or makes major changes (such as the assessment mode/type, weighting or timing) to the assessment of those outcomes is significant. Changes to content and delivery of teaching and learning (including clarifying assessment briefs, updating resource and reading lists, staffing lists etc.) are generally not considered as significant. However, it is important that changes to assessment briefs are reflected across all colleges to ensure parity of student experience. If in doubt, please consult the ADQA team for advice.

Please note that this process can take longer than you might expect- changes proposed at the beginning of an academic year may not be approved until the summer term and changes to published regulations, policies and assessment dates are not generally allowed in year (they need to be approved for the next academic year so as not to disadvantage current students or applicants).

[New Course Approval Process](#)

Our awarding partners have strict rules on the timelines for new course development, therefore any proposal needs to be made at least six months in advance of the final external validation event. The ADQA team hold records of all validation and revalidation schedules and can advise on appropriate timelines for new course development in order to avoid scheduling clashes.

Please also bear in mind that the outline proposal sets in stone the key attributes of a new course or module including course and module names, fees, admission tariffs and financial costings. Any changes (however minor to the specification) may require a re-submission of the specification to the awarding institution, which is likely to delay the process significantly.

[Stage One Course Proposal Document \(Internal & external phases – new courses only\)](#)

For the Stage One Course Proposal Document please use the pro-forma available via ADQA. The outline includes the following key sections (as awarding institution requirements do have some small differences it is important that the form is completed in full and this will be edited before submission):

- Title and award of course
- BIMM Institutes that will offer the course
- Proposed start date
- Name of Course Leader(s)
- Proposed entry requirements
- Academic rationale for proposed course
- Relationship with BIMM Institute Learning and Teaching Strategy
- Market demand for the course

- Proposed structure of course (by term including module types, credit weighting and whether modules are new or existing)
- Resources required to deliver course in first three years
- Projected student numbers for the first three years
- Signatories and comments from ADQA

Date for submission for awarding body approval: this will depend on the awarding institution – please contact the ADQA team for confirmation of possible dates.

Stage Three: Internal Approval (see approval template)

For the internal approval event two documents are required: the approved and signed Stage One Course Approval Document as detailed above (with confirmation of approval from the awarding institution) and a course validation document (pro-forma(s) available from ADQA) including the following key sections:

1. Background Information & Course Development

- Background to the proposal: the rationale and reasons for introducing the course, the relationship to the institution's plans, how it differs from and complements existing or related courses.
- A statement of the target market, details of market research and consultation with employers, prospective students and relevant professional bodies: all of which contribute to ascertain demand for the course and competition by other providers.
- Target and minimum and maximum student numbers for recruitment in each year and pathway for the period of proposed validation.
- If the proposed course is replacing an existing course, include details of consultations with students over the change.
- Details of course management arrangements.
- BIMM Institute colleges where the course is to be delivered.

2. Curriculum

- An explanation of the curriculum framework where this leads to a number of exit point and awards.
- A discussion of the curriculum content, its coherence, breadth, depth and progression. The relationship between the compulsory and optional elements and the balance of teaching, learning and assessment needs.

3. Course Specification

- The awards and FHEQ level.
- The aims and learning outcomes of the course(s), stating how the outcomes meet the Framework for Higher Education Qualifications descriptors for the relevant awards.
- Core structure diagram, showing the order of modules, when they will be taken and a rationale for the order.
- Core and optional units and the credit volume and level of each component.
- A 'curriculum map' showing the outcomes of modules and assessment against the intended learning outcomes of the course as a whole.
- An explanation as to how the course design and development has taken account of any relevant subject benchmark statements. It is suggested that core benchmark statements are listed together with reflective statements on how the course or its outcomes are aligned to these.
- Details of all the elements assessed, the assessment mode and timing including resit modes
- Minimum and maximum periods within which a student must complete the course and associated assessment, including re-sits.
- Any provision for deferment.
- Relationship or articulation of the course with existing internal or external courses
- Details of any bridging units or special induction arrangements.
- Arrangements for practical experience and work placements.

Note: course specifications are the minimum level of information that prospective and registered students should have in relation to a course and therefore must be approved for publication to students.

4. Teaching & Learning Strategies

- Details of strategies for delivering the course, achieving the intended outcomes and facilitating or supporting the students' learning and progression.
- Details of any placements, trips or visits, including specific aims and learning outcomes, criteria and approval processes for suitable placements, responsibility for finding and arranging placement, and supervision arrangements.
- Arrangements for preparing and supervising students undertaking dissertations or projects.
- Responsibilities of students.

5. Assessment

- Details of the assessment strategy, including how the methods will assess the outcomes of the course and the philosophy guiding the selection of methods.
- Assessment criteria and their relationship to learning outcomes
- The pass mark for all units.
- Progression requirements for students to proceed to subsequent stages of the course.
- Assessment weightings for the overall scheme and within specific units.
- Deadlines for submission of work.
- Specification of which elements must be passed to obtain the award and specification of any

elements, which cannot be the subject of compensation or condonement.

- Any course specific criteria for the award.
- Use of unweighted formative and diagnostic assessment.
- Mechanisms for provision of feedback to students on assessed work including format, standards and timescale.

6. Module Specifications (see template)

Module Specifications are technical documents that record the key attributes of a module that are formally approved within this approval process and once approved the specification acts as a definitive record of the module against which any (future) major modifications are made. Any change to the information in a Module Specification is considered to be major.

Each Module Specification should contain details of:

- Proposed title and code
- Academic year of introduction
- Name of Module Leader
- Credits
- FHEQ/QCF level
- Description of module
- Course(s) that will use the module
- Learning outcomes
- Assessment (including mode, subcomponents, learning outcomes assessed, duration/length, week of submission, submission point and weighting)
- Teaching and learning methods and contact hours
- Module specific resources required List of core texts and recommended reading (appended)

7. Admissions

- Entry requirements including admissions criteria for the course, taking account of the abilities, aptitudes, skills, qualifications and experiences which would indicate potential to succeed on the course and how these might be demonstrated.
- Any requirements of statutory or regulatory bodies, such as medical or criminal record checks.
- Admission by AP(E)L.
- Course fees.

8. Staffing

- A discussion of the human resources required to deliver the course.
- List of the proposed staff who will manage or teach on the course, including details of vacant posts. The list should note the proposed responsibilities for each staff member (for example: course leader) and whether full or part time, permanent or sessional staff. Where staff have commitments to other courses, these should be specified and quantified.
- Curriculum vitae for each of the teaching staff.

- Projected staff development needs.

9. Learning & Other Resources

A discussion of the resource requirements for the course, including:

- Details of library resources necessary to support the course.
- Details of relevant multimedia, information technology and computing resources necessary for the course.
- Teaching accommodation.
- Workshop, laboratory or studio space and any other specialist teaching resources or accommodation available to support the course.
- Equipment needs.

The discussion should indicate whether existing resources are expected to be adequate or whether new resources will be required to run the course and how these are to be secured.

Appendix A1: University of Sussex & Bath Spa University Validated Course & Module Modifications Procedure

Context

At BIMM Institute Higher Education (HE) courses we run are validated by one of our university partners. This procedure is designed for validated provision.

Validated provision is contracted with our university partners and as part of this contract we submit our course proposals to a formal validation or approval process with the relevant university. Courses are then periodically reviewed and re-approved on a cycle of anywhere between 2 and 6 years. This means that any significant changes to validated provision must be approved by the validating university (to ensure we do not breach our contractual agreement) as well as having been consulted on and approved at BIMM Institute to ensure academic standards and the quality of learning opportunities are maintained for our students.

Types of modification

There are two modification types covered by this process as follows:

1. **Minor Modifications:** Revising Schemes of Work (providing this does not remove content as specified in the information provided to applicants); updating reading lists, resource and staffing information.
2. **Major Modifications:** changes to module title; changes to module/course learning outcomes; changes to module assessment briefs and weightings; changes to module assessment strategy; change of course title and/or exit awards; changes in professional accreditation; changes to course learning outcomes; significant changes to the overall approach to teaching, learning and assessment strategy across the course; changes to mode of delivery; changes to curriculum structure; changes to the criteria for admission; extending the use of an existing module to another course as a core module; approval of new modules for inclusion in an existing course; deletion of a module from a course; variation from the relevant BIMM Institute and/or University regulations.

College course teams should be mindful of the cumulative effect of a significant number of individual changes to a course and must ensure that all changes are approved through the appropriate process, and clearly communicated to students, staff and other relevant stakeholders in a timely manner. Revalidation or re-approval of an existing course outside of the standard cycle should be initiated where substantial curriculum change is required covering several major modifications at once. This may occur, for example, in the case of changing professional or industry requirements, or where the addition of a significant number of core modules results in a change to the course learning outcomes. The BIMM ADQA team can advise teams on whether changes proposed may trigger re-approval/re-validation.

Process

It is important that staff and students are consulted regarding all modifications. Therefore, for all three modification types, changes should be brought to the relevant Board of Studies (BoS) for consultation before seeking approval internally or externally. The only exceptions to this rule are changes that are made solely based on BIMM Institute staff academic judgement, these are: staffing information, reading lists, and ensuring content currency.

The approval process is outlined in the table below.*

Outline of the modifications approval process:

Process	Minor Change	Major Change	Revalidation
<i>Consultation</i>	External examiner; Course Team; Students (via BoS); ADQA	External examiner; Students (BoS); Other relevant stakeholders (Industry Advisory Panel or IAP); Course Team; ADQA	See BIMM Institute policy on approval: http://www.bimm.co.uk/academic-quality/ See also relevant
<i>Documentation Required</i>	Revised course documentation	Revised course documentation plus documents required by university partners	
<i>Approval by</i>	Changes to assessment briefs must be approved by Learning and Teaching Enhancement Committee (LTEC) All other changes must be approved by the BoS in affected colleges, changes made outside the term time committee cycle must be approved by the BoS	LTEC and then final approval from relevant university committee	
<i>Reported to</i>	LTEC and relevant university committee	Academic Board and relevant university committee	

To make deadlines for the appropriate university partner committee, changes may be approved by Chair's Action on behalf of LTEC and/or Academic Board.

*Please note that course teams need to consult with ADQA on the timing of proposals for modification as there

are strict rules set by our university partners on when modifications can be proposed and considered.

Appendix A2: University of West London Validated Course & Module Modifications Procedure

Context

At BIMM Institute Higher Education (HE) courses we run are validated by one of our university partners. This procedure is designed for validated provision.

Validated provision is contracted with our university partners and, as part of this contract, we submit our course proposals to a formal validation or approval process with the relevant university. UWL validated courses are periodically reviewed and re-approved on a 5-year cycle. This means that any significant changes to validated provision must be approved by UWL (to ensure we do not breach our contractual agreement), as well as having been consulted on and approved at BIMM Institute to ensure academic standards and the quality of learning opportunities are maintained for our students.

Types of modification

There are four modification types covered by this process as follows:

1. **Annual Updating:** revising curriculum content to ensure currency; updating reading lists and staffing information.
2. **Name change:** change of module title only.
3. **Minor Modifications:** significant changes to curriculum content; other changes having no impact on course or module learning outcomes or assessment specification.
4. **Major Modifications:** changes to module aims and learning outcomes; changes to module assessment strategy; changes to pre- or co-requisite modules; extending the use of an existing module to another existing course; approval of new modules for inclusion in or removal of existing modules from an existing course; change of course title or exit award/s available; course learning outcomes; changes to teaching, learning and assessment across the course; curriculum structure; criteria for admission; variation from the relevant BIMM and/or university regulations.

College course teams should be mindful of the cumulative effect of a significant number of individual changes to a course and must ensure that all changes are approved through the appropriate process, and clearly communicated to students, staff and other relevant stakeholders in a timely manner. Revalidation or re-approval of an existing course outside of the standard cycle should be initiated where substantial curriculum change is required covering several major modifications at once. This may occur, for example, in the case of changing professional or industry requirements, or where the addition of a significant number of core modules results in a change to the course learning outcomes.

The BIMM Academic Development and Quality Assurance (ADQA) team can advise on whether proposed changes may trigger re-approval/re-validation.

Process

It is important that staff and students are consulted regarding all modifications. Therefore, for all three modification types, changes should be brought to the relevant Board of Studies (BoS) for consultation before seeking approval internally and/or externally.

The approval process is outlined in the table below^{*}

Outline of the modifications approval process:

Process	Annual Updating	Name Change / Minor Change	Major Change	Revalidation
<i>Consultation</i>	Staff and students	External Examiner; Course Team; Students (via BoS); ADQA	External Examiner; Students (via BoS); Other relevant stakeholders (e.g. Industry Advisory Panel); Course Team; ADQA	See BIMM Institute policy on approval: http://www.bimm.co.uk/academic-quality/ See also relevant university policies
<i>Documentation Required</i>	Revised module guide ¹ marked up in	Revised course documentation plus documents required by university partner	Revised course documentation plus documents required by university partner	
<i>Approval by</i>	Board of Studies	LTEC and then final approval from relevant university committee	LTEC; External Examiner; Final approval from relevant university committee	
<i>Reported to</i>	Learning and Teaching Enhancement Committee LTEC	Academic Board and relevant university committee	Academic Board: Relevant university committee	

To make deadlines for the appropriate university partner committee, changes may be approved by Chair's Action on behalf of LTEC and/or Academic Board.

¹ A Module Guide is the student facing module information supplied in the BIMM Institute Module template and provides additional detail and information beyond the Module Specification.



*Please note that course teams need to consult with ADQA on the timing of proposals for modification as there are strict rules set by our university partners on when modifications can be proposed and considered.

Appendix A3: Dublin Institute of Technology Validated Course & Module Modifications Procedure

Context

At BIMM Institute the majority of Higher Education (HE) courses we run are validated by one of our university partners, with the exception of a small amount of franchised provision. This procedure is designed for validated provision and staff should refer to the relevant awarding universities own procedures for policy and process in regard to franchised awards.

Validated provision is contracted with our university partners and, as part of this contract, we submit our course proposals to a formal validation or approval process with the relevant university. DIT validated courses are periodically reviewed and re-approved on a 5-year cycle. This means that any significant changes to validated provision must be approved by DIT (to ensure we do not breach our contractual agreement), as well as having been consulted on and approved at BIMM Institute to ensure academic standards and the quality of learning opportunities are maintained for our students.

Types of modification

There are three modification types covered by this process as follows:

1. **Annual Updating:** revising curriculum content to ensure currency; updating reading lists, course-notes, staffing information and assessment overview and content, etc.; other changes having no impact on module learning outcomes or assessment specification.
2. **Module Modifications:** changes to Module title (requires new Module code); Module aims and learning outcomes; Module assessment structure and weighting; Module ECTS credits.
3. **Programme Modifications** changes to pre- or co-requisite modules; extending the use of an existing module to another existing course; approval of new modules for inclusion in or removal of existing modules from an existing course; change of course title or exit award/s available; course learning outcomes; changes to teaching, learning and assessment across the course; curriculum structure; criteria for admission; variation from the relevant BIMM and/or university regulations.

College course teams should be mindful of the cumulative effect of a significant number of individual changes to a course, and must ensure that all changes are approved through the appropriate process, and clearly communicated to students, staff and other relevant stakeholders in a timely manner. Revalidation or re-approval of an existing course outside of the standard cycle should be initiated where substantial curriculum change is required covering several major modifications at once. This may occur, for example, in the case of changing professional or industry requirements, or where the addition of a significant number of compulsory modules results in a change to the course learning outcomes.

The BIMM Academic Development and Quality Assurance (ADQA) team can advise on whether proposed changes may trigger re-approval/re-validation.

Process

It is important that staff and students are consulted regarding all modifications. Therefore, for all three modification types, changes should be brought to the relevant Board of Studies (BoS) for consultation before seeking approval internally and/or externally.

The approval process is outlined in the table below*

Outline of the modifications approval process:

Process	Annual Updating	Module Change	Program Change	Revalidation
<i>Consultation</i>	Staff and students	External Examiner; Course Team; Students (via Programme Committee); ADQA	External Examiner; Students (via Programme Committee); Other relevant stakeholders (e.g. Industry Advisory Panel); Course Team; ADQA	See BIMM Institute policy on approval: http://www.bimm.co.uk/academic-quality/ See also relevant university policies
<i>Documentation Required</i>	Revised module guide marked up in track changes	Revised course documentation plus documents required by university partner	Revised course documentation plus documents required by university partner (M1&M2docs)	
<i>Approval by</i>	Programme Committee	LTEC and then final approval from relevant university committee	LTEC; External Examiner; Final approval from relevant university committee	
<i>Reported to</i>	Learning and Teaching Enhancement Committee (LTEC)	Academic Board, Academic Quality Assurance Committee (AQAC)	Academic Board: Relevant university committee	

To make deadlines for the appropriate university partner committee, changes may be approved by Chair's Action on behalf of LTEC and/or Academic Board.

*Please note that course teams need to consult with ADQA on the timing of proposals for modification as there are strict rules set by our university partners on when modifications can be proposed and considered.

Appendix A4: Policy for Exemptions to University of Sussex-Validated Delivery

Context

It is understood that under certain, rare, circumstances local factors may impact one BIMM Institute college that results in a necessary deviation from the validated delivery. This document outlines the conditions under which an exemption may be applied for and the process for doing so.

Policy

1. Exemptions covered by the policy

Under this policy, a college can only seek an exemption from the validated delivery of a module, strictly limited to:

- The weeks in which the module runs
- The week(s) in which assessments run

Only the weeks in which a module runs, or assessment is delivered can be moved; colleges may not increase or decrease the number of delivery/assessment weeks.

2. Conditions for receiving an exemption

Exemptions will only be granted if all of the following can be demonstrated by the college:

- a) That delivering the module as validated is affected by some local factor that applies to the college in question;
- b) That failing to change the delivery would result in a negative student experience or a drop academic standards;
- c) That changing the delivery does not result in a negative student experience or a drop in academic standards;
- d) That no reasonable alternatives exist to changing the delivery.

3. When exemptions will not be granted

Exemptions will not be granted under the following circumstances:

a) *Student benefit not linked to local factors*

If the sole rationale behind a requested exemption is based on pedagogic arguments involving general course structure, or any other such argument which is generic and not linked to a specific locale, these will be denied. If there is a clear benefit to student learning which is affected by changing the course this advantage should be experienced by all students. The change should be made to the course as whole and apply to all colleges through the standard major/minor modifications process.



b) Changing the delivery would result in a substantial negative experience for students.

If changing the delivery of the module from the validated provision would create substantially negative student experience the request for an exemption is likely to be denied. When considering any such request the potential detriment to the students will be weighed against the obstacles that the college is facing. As such, exemptions which would result in a negative student experience which are solely based on resourcing issues are likely to be denied on the basis that colleges should be committed to protecting the student experience and should be reasonably expected to provide all necessary resources.

Process

Colleges must complete the pro-forma available from ADQA and send it to the chair of LTEC by 1st February. If the college has outlined a claim that clearly addresses the conditions in section 2 of the policy, the request will be put to the Term 2 meeting of Learning Teaching & Enhancement Committee (LTEC) for consideration.

LTEC shall consider the request and make a judgement as to whether the request meets the conditions in section 2 of the policy. The following outcomes are possible:

1. Approval of the requested exemption to go to Curriculum Development & Approval Sub-Committee (CDASC) (with or without conditions).
2. Where one part of the application is felt to be lacking, LTEC may withhold judgement and request a resubmission with conditions. This will be considered on Chair's Action before any possible submission to CDASC.
3. Where the requested change is perceived to be wholly beneficial to students, LTEC may request that the change is applied to all colleges through the minor/major modifications process.
4. Denial of the request.

Appendix B: BIMM Institute Student Charter

As your education provider, BIMM will:

- Provide a comprehensive educational experience that is in line with good academic practice.
- Treat you in a courteous, fair, just and legal manner.
- Provide a safe and tolerant environment in which educational, creative and career goals may be pursued free from harassment and discrimination of any kind.
- Ensure the provision of a range of facilities, resources and services – including a virtual learning environment (VLE), e-library facilities, reading rooms and study spaces with IT access – that are accessible, fit for purpose and will enhance the student experience.
- Give access to up-to-date and relevant information about BIMM and its services before you enrol for a course, including fees and other course-related costs, course details, and admissions & enrolment procedures.
- Schedule an appropriate induction programme for your course of study.
- Provide you with information on the aims and objectives of the course, individual modules, methods of study, assessment details, module option choices (where relevant) and applicable BIMM policies, procedures and regulations.
- Use approved communication channels, including the VLE and BIMM student email, to provide up-to-date, accurate course information.
- Make known all key BIMM staff and their areas of responsibility so that you know who to contact for information and guidance.
- Provide access to a comprehensive tutorial system with provision for a range of academic, pastoral, extracurricular and career-orientated content.
- Ensure the provision of a range of opportunities to enhance employability and develop transferable skills, including the promotion of employment opportunities.
- Provide opportunities to participate in extracurricular activities, including the BIMM Student Association.
- Support community engagement in order to raise the profile of BIMM and its role within the local community.

- Organise and implement course assessments in line with validating partners and in accordance with published examination and assessment guidelines and criteria.
- Give timely and constructive feedback for formative and summative assessment, at an appropriate level.
- Ensure that the student voice is heard at all levels within BIMM via a range of feedback mechanisms, including the student representative scheme, providing opportunities for you to give feedback about the quality of your course, facilities and services that you receive.
- Respond to your feedback in a clear and transparent manner, acting upon it wherever possible.
- Provide access to a range of student support services for all students that may require them.
- Safeguard all personal information and comply with the requirements of the General Data Protection Regulation.
- Provide clear guidelines regarding the procedures to be followed in order to make an appeal or a complaint.

As a student at BIMM, you are expected to:

- Take part in relevant induction activities at the start of your course.
- Attend all timetabled lessons and scheduled tutorials promptly, be aware that regular non-attendance at classes may lead to you being withdrawn from the course and advise BIMM of any circumstances or restrictions that may affect participation in your studies in a timely manner.
- Act responsibly in your use of all BIMM premises and facilities and help to keep these clean and tidy, complying with any guidance or regulations governing their use and respecting the needs of other users.
- Familiarise yourself with information regarding your studies in course documentation published on the VLE (e.g. your course handbook) as well as complying with all BIMM regulations, policies and procedures.
- Take responsibility for your own learning and undertake all course-related work assigned to you, ensuring that you devote sufficient time to self-directed learning and study.
- Familiarise yourself with course assessment schedules and procedures, attend all assessments as timetabled and submit all coursework by published deadlines.

- Be available to re-sit any assessments in the spring re-sit period if required to do so.
- Be available to re-sit any assessments in the late summer re-sit period if required to do so.
- Understand and abide by your obligations regarding course fees and payments by meeting all deadlines for the payment of fees, understanding that non-payment may result in your place at BIMM being withdrawn.
- Regularly check all communication channels, such as the VLE and BIMM student email, to keep yourself updated on all course and college matters.
- Provide BIMM with up-to-date information for our student records and give prompt notification of any changes to these (such as address or contact details).
- Always wear your Student ID Card when on BIMM premises or on any other sites associated with BIMM through its courses or other activities.
- Be aware that, as a BIMM student, you are a member of a diverse community and are expected to act in a courteous, responsible and legal manner in your dealings with staff and fellow students and be considerate of the local community of which you are a part, as outlined in the BIMM Student Code of Conduct.
- Bear in mind when taking part in class performances that the use of provocative language or subject matter should be treated more sensitively than in a situation where your audience has elected to be there. Choosing to ignore the advice or guidance of staff or fellow students in this regard may lead to disciplinary action being taken.
- Always take all reasonable care for your own safety and the safety of others, both on and off BIMM premises. Make it your responsibility to use hearing protection when in the presence of amplified music.
- Seek academic support and guidance if required and be proactive in seeking out any welfare or personal support that you may need.
- Engage in the process of electing student representatives and make them aware of your views, take part in opportunities to feedback on the quality of the educational provision and services that you receive and undertake to complete feedback surveys when requested.

Appendix C: BIMM Institute Student Engagement Policy

Introduction:

BIMM Institute closely monitors student engagement in its various forms to support progression and achievement within a student's course of study and aims to ensure the provision of information, advice and guidance at the earliest opportunity to help overcome any barriers to study.

Good levels of student engagement are also a requirement of certain external bodies, such as:

- Student Loans Company (SLC) – a UK public sector organisation that provides loans and grants to students in colleges and universities across the UK;
- UK Visas & Immigration (UKVI) – a department of the Home Office that oversees the allocation and monitoring of Tier 4 Visas granted for educational purposes.
- Further Education Funding Partners – some of BIMM Institute's FE partners set minimum attendance thresholds for students in receipt of funding.

Aims:

- To encourage students to maintain good levels of engagement, thereby making them active participants in ensuring their own achievement;
- To identify poor engagement and to intervene early to support students who may be struggling with their studies;
- To maintain levels of attendance in the interests of all students to prevent any adverse impact on learning that involves group and ensemble work;
- To ensure that all students are given a fair and equal opportunity to achieve the academic aims of their course of study.

Policy:

Activities considered as monitored contact points for the purposes of recording engagement are:

1. A day of timetabled lessons, lectures, workshops or work placement (when it is an integral and assessed part of the course);
2. A day of assessments or examinations where a student is required to be physically present.

Students are expected to attend all such contact points as timetabled and, where this is not possible for unexpected or unavoidable reasons (e.g. illness or bereavement), students should inform their Student Support Team of the reasons for their absence.

Where the College has been notified by the student, absences of up to six days may be authorised without additional evidence. For absences of more than six days, the student should contact their Course Leader and Student Support Officer and provide evidence of the reasons for their absence. In such circumstances, one of the following courses of action may be taken:

- a. Registers are updated to reflect the fact that the student has informed the College,
- b. Registers are updated, followed up with contact from Student Support to check on the student's wellbeing;
- c. The Student Academic Risk Committee (SARC) is advised of any relevant information that could impact on decisions it might take regarding the student in question.

Where a student is repeatedly absent for reasons related to illness or an ongoing pastoral situation, SARC may also consider if the Institute's Fitness to Study Policy should be implemented.

In circumstances where a student's absence is expected to prevent them from progressing on their course of study, the Student Support Team should liaise with the Course Leader and Head of Education, and the student should be contacted with recommended options for progression or interruption of studies.

All students are expected to be in attendance from the beginning of lessons or other learning activities. It is in the first few minutes that tutors introduce the aims and objectives that the session will help students achieve. If a student is late, this will be recorded on the register, and tutors may, at their discretion, decide to exclude a student from a session where they are very late and if their delayed arrival may be disruptive to the group.

Each College has personnel in place to produce regular reports for all students on engagement at monitored contact points. Students are responsible for ensuring they are marked present on class and examination registers when they attend or are late to class. Where tutors keep attendance records, administrative staff should flag any incomplete or incorrect records to tutors to ensure they are updated as soon as possible.

Engagement recording is still required when students are at a different location on work placements that are a formal part of the course of study. Each College has nominated personnel in place to ensure monitoring of such placements.

Each College maintains and acts on its Student Academic Risk Register (SARR), which identifies students whose engagement, in terms of attendance, submission of coursework, presence at examinations and communication with the college has fallen below the expected levels.

Colleges convene a SARC, as a sub-committee of its College Management Team (CMT), that will meet at least termly to review the SARR and make decisions on the status of students on the register.

Where a student on the SARR does not respond to a final warning (giving 14 days' notice of withdrawal) issued after normal attempts to re-engage them have failed, the SARC will withdraw the student from their course of study.

Students have the right to appeal against any such decisions via the BIMM Institute Complaints & Appeals Procedure, with final redress to the Office of the Independent Adjudicator (OIA).

Use of attendance and examination data and confidentiality:

Each College's SARC will receive engagement data from BIMM Institute's centralised management information systems. Additional information, such as mitigation applications, fitness to study, disability support, tutorial records or any other pertinent evidence can be considered by SARC in its deliberations. All data presented to and discussions that take place at SARC are strictly confidential. Student names may be used in meetings, but minutes will refer only to candidate numbers.

Additional Information for International Students on Tier 4 Visas:

This policy is applicable to all BIMM students, whether considered home, EU or international. However, it is BIMM's responsibility to ensure that international students on a Tier 4 visa are aware that certain categories of low engagement, notably attendance, may result in the withdrawal of sponsorship or funding, and/or their being required to return to their home country. Notes on any specific requirements are included below.

Tier 4 students with poor attendance/engagement levels:

Due to the additional requirements of our license, Student Support teams will log all absences of students studying under a Tier 4 visa agreement. Should a student under this visa be absent from any monitored contact point, they are required to inform BIMM of the reason for this within 7 days. The Student Support team will monitor attendance on a fortnightly basis and request formal notifications of any absences where none are received.

BIMM's Tier 4 Compliance Team will also be informed of any absences on a monthly basis. Where students miss 10 consecutive monitored contact points (as defined above), BIMM will curtail their visa, resulting in their withdrawal from the course.

Reporting Absence

Information on how students can report absence and the possible outcomes BIMM will apply to such instances can be found above. Students on Tier 4 Visas are strongly encouraged to contact student support immediately with regard to any absences to help avoid any potential complications.

International Tier 4 students with extended absences:

When a student on a Tier 4 visa becomes aware that they will not be able to resume their studies after 60 days, they must contact Student Support immediately. In these circumstances, if it is agreed between Student Support and the Tier 4 Compliance Team that a student is deferred or permanently withdrawn, sponsorship (as defined by UKVI) will be withdrawn.

In exceptional circumstances, such as serious illness or injury, BIMM may continue to sponsor a student for longer than 60 days providing this is agreed with both Student Support and the Tier 4 Compliance Team within relevant deadlines set by UKVI and the student can still complete their course within their existing visa when they resume their studies.

Appendix C1: Higher Education Student Withdrawal Procedure

BIMM Institute understands and values the importance of student engagement. For students to get the most out of their studies, it is important BIMM follows a process to allow every opportunity for re-engagement and ensure staff have done all they can to assist with any difficulties, academic or pastoral, before it is too late.

This procedure takes note of the non-starter policy regarding withdrawal within the first 5 weeks of the academic year. However, students should note that withdrawal within the first 5 weeks will still mean they are responsible for paying the initial 25% of tuition fees. All finance issues should be discussed with a member of the finance team as part of the withdrawal process.

College-Initiated Procedure

This consists of three stages from identifying the first point of non-engagement:

- Stage 1 – Students who have been flagged as not engaged will be contacted via both BIMM and personal email addresses with an offer of support, should they have any questions or difficulties, and requesting a response and improved engagement by a specified deadline.
- Stage 2 – If no response or improved engagement is noted, a final warning will be sent to both BIMM and personal email addresses, expressing serious concern with and outlining the consequences of continued non-engagement (withdrawal, loss of student finance, council tax exemption, etc.). Continued support will be offered, with both Course Leader and Student Services contact details provided, and a response and improved engagement will be requested by a specified deadline. It will be made clear that failure to respond or improve engagement by that date will result in their withdrawal being triggered.
- Stage 3 – If no action is taken or improvement seen on the part of the student after Stage 1 or Stage 2, the student will be sent a letter, both via email and post, signed by the College Principal, advising that their enrolment is at risk and that the College has triggered their formal withdrawal. Students will be given 14 days to respond prior to their withdrawal being finalised. International students on Tier 4 visas will only be given 7 days' notice.

Student-Initiated Procedure

- The student will be required to meet in person with a member of the Student Support Team, who will discuss the financial and academic consequences of their withdrawal (where appropriate) and explore any possible provisions that could be made either to retain them or to facilitate a smooth withdrawal.

- Where possible (and appropriate), the student will be given time to process the information provided in the meeting and invited to return with a completed withdrawal form once they have made a final decision.
- If the student is under 18, written parental consent must be received by the College before the withdrawal is processed.
- The Course Leader/Head of Education will need to countersign withdrawal forms where the reason given is that the student is unhappy with the course. In such cases, the Course Leader/Head of Education may also contact the student to confirm that all reasonable courses of action have been taken to address issues raised before the withdrawal is processed.

Withdrawal data will be processed centrally and anonymously for the purposes of annual reports.

Appealing Withdrawal Decisions

Where a student has been withdrawn by the College, they have the right to appeal against this decision via the Complaints & Appeals Procedure outlined in the Academic Development and Quality Manual:
<http://www.bimm.co.uk/academic-quality/>.

This withdrawal procedure works in conjunction with the BIMM Student Charter, the BIMM Student Code of Conduct, the BIMM Bullying & Harassment Policy and the BIMM Fitness to Study Policy.

For full access to BIMM's Academic Regulations and Policies please see the following link to BIMM's website: <http://www.bimm.co.uk/academic-quality/>.

Appendix D: BIMM Institute Learning & Teaching Strategy

This strategy is in four parts:

1. Strategic Aims and Principles guiding BIMM Institute's approach to Learning & Teaching.
2. *Appendix 1: Teaching Observation Policy.*
3. *Appendix 2: Assessment Policy.*
4. *Appendix 3: Learning & Teaching Enhancement Plan (that defines the current operational implementation of this strategy).*

Values:

Our mission: *to provide students with the best opportunity to achieve a sustainable career in the music and broader creative arts industries.*

Our core values:

- That the development of identity, creativity and imagination are fundamental to success in the creative arts
- That being creative requires risk-taking, collaboration, determination and the development of resilience through the experience of both success and failure.
- That students should be provided with opportunities to develop the communication, emotional intelligence, and team work skills that underpin continuous development of their creative practice.

Aims:

BIMM Institute commits to providing high quality teaching and support for its students and in line with the practices and guiding principles of the QAA UK Quality Code for Higher Education and Advance HE's Professional Standards Framework (UKPSF). BIMM Institute aims to meet these expectations as follows:

- Articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff², students and other stakeholders.
- Ensure that courses are well designed and that learning, and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
- Ensure that learning and teaching practices are informed by reflection, evaluation of professional evidence-based practice, subject-specific and educational scholarship.
- Ensure that students are actively engaged individually and collectively, in the quality assurance of their educational experience and its ongoing development and enhancement.

² The word *staff* is used in this document as a generic term that does not refer to any specific employment status.

- Ensure that everyone involved in facilitating learning and teaching or supporting student learning is appropriately qualified, supported and developed.
- Ensure physical, virtual and social learning environments and student support services provide effective educational and developmental opportunities that are: safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.
- Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.

Principles:

Ensuring our students are supported and enabled

- We will ensure that students are supported to achieve their potential and we will address any barriers to success and achievement.

Outstanding Learning & Teaching:

- All pedagogical approaches adopted by BIMM Institute will be flexible, diverse, inclusive and appropriate to the skills and needs of individual students.
- Assessment and feedback will enable learning through an approach that allows for reflection and dialogue, developing meta-cognition (awareness of one own thought processes and motivations/preferences in the context of learning) and recognising the shared responsibility of students and teachers in the process of giving, receiving and using feedback.
- Data and quality assurance processes must ensure that BIMM Institute is able to monitor and respond to trends and make evidence-based interventions in order to maintain standards and enhance the quality of learning opportunities.
- Learning environments should be designed flexibly to promote deep and active learning, to enable diverse approaches and to reflect future workspaces.
- Learning and teaching will incorporate the appropriate use of technology enhanced and blended learning in order to support students and draw on innovative pedagogical practice.

Establishing and supporting learning communities:

- We recognise that knowledge, understanding and learning are socially constructed in learning communities where staff and students become partners as co-creators of understanding and co-producers of learning.
- A learning community should be a safe space for challenge and transformation where every individual is valued and respected.
- Our approach to learning and teaching should support a culture of active engaged students, both inside and outside of BIMM Institute.

- We should develop opportunities for experiential and professionally authentic learning, in our colleges, with employers and within our local communities.
- We will support our students to become responsible for their own part in learning through the development of individual confidence and skills of self-reflection and questioning.
- We should support our students to challenge their own and others' pre-conceptions of the world and to develop their own viewpoint.
- We will work together to ensure we nurture resilience and promote wellbeing amongst all members of our community.

Valuing and supporting the development of staff:

- Staff are carefully selected, appropriately qualified and supported in developing their expertise and we are committed to the on-going development of all staff who support learning.
- Our approach to staff development ensures that learning, teaching and assessment practices are evidence-based, informed by scholarship and supported by up-to-date tools and technologies.
- We are committed to building staff expertise in curriculum design to provide accessible, diverse learning opportunities with clear paths into employment.

Effective and transformational curriculum design:

- We will develop our curriculum in a holistic and considered way using graduate attributes and overarching aims that provide direction in the formulation of learning outcomes and learning, teaching and assessment strategies at course level.
- We will include employers and other expert external stakeholders in curriculum development and review.
- Learning, teaching and assessment should be informed by both research and practice and draw on innovation in pedagogical research and practice including the incorporation of appropriate learning technologies.
- The curriculum should encourage students to ask deep questions, exploring uncertainty and challenging conventional thinking.

Integrating employability and introducing diverse perspectives:

- Initiatives to support graduate employability should be embedded in the curriculum and informed by employers and other relevant stakeholders.
- Cultural and international perspectives should inform and be made explicit in the curriculum and support students in understanding of diversity and inclusion.
- Curriculum content should challenge cultural bias and stereotyping.

Pedagogic approaches

BIMM Institute encourages teaching staff to adopt innovative and inclusive approaches to academic and vocational pedagogy and seeks to promote an active community of practice (Lave and Wenger, 1991) where students and professionals from the creative industries are able to interact and learn from each other through practice and participation. This approach fosters reflection on and in action (Schon, 1981) or metacognition (Flavell, 1979).

Furthermore, teaching should aim to make learning visible to both teacher and student and create an environment where there are opportunities to practice the skills being taught (Hattie, 2009) and make use of feedback as one of the most powerful influences on learning (Hattie & Timperley 2007). Teachers should also be flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and as co-creators (McWilliam, 2008). We recognise that learning in the creative industries is both formal and informal (Green, 2002) and we seek to draw on what our students learn in class and outside in making the opportunities for learning we provide more effective. BIMM Institute also recognises that learning in the creative industries is an iterative and aesthetic process (Finney, 2002) and above all a process of identity formation (Frith, 2004). Finally, that the education we provide should be an experience that is authentic to our students and one that encourages them to be creative and innovative practitioners.

Learning & Teaching practice reflects the stages of assessment through degree-level courses

At FHEQ Level 4 UK or NFQ Level 6 in Ireland (Year 1 UK or Year 1 and Year 2 in Ireland):

Students are introduced to the methods and skills required for successful Higher Education study and will begin to develop a self-guided approach to learning. They will also acquire knowledge of the principles and theories associated with their area of study, and be able to present, evaluate and interpret data in order to make sound judgments. Learning and teaching at this level has a practical focus on the development of subject specific skills, with discussion and peer group feedback regularly encouraged.

At FHEQ Level 5 UK or NFQ Level 7 in Ireland (Year 2 UK or Year 3 in Ireland):

At this level we build on the foundations laid previously: students are encouraged to take a more critically reflective and self-guided approach to their learning, devising their own essay titles and projects. Students will acquire knowledge and critical understanding, the ability to apply underlying concepts outside of their original context(s) and an understanding of the limitations of knowledge in their field, whilst also developing skills appropriate to future employment. Learning and teaching includes a range of activities such as group work, experiential learning, industry field trips, guest lectures, work-based learning and placements.

At FHEQ Level 6 UK or NFQ Level 8 in Ireland (Year 3 UK or Year 4 in Ireland):

Students are required to become effective practitioners, with an in depth understanding of professional standards in their field and display high levels of self-organisation. Students should also demonstrate the

ability to guide their own development and be critical and analytical. Students should likewise be able to respond to criticism of their own work positively. Furthermore, students will acquire a detailed understanding of the body of knowledge in their discipline, some of which will be at the forefront of the field. Students will also be able to solve problems: deploying techniques of analysis and enquiry; be able to sustain arguments; and support those arguments through reference to advanced scholarship, in their discipline. Learning and teaching offered by tutors therefore leans towards tutorial assistance, seminars, reflection, and formative feedback.

At FHEQ Level 7 UK or NFQ Level 9 in Ireland (Postgraduate study to Master's level):

Students will develop mastery of complex specialised skills and knowledge. They will employ these skills and knowledge to conduct research or advanced technical and professional activity displaying high levels of autonomous decision making, supported through individual supervision. Students will develop deep systematic understanding of their subject/field and be able to demonstrate an understanding of methodological and theoretical models and their use within a discipline/subject. Students will be able to conceptualise and apply well-developed critical thinking to solve complex problems, through the application of research, enquiry, synthesis and creativity, employing skills of analysis and evaluation to make sound judgments/arguments. Students will be able to operate in abstract and unpredictable environments, working as effective members of a team and able to draw on innovative approaches and ideas. Students will be reflexive and will incorporate a critical ethical dimension to their work. Learning and teaching will focus on high-level skills development and academic supervision to support students to explore key areas within their discipline and its theory and practice.

Implementation of BIMM Institute's Learning & Teaching Strategy

This strategy is owned and implemented by BIMM Institute's Learning, Teaching & Enhancement Committee (LTEC) - a sub-committee of BIMM Institute's Academic Board. Implementation is achieved through the policies and action planning outlined in the appendices that follow, which are in turn guided by the aims and principles laid out above. The quality assurance and enhancement of learning and teaching is operated through the Teaching Observation Scheme with each BIMM Institute college reporting thematically to LTEC. LTEC then uses this data and the data generated by College Boards of Studies (BoS) to inform the themes for the Learning & Teaching Enhancement Plan (LTEP), which are responded to in the College Enhancement Plans (CEPs) that feed into college and institutional action plans.

Staff development

Staff development is supported both at college level and centrally through the principles laid out in the Academic Staff Development Policy ([Hyperlink here TBC](#)) and the work of LTEC to produce an annual Staff Development Plan (Academic).

BIMM Institute college teams are responsible for:

- Ensuring that tutors deliver the approved curriculum.
- Ensuring that the course, module and assessment requirements are clear to the students, that feedback on assessment is of good quality and students are supported in developing their capacity to use feedback for learning/personal development.
- Ensuring that teaching staff are assisted and supported with appropriate training to maximise the potential of their teaching.
- Helping tutors maintain a professional, respectful and relaxed environment conducive to students in the creative industries realising their potential.

Appendix D1: Teaching Observation Policy

Policy Overview

The purpose of the Teaching Observation Policy is to clearly identify the way that teaching observations are used and managed at BIMM Institute. As an organisation, BIMM Institute places very high value on the quality of learning and teaching within its College's and utilises both management and peer observation of teaching in order to monitor and report and standards, provide opportunities for feedback and mentoring, and share good practice. Our aim is to develop a culture of critical self- reflection that is effectively supported by peer feedback. There are written criteria and feedback forms for all observations, although the criteria used may differ between Further Education (FE) and Higher Education (HE).

The Policy

The primary objectives of teaching observations are as follows – to:

- Develop new teachers as pedagogical professionals in line with sector expectations.
- Ensure that experienced teachers are fully supported in their classroom practice and their professional development.
- Maintain appropriate professional standards in line with the UKPSF and ensure and enhance the quality of the learning experience for all learners.
- Foster dynamic approaches to learning and teaching that are: student centred, holistic, creative, and innovative.
- Recognise and value the variety and quality of learning, teaching and assessment practice.

Implementation

Responsibility for implementing these objectives is held by the Learning, Teaching & Enhancement Committee (LTEC), a sub-committee of BIMM Institute's Academic Board.

Operation

Operation of the observation scheme is the responsibility of College Heads of Education/Heads of Learning & Teaching.

Training

Staff who are acting as management observers must undertake training and regular refresher sessions to ensure that they are up to date with the current scheme. Staff new to observation will be required to co-observe until they are confident to work autonomously.

Management observations

All BIMM Institute teaching staff will have at least one formal observation during each three-year observation cycle. These observations will be undertaken by a small team of experienced observers, in each college who are trained and supported by the Associate Dean: Learning & Teaching.

A minimum of 10% of observations undertaken at each stage of the observation cycle will be observed by a moderator from another college who will provide a short report on the moderation process. Observation outcomes will include a summary assessment against a set of seven criteria with a red/amber/green flag being assigned against each one to highlight any development needs and risk to the quality of the student experience.

The outcomes of all teaching observations will be submitted to the ADQA Academic Development Officer, who will record them and maintain a live reporting tool for College Principals and Heads of Education/Heads of Learning & Teaching to make use of. The results of observations will feed into annual appraisal (where staff are subject to annual appraisal and where they are not into meetings with their line manager) and into monthly teaching observation reports to the Chief Operating Officer, UK Colleges. LTEC will receive an annual summary report of all observations.

Peer observations

All learning and teaching staff are encouraged to observe their peers, as and when they wish to, and staff at all levels within the organisation may drop in to observe teaching. This may be purely informal with only verbal feedback or more formal providing written feedback and comments designed to provide support in professional personal development.

Appendix D2: BIMM Institute Assessment Policy

There are three broad purposes to assessment:

1. To allow a student to proceed to the next stage of a courses or to graduate.
2. To classify the performance of a student.
3. To improve student learning (*assessment for learning* rather than *of learning*).

Aims:

- Assessment should be valid, reliable and consistent.
- Information about assessment should be explicit, accessible and transparent, and where possible assessment should be inclusive and equitable.
- Assessment should also be integral to course design and relate directly to course aims and learning outcomes.
- The amount of assessment should be manageable, and assessment should be carried out using both formative and summative methods.
- Feedback on assessment should be developmental: staff involved in assessing students must be trained to an appropriate level and student must be supported to interpret and use the feedback they gather.

Principles:

- To recognise that not all useful learning can be objectively measured and to value the place of formal and informal learning in student learning and achievement.
- To ensure that assessment is conducted with attention, integrity and with due regard for security.
- To ensure that the standard for each award and award element is set and maintained at the appropriate level, and that student performance is properly judged against this.
- To ensure that assessment is clear, legitimate, relevant and consistent.
- To ensure that fair assessment is integrated with a dynamic student-focused learning and teaching process.
- To ensure that there is an emphasis on assessment for learning that reflects professional practice and includes self-assessment, peer assessment and work-based assessment.
- To evaluate the student's knowledge, understanding, abilities and skills, with an emphasis on problem-solving, critical thinking and performing in professional contexts and settings.
- To ensure that there is an effective balance of formative and summative assessment in course design and delivery.
- To utilise technology to ensure quick and effective feedback when appropriate.
- To promote and enhance student learning by providing the student with continuous, motivating and constructive developmental feedback, which helps the student improve their performance and achievement.
- To enable the wider public, including employers, to be sure that the student has attained an appropriate level of achievement that reflects the academic standards set by the UK Quality Code and our awarding institutions.
- To enable students to understand the assessment process and develop skills of self-evaluation and professional judgement, and the ability to articulate and express what they have learnt to potential employers.

The principles of BIMM Institutes' policy are achieved through:

- Evaluating the extent to which assessment tasks and associated criteria are effective and sustainable in measuring student achievement of the intended learning outcomes of modules and courses.
- Ensuring that the amount and timing of assessment enables effective and appropriate measurement of students' achievement of intended learning outcomes.
- Where possible, co-ordinating assessment deadlines, including resits, to avoid clashes and excessive assessment burdens for students and staff, whilst also ensuring appropriate frequency and regularity.
- Designing assessments that provide adequate opportunity for students to undertake assessment of work that is demonstrably their own designing out misconduct where possible.
- Encouraging students to adopt good academic conduct regarding assessments and ensuring that they are aware of their responsibilities.
- Promoting diversity and authenticity of assessment practice and requiring and enabling students to appropriately demonstrate their capabilities and achievements within each module or course.
- The provision and use of clear assessment criteria and marking schemes to ensure that marking is carried out fairly and consistently at all BIMM Institute colleges.
- Providing appropriate, clear and timely feedback to students on assessed work in a way that promotes learning and personal development.
- Providing adequate opportunity for students to apply formative feedback (from staff or peers) to improve their performance in further assessments.
- Encouraging the development of feedback that is flexible and suited to students' needs.
- Working with students to develop their engagement with feedback as a shared dialogue between student and teacher so that they are able to make more effective use of all the feedback they gather.

Glossary

Assessment criteria: These are based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers that BIMM Institute would expect a student to display in the assessment task.

Marking schemes: These provide clear statements on the quality and defining characteristics of work submitted for assessment against marking bands and are used by markers to guide marking decisions. BIMM Institute utilises generic level-based marking schemes that work with assessment criteria to guide students and markers.

Authentic assessment: This involves designing credible tasks that require students to utilise prior knowledge, recent learning and relevant skills to tackle complex 'real world' problems (Di Martino 2007). Authentic assessment can play an important role in higher education courses that seek to equip students with the transferable skills that employers increasingly demand of graduates. Although it formed a focus for discussion among educational professionals throughout the 1990s, the adoption of 'authentic assessment' approaches in HE remains rather patchy (Herrington & Herrington 2006), not least because of the many challenges it presents to the designers of assessment tasks (Wiggins 1996). Foremost among

these is how to ensure ‘fidelity to the real-world ways in which knowledge is used in the discipline or field of study’ (Maclellan 2004: 21). There are some excellent documented examples of authentic assessment practice in laboratory-based sciences (Bailey 2005), psychology (MacAndrew & Edwards 2002) teacher education (Moss & Godhino 2005) and business studies (Southern & Barr 2002).

Diagnostic assessment: This is used to show a learner's preparedness for a module or course and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the course, or other possible problems. Particular strengths may lead to a formal consideration of accreditation of prior learning. Diagnostic assessment may also be used as part of formative assessment, allowing teaching staff to identify the gap between current ability and desired levels of performance.

Formative assessment: This has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Black and Wiliam (2009) suggest the following types of activity as examples of formative assessment:

- Sharing success criteria with learners.
- Classroom questioning.
- Comment-only marking.
- Peer and self-assessment.
- Formative use of summative tests.

This list is far from exhaustive but provides a starting point to consider the use of formative approaches. There is a great deal of debate over the definitions of formative and summative (Taras 2005, 2008; Black & Wiliam 1998, 2006, 2009). However, for our purposes we will accept that assessment designed to provide developmental feedback from tutors or peers (and which may also provide feedback to tutors from students) as its primary goal is in essence formative.

Summative assessment: This is used to indicate how far a learner has succeeded in meeting the assessment criteria which is used to gauge the intended learning outcomes of a module or course.

Synoptic assessment: This is an assessment that encourages students to combine elements of their learning from different parts of a course and to show their accumulated knowledge and understanding of a topic or subject area.

Example assessment methods

Type
<i>Indicative – summative</i>
Tutor-marked unseen examinations under controlled conditions.
Tutor-marked open-book examinations under controlled conditions.
Tutor-marked practical performance, aural and sight-reading examinations under controlled conditions.
Tutor-marked practical competency tests.
Tutor-marked group assignments including projects, reports and portfolios.
Tutor-marked group assignments including case studies, problem-solving exercises, design tasks, audio and audio-visual artefacts.
Tutor-marked assignments including learning or practice diaries and logs, mapping exercises, notebooks, websites and promo packs.
Tutor-marked group assignments including presentations, pitches and artefacts.
Tutor-marked assignments including projects, dissertations, portfolios, research reports, business reports, work-based learning portfolios, essays and reflective essays, marketing plans, compositions, arrangements, transcriptions and audio-visual artefacts.
Tutor-marked individual assignments including case studies, problem-solving exercises, design tasks, fieldwork.
Tutor-marked individual assignments including learning logs, diaries, mapping exercises, notebooks.
Tutor-marked individual assignments including presentations and viva voces.
Tutor-marked synoptic examinations, projects, portfolios and dissertations.
Multiple choice tests.

<i>Indicative – formative</i>
Negotiated learning contracts.
Peer assessment (of performances, compositions, artefacts, presentations and written work).
Self-assessment (of performances, compositions, artefacts, presentations and written work).
Classroom questioning.
Sharing success criteria with learners.
Work-based assessment.
Comment-only marking.
Placement assessment.
Simulation exercises.
Multiple choice questionnaires via the VLE (automated feedback and multiple attempts allowed).

Appendix D3: BIMM Institute Learning & Teaching Enhancement Plan 2018-2022

Introduction and aims

BIMM Institute commits to providing high quality teaching and support for its students. The Institute aims, via its learning and teaching strategy to address the different needs of individual learners and ensure that all students have equal and fair access to learning resources. In line with the QAA UK Quality Code and the Advance HE UK Professional Standards Framework (UKPSF), BIMM Institute aims to meet the expectations as follows:

- Articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among staff, students and other stakeholders.
- Ensure that learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
- Ensure that learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.
- Everyone involved in learning and teaching or supporting student learning is appropriately qualified supported and developed.
- Ensure physical, virtual and social learning environments are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.
- Ensure that every student is provided with clear and current information that specifies the learning opportunities and support available to them.

The Learning, Teaching & Enhancement Plan (LTEP) sets out the direction for successfully supporting achievement of the above strategic aims of the BIMM Institute through thoughtful engagement with on-going, iterative cycles of activity and reflection structured as follows:

- Identifying a small number of key development areas for us to focus on, allowing for sustained attention and progress.
- Setting clear goals for improvements in the identified areas, including both output ('what will we do?') and outcome ('what should this achieve?').
- Designing and carrying out activities to achieve those goals, with clear lines of responsibility and report, via group-wide and college-based staff development initiatives.
- Taking an evidence-based approach to monitoring and evaluating our progress towards achieving our goals.
- Reporting on the impact of project work with a view to establishing systematic approaches to enhancing learning and teaching for use across all BIMM Institute college.

Goals (2017-2022)

The learning, teaching and enhancement plan sets out four primary goals which identify the key areas for both college, and group-level action planning to address as appropriate. The goals set forth are for the period 2017-2020 and are agreed by members of LTEC, who hold responsibility for oversight of this strategic plan.

1. To develop approaches to Assessment and Feedback (output) to improve student achievement and progression (outcome).
2. To support students in taking effective and self-aware approaches to development of academic, practical, cognitive and personal skills throughout their studies (output) to improve student achievement and progression and ensure that BIMM Institute students possess graduate attributes which higher education aims to provide (outcome).
3. To make effective use of appropriate technology to enhance learning both inside and outside of the classroom (output) to ensure that student learning environments are appropriately flexible, and that learning opportunities support self-directed, formal and informal learning in an integrated manner (outcome).
4. To establish and maintain active, student-centred learning environments which prioritise visible learning (output) to improve student achievement, attendance, retention and progression (outcome).

Defining and measuring impact

Impact in a Higher Education context can be broadly defined in typologies as follows:

- **Process impact** – changes in the way processes are organised (i.e. learning and teaching).
- **Systems impact** – changes in the support systems (finance, IT, VLE, reward and performance management systems i.e. teaching observation and staff appraisal, etc.).
- **Structural impact** – the organisation of the institution, such as names, titles, branding and the way an institution is organised.
- **Policy impact** – changes to frameworks policy and process that set the direction for institutional behaviour.
- **Cultural impact** – changes to the paradigm of the institution – the way we think and talk about ourselves, our values, routines and internal and external relationships.³

It is also important to assess impact in terms of:

- *Who is impacted?*
- *Raised awareness - has your approach changed stakeholder conceptions?*
- *Increased understanding - Has your approach improved the knowledge or increased the skills of stakeholders?*
- *Has your approach changed practice /policy and have stakeholders taken action or applied what they have learned?⁴*

Measuring impact - self-assessment:

- *What do we do that is working?*
- *What else could we do?*
- *What needs to change?*

³ Adapted from: Seel, R. (2006) *The nature of organisational change*. http://www.new-paradigm.co.uk/nature_of_change.htm

⁴ HEA Impact Assessment Framework

- *Next steps?*

Should we feel that we have successfully achieved these goals before the end of the academic year 2021/22, we will begin work on our next set of priorities. Similarly, if we feel that further focus is required in these areas at the end of academic year 2021/22, we will seek to extend these goals as necessary. **LTEP Delivery Plan (2018-19)**

This plan will be reviewed on an annual basis at LTEC.

Goals:	Planned activities:	Impact assessment:
<p>1. To develop approaches to Assessment and Feedback (output) to improve student achievement and progression (outcome).</p>	<ul style="list-style-type: none"> • Delivery of training to colleges on engaging students with their feedback. • Continued emphasis on assessment literacy for staff and students. • Emphasis in assessment design on effective, authentic and student centered assessment design that allows students to use feedback for learning. 	<p><i>NSS and Module Survey data</i></p> <p><i>Retention, progression</i></p> <p><i>Achievement data</i></p> <p><i>Student feedback</i></p> <p><i>Approval panel feedback</i></p> <p><i>Learning analytics data</i></p> <p><i>Teaching observation data</i></p>

<p>2. To support students in taking effective and self-aware approaches to development of academic, practical, cognitive and personal skills throughout their studies (output) to improve student achievement and progression and ensure that BIMM Institute students possess graduate attributes which higher education aims to provide (outcome).</p>	<ul style="list-style-type: none"> • Define BIMM Institute graduate attributes at both institutional and course level and share them with all stakeholders. • Implement an institution wide approach to learning analytics. • Review and revise academic support arrangements. • Emphasis on guided personalised learning opportunities in both delivery and curriculum design. 	<p><i>Industry and academic advice on proposed graduate attributes</i></p> <p><i>NSS and Module Survey data</i></p> <p><i>Tutorial data</i></p> <p><i>Learning analytics data</i></p> <p><i>Retention, progression Achievement data</i></p> <p><i>Teaching observation data</i></p> <p><i>Student feedback</i></p> <p><i>Approval panel feedback</i></p>
<p>3. To make effective use of appropriate technology to enhance learning both inside and outside of the classroom (output) to ensure that student learning environments are appropriately flexible, and that learning opportunities support self-directed, formal and informal learning in an integrated manner (outcome).</p>	<ul style="list-style-type: none"> • Define and implement a strategy for technology enhanced and blended learning. • Support colleges to implement technological enhancements effectively. 	<p><i>NSS and Module Survey data</i></p> <p><i>Learning analytics data</i></p> <p><i>Retention, progression Achievement data</i></p> <p><i>Student and staff feedback</i></p> <p><i>Teaching observation data</i></p>

<p>4. To establish and maintain active, student-centred learning environments which prioritise visible learning (output) to improve student achievement, attendance, retention and progression (outcome).</p>	<ul style="list-style-type: none"> • Support and enable teaching staff to employ active learning strategies that are effective and student centered. • Monitor and review learning resources to ensure that they are flexible, student centred and provide high quality learning opportunities to all students. 	<p><i>Teaching observation data</i></p> <p><i>NSS and Module Survey data</i></p> <p><i>Learning analytics data</i></p> <p><i>Retention, progression</i></p> <p><i>Achievement data</i></p> <p><i>Student and staff feedback</i></p>
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Appendix E: BIMM Student Complaints & Appeals Procedure

Student Complaints Procedure:

Student Complaints Procedure:

General Principles

As a general principle, BIMM Institute expects that complaints will be dealt with informally in the first instance. Many complaints can be dealt with quickly and effectively in this manner without the need to follow formal procedures. This complaints procedure has been designed with this in mind.

The Institute is committed to providing a high-quality service to its students, who are encouraged to let us know when there is cause for concern or a need for improvement. However, the Institute will not accept complaints which are frivolous (unfounded, trivial) or malicious (with vindictive motivation).

Students should be assured that no complainant will be disadvantaged by having raised a complaint. Privacy and confidentiality will be maintained in the handling of complaints except where disclosure is necessary to progress the complaint. It is the Institute's expectation that the confidentiality of any documentation generated by a complaint will be respected by all parties. If a student wishes for the Institute to communicate with a representative throughout this process, we must have written permission from them to do so. It should be noted, however, that the complaints procedure is an internal process and the Institute will not communicate or meet with legal representatives as part of the proceedings.

If a student is considering making a complaint, they are strongly advised to talk to one of the postholders listed below. They can advise on how to deal with a complaint, help to resolve it informally and, if necessary, support students through the process of making a formal complaint.

- Student Support Officer
- Course Leader
- Head of Student Services
- College Principal
- Student Representatives

The following list indicates examples of the type of complaint covered by the procedure:

- Poor teaching or supervision
- Misleading information in prospectuses or in advertising or promotional material
- A failing in a BIMM Institute service, academic or non-academic
- Inadequate facilities
- The behaviour of a member of BIMM Institute staff

The following are not covered by the procedure:

- A request for a review of a decision of an academic body (e.g. Exam Board) regarding student progression, assessment and award. This is defined as an Appeal and is dealt with under the Appeals Procedure outlined later in this document.

- Complaints against another student are dealt with in accordance with the separate Student Disciplinary Procedure.

It is important to remember that complaints will not always produce an outcome preferred by the complainant. There may be a number of reasons for this, including lack of evidence to substantiate the complaint or the fact that circumstances beyond the Institute's control may affect the level of service provided. However, whatever the decision, students will be informed of the result of the complaint in writing and will be provided with the reasons for the outcome.

Types of Complaints:

- Academic complaints relate to issues that have a direct effect on the provision of teaching, learning, research and supervision.
- Non-academic complaints usually relate to issues connected with College services, but also cover any inappropriate behaviour from Institute staff, including allegations of behaviour deemed to be discriminatory or harassing.

Investigations into complaints will usually be overseen by the College Principal. However, an investigating officer may be appointed to undertake these duties. Complaints about a central service, such as Finance or IT, may be considered by a senior member of that department.

In some cases, students may be contacted for further information or clarification, and they have the right to request a meeting with the person investigating their complaint to discuss the issues in person.

Students will be informed in writing of the outcome of their complaint. The Institute aims to resolve most complaints at Level 2 within 28 days. Students will be informed if, for any reason, there is likely to be a delay in the process.

Level 1

Wherever possible, complaints should be raised as soon as possible (and no later than 28 days from the date of the incident) with either the member of staff responsible or a member of the Student Support team, with the aim of resolving the matter directly and informally. This will generally be a verbal process and a written record will not be kept.

If a student remains dissatisfied with the response to a complaint at Level 1, they should use Level 2 of the process.

Level 2

Where it has not been possible to resolve matters at Level 1, a student may submit a formal complaint by completing the form found [here](#) and submitting it to cap@bimm.co.uk.

In order for a complaint to be properly investigated, it is essential that students are specific about the cause and nature of the complaint. They should present full details, including their name and term-time address and include all relevant documentation. They should detail what attempts have already been made to resolve the complaint and state what outcome and remedy is being sought.

Formal (Level 2) complaints should be lodged within 90 days of the conclusion of the informal (Level 1) phase. Complaints received beyond this point will not normally be considered. Students should expect to receive an acknowledgement of the receipt of their complaint within five working days. If a complaint is not lodged informally the deadline shall be 90 days from the date that the incident the student is complaining about occurred

Level 3

Internal Review

The internal review process is available to:

- All students studying on courses leading to awards conferred by BIMM Institute
- Students studying on courses leading to awards by partner institutions who have made complaints of a non-academic nature

If the student is dissatisfied with the outcome at level 2, they are entitled to request an internal review of the decision.

Such a request must be submitted to cap@bimm.co.uk within 21 days of receiving the outcome letter using the form which is included with the outcome letter.

A receipt will be issued within 7 days and the Institute aims to complete the review within 28 days of receiving the complaint.

The Dean of Learning, Teaching & Research (DoLTR) will investigate the case in the first instance. In the event that the DoLTR has had prior involvement with the case, it may be considered by a member of the Executive Management Team. An investigating officer may also be appointed to carry out the investigation.

A review of the original decision can only be made on the following grounds:

- There were circumstances, or new evidence has come to light, which affects the student's complaint that could not reasonably have been made known to the investigators at the time the complaint was originally considered;
- There was a procedural error in the complaints process which could have produced a different outcome had the error not occurred;
- There was evidence of bias in the complaints procedure such which could have produced a different outcome had the bias not occurred.

Requests for internal review should be accompanied with supporting evidence. It is the student's responsibility to supply all supporting evidence with their review application.

Outcome of review

The following outcomes are available to the reviewer:

- To overturn the original decision and issue a new decision on behalf of the Institute. This could include referring matters to different procedures where appropriate;
- To uphold the original decision made by the Institute.

Awarding Institution Review

Awarding institution reviews of complaints of an academic nature are available to students studying on courses awarded by a partner institution. If the student is dissatisfied when the Institute's complaints procedure has been exhausted at the end of the Level 2 process, the awarding institution will consider the complaint under their own procedure, provided the student lodges a request for a review of the Institute's decision within 30 days of receiving the outcome letter. The awarding institution will initially ascertain if all the correct procedures have been followed by the Institute and if, after considering the case against the criteria set, the awarding institution decides to undertake further investigation, they will consult senior officers at the Institute as well as the relevant awarding institution officers. Level 3 complaints will be considered under the awarding university's procedures at Level 3.

The student will be informed of the result of the awarding institution Level 3 investigation in writing. Should they still be dissatisfied, there is the option of an additional review by the Office of the Independent Adjudicator.

Option for Independent Review

An independent review is available to students studying on courses awarded by a UK provider, including those awarded by BIMM Institute or any of its UK partner institutions.

The Office of the Independent Adjudicator (OIA) provides an independent scheme for the review of student complaints or appeals. When all procedures investigating the complaint have been exhausted, the awarding university or the Institute will issue a Completion of Procedures letter. Students wishing to avail themselves of the opportunity of an independent review by the OIA must submit their application to the OIA within 1 year of the issue of the Completion of Procedures letter. The OIA will not normally consider a complaint that has not previously been considered under all the procedures available at the Institute and its awarding institutions and will not normally consider complaints where the Completion of Procedures Letter is issued more than three years after the substantive event(s) complained about.

The form can also be downloaded from [the OIA website](#) or requested by phone or post from:

OIA
Third Floor
Kings Reach
38 – 50 Kings Road
READING
RG1 3AA
0118 959 9813

Preferably use the online form, or alternatively email enquiries@oiahe.org.uk

Further advice about contacting the OIA is available from the Heads of Student Services. Students seeking an independent review through the OIA should note that any complaint at that stage would be in respect of the procedures of the institution that carried out the level 3 review, whether that be the Institute or an awarding institution.

Student Appeals Procedure:

Purpose

The appeals procedure is intended to provide a formal means for reviewing a decision made on student progression, assessment and award, and for resolving the student's concerns in a fair and consistent manner. This is different from the Student Complaints Procedure, which provides a means for resolving other problems that may arise during the academic year, such as those relating to teaching provision or other services. If a student needs advice about whether the matter they wish to raise is categorised as a complaint or an appeal, they should consult either the College Principal or Head of Student Services.

Scope

This procedure applies to all students studying on courses awarded by BIMM Institute or a UK partner institution. However, the Institute may not be able to consider appeals made against decisions made by University of West London (UWL) exam boards, which may instead be investigated by UWL under their procedures.

What decisions can students appeal against?

- **Failure of the course of study**
- **The recommended category of award**
- **A decision that the student is required to withdraw from the course because they have failed to satisfy the requirements for academic progress within that course**
- **A decision that a student is required to submit one or more assessment units, having failed to satisfy the requirements for academic progress (this can include a decision that a student is required to repeat a year)**
- **A particular assessment result (this can include a penalty for late submission, or failure to submit a piece of work, but not matters of academic judgement as listed below)**
- **A decision by the Institute to withdraw a student.**

There is also a right of appeal against the following decisions:

- **Academic Misconduct Panel**
- **Mitigating Evidence Committee**
- **Refusal to allow an alternative mode of assessment**

What can't students appeal against?

Students are not able to appeal against matters of academic judgement and student work cannot be remarked, unless the appeal satisfies at least one of the grounds for appeal as outlined in the procedure.

Academic judgement is any decision where only the judgement of an academic expert will suffice. The Institute considers academic judgement to include:

- The appropriateness of feedback in relation to a given mark;
- The appropriateness of a mark;
- The appropriateness of a research topic;

- The appropriateness of a research or essay question;
- Judgment regarding whether the learning outcomes have been met;
- The decision of an exam board regarding whether or not condoned credit should be awarded;
- The decision of an exam board regarding whether or not an opportunity to retrieve credit should be offered and which retrieval opportunity should be offered;
- A judgement by the appropriate member of staff, in line with our procedures, as to whether plagiarism has occurred and the extent of that plagiarism;
- A judgement by the appropriate member of staff, in line with our procedures, as to whether academic misconduct has occurred and the extent of that misconduct;
- Whether the marker has appropriate academic expertise.

When assessing a piece of work, the marker is required to make an academic judgement about the quality of that work. Making such an academic judgement, by definition, requires the marker to use their academic expertise and subject knowledge combined with the grade descriptors contained within the Institute's Generic Marking Scheme to come to a decision about the quality of the work. The academic judgement of the marker and Exam Board in higher education institutions such as BIMM Institute is protected by UK law and, therefore, students are not entitled to appeal against matters of academic judgement.

Principles of the Student Appeals Procedure

Students lodging an appeal will not be disadvantaged by doing so. Privacy and confidentiality will be respected, and disclosure of information provided by a student in the course of an appeal will be restricted to those individual officers directly involved in consideration of that appeal, and that may include Chairs of Mitigating Evidence Committees and Exam Boards. The appeal will be considered in the first instance by the College Principal, who may appoint another member of staff as the Investigating Officer for the case. The appeal will be considered in accordance with the Institute's Equality & Diversity Policy. There is no right of appeal against matters of academic judgement, however students do have the right to appeal against certain academic decisions such as:

- a. That there existed circumstances affecting the student's performance of which the Exam Board was not aware when its decision was made, and which could not reasonably have been presented to the Exam Board.**

The Institute recognises that sometimes situations will arise that prevent students from submitting a piece of work on time, or that might affect the standard of work submitted. The usual procedure for dealing with such circumstances is to apply to the Mitigating Evidence Committee (MEC) as and when such a situation arises.

Students intending to lodge an appeal on these grounds should note that, for an appeal to succeed, they will need to show that all three criteria listed below are met:

1. *Circumstances affecting the student's performance...*
Evidence of these circumstances should be submitted with a clear explanation of the period of time and specific pieces of assessed work that were affected.
2. *of which the Exam Board were not aware when its decision was taken...*
An appeal will not have strong grounds for being upheld where the examiners were already aware of the circumstances described and made their decision in the knowledge of those circumstances.
3. *which could not reasonably have been presented to the Exam Board*
An appeal can usually only be considered where the student has been unable to follow the normal procedure for submitting evidence to the MEC and it would not be reasonable to

have expected them to have done so. An example might be that the student was in hospital or was suffering from mental health difficulties which meant they were unable to prepare a submission to MEC at the appropriate time. It is not sufficient for the student to say that they were unaware of the procedure for making a submission to MEC or had chosen not to do so.

- b. There was a procedural irregularity (including administrative error) or other inadequacy in the conduct of the examinations, or processing of marks or grades, or the categorisation of an award.** An appeal may be brought where the student believes that the award, outcome or mark is incorrect because the Institute has made an error. It is not enough to show that an error has taken place - it will be necessary for the student to show that the error resulted in an incorrect decision being made. If the error is clearly demonstrable, it can often be corrected without the necessity to go through a formal appeal process, so students are advised to seek urgent advice from the College Principal or their Course Leader in the first instance.
- c. There exists evidence of prejudice or bias in the marking, moderation or Exam Board proceedings.** Appeals for bias must be brought after an Exam Board has sat to ensure all internal checks and balances have been carried out. Any appeal brought on these grounds should clearly identify the individual(s) considered to have shown prejudice or bias against the student and should be supported by evidence.

Grounds for Non-Academic Appeals

Students may not appeal the professional judgement of a decision-making panel (e.g., their resulting grade), but may make an appeal on the following grounds:

- a) That there existed circumstances, or new evidence has become available, which affects the student's case, of which those who determined the judgement were not aware when their decision was taken, and which could not reasonably have been presented to them.
- b) That there is evidence of procedural irregularity (including administrative error) in the consideration of the student's case of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity.**
- c) **There exists evidence of prejudice or bias on the part of those making the decision.**

Deadlines for Appeal

Academic Appeals: An **academic appeal** must be lodged within **21 days** of the publication of the Exam Board's decision.

Students studying a University of West London-validated degree must submit any appeals that are made against any Exam Board decisions within **10 days** of the publication of the Board's decision. These decisions may be considered by UWL directly under their procedures as they run their own exam boards.

Withdrawal: If a student wishes to appeal against their withdrawal from a course at the Institute, they will need to appeal within **9 days** of being notified of the decision in writing.

Fitness to Study Withdrawal: Due to the nature of Fitness to Study panels, students are given slightly longer to appeal, so these must be submitted within **21 days** of being notified of the decision in writing.

Disciplinary Appeals: If a student wishes to appeal against a decision made by a disciplinary panel, they should follow the appeals process in the Student Disciplinary Procedure. The deadline for submitting such appeals is 9 days.

All other appeals: Appeals against any decision not enumerated above must be submitted within 21 days of the decision being notified to the student.

All appeals should use the forms available [here](#) and be submitted to cap@bimm.co.uk.

How the Appeal will be considered

Receipt of an appeal will be acknowledged within 7 days. Relevant information will be gathered, which could include the Course Leaders or College Principal comments on the appeal, the student transcript, any Mitigating Evidence Committee records and Examination Board minutes. This process will normally take a minimum of two or three weeks and may take longer for particularly complex cases, or when someone who has critical information is unavailable. Students may also be asked for clarification of statements in their appeal or for further evidence.

Students are reminded that it is their responsibility to ensure that they have provided enough information and supporting evidence to substantiate their grounds for appeal. Students must ensure that the Institute can contact them quickly about an appeal by keeping us informed of any changes to contact details.

Once the relevant information has been gathered, a decision will be made as to whether or not the appeal is admissible. An appeal may be rejected if:

- The appeal is submitted late;
- The student fails to make factual allegations that meet the grounds for appeal;
- There is evidence that demonstrates the grounds for appeal have not been met, e.g., if there were circumstances that the Exam Board was unaware of but, on investigation, it is evident that those circumstances had been considered by the Board.
- There is no evidence that supports the grounds for appeal;

Admissible appeals will be considered further to establish if they can be processed without an Appeals Panel Hearing. The role of the Appeals Panel is to act as the finder of fact in cases that are admissible and where there are disputed issues that would have a material effect on the outcome of a case. For example, if there is conflicting testimony regarding an issue, an Appeals Panel may be convened to ascertain the truth of the matter. In practice, most cases can be decided without the need for an Appeals Panel. If there are disputed issues that would have a material impact on the outcome of the case, the Investigating Officer may proceed without convening an Appeals Panel, if it is clear that the appeal should be upheld (i.e. a decision should be made in the student's favour) because all parties consulted are in agreement, the student will be notified in writing.

Appeals Panel Hearings

If it has been decided that an appeal is admissible and is to be considered at a hearing, the investigating officer and/or other members of staff independent to the processes under scrutiny will first prepare a

detailed report on the nature of the appeal, the evidence and the outcomes available under the relevant regulations. A date for the hearing will be set, and a letter confirming the date and time of the hearing will be sent to the student's college email account a minimum of 7 days in advance of the hearing. A copy of the report and any other information being sent to members of the Appeals Panel will be sent to the student's college email account.

The Appeals Panel

The composition of the Appeals Panel will be as follows:

- A BIMM Institute Director or College Principal (or nominee)
- Two academic members of staff who have not been involved in teaching the student
- A student – usually one of the Student Representatives for the course on which the complainant is studying.

Before the Hearing

Students should respond to the email from the Institute immediately if:

- They do not intend to be present at the hearing;
- They wish for a friend to accompany them and, if so, whether they wish for them to answer questions from the Panel on their behalf;
- They have any special needs (e.g. due to a disability).

If the student intends to be accompanied, they should let the Institute know the name of that person at least one working day before the hearing. It is the student's responsibility to ensure that their friend has copies of any papers and is aware of the date, time and location of the hearing, as the Institute will not contact them on a student's behalf. The student cannot be accompanied by legal representation or any other individual from an external organisation.

If the student does not intend to attend the hearing, they may submit written comments in response to the papers sent to them. Such comments must be received at least four days before the hearing.

If any of the papers sent to the student is unclear, they should respond to the email inviting them to the hearing or contact the Head of Student Services.

What Happens at the Hearing?

The Panel members will read the same paperwork, which was sent to the student, before the hearing. The procedure at the hearing is as follows:

- The student (and, if applicable, a friend) will be invited to join the Panel, who will introduce themselves.
- Where witnesses are to be heard, they will not initially be asked to join the panel and will only be present for the duration of their own evidence;
- The student will be invited to make a statement, either to highlight particular points made in their written appeal or to add further comments in light of the documentation.

The Panel members may ask questions about the evidence or the circumstances of the student's appeal:

- The student's friend (if applicable) will be asked whether they wish to make an additional statement on the student's behalf;
- If applicable, witnesses will be invited to answer questions from the panel.
- The student (and, if applicable, their friend) will be asked to leave the room and to wait while the Panel considers the evidence and the discussion(s) with them.
- The student will be invited to re-join the Panel so they can be advised of the decision.

Panels are expected to reach a decision on the day of the hearing. If, extraordinarily, this is not possible, the hearing may have to be adjourned while additional information is sought and shared with the Panel and the student.

The decision will subsequently be confirmed in writing within seven working days of the hearing, and this outcome will be summarised in an outcome letter.

Internal Review

If the student is dissatisfied with the outcome, they are entitled to request an internal review of the decision.

This must be submitted to cap@bimm.co.uk within 21 days of receiving the outcome letter using the correct form.

The internal review process is available to:

- All students studying on courses leading to awards conferred by BIMM Institute
- Students studying on courses leading to awards by partner institutions who have made complaints of a non-academic nature

A receipt will be issued within 7 days and the Institute aims to complete the review within 28 days of receiving the appeal.

The Dean of Learning, Teaching & Research (DoLTR) will investigate the case in the first instance. In the event that the DoLTR has had prior involvement with the case, it may be considered by a member of the Executive Management Team. An Investigating Officer may also be appointed to carry out the investigation.

A review of the original decision can only be made on the following grounds:

- There were circumstances, or new evidence has come to light, which affects the student's appeal which was not known to the investigators at the time the appeal was considered;
- There existed a procedural error in the Appeals process which could have led to a different outcome had the error not occurred;
- There is evidence of bias in the Appeals procedure which could have led to a different outcome had the bias not occurred.

Requests for internal review should be accompanied with supporting evidence. It is the student's responsibility to supply all supporting evidence with their review application.

Outcome of review

The reviewer is able to offer the following outcomes:

- To overturn the original decision and issue a new decision on behalf of the Institute. This could include referring matters to different procedures where appropriate.
- To uphold the original decision issued by the Institute

In cases where there is doubt as to whether the case should be upheld or not the reviewer may refer the case to an appeals panel for consideration.

Awarding Institution Review

Awarding institution reviews are available to students who have made appeals of an academic nature studying on courses awarded by a partner institution.

If an academic appeal is not upheld by the Institute and the student remains dissatisfied, they may invoke the awarding institution's appeal procedures. A student must write to the awarding institution within 21 days of the notification of the outcome of the appeal by the Institute. There is no right of appeal against the academic judgement of examiners. The awarding institution will ascertain if the correct process was observed. Once the process is finalised, the awarding institution will issue a Completion of Procedure letter.

Final Redress – Independent Review

Independent review is available to students studying on courses awarded by a UK provider, including those awarded by BIMM Institute or any of its UK partner institutions.

When all procedures investigating the appeal have been exhausted, the awarding university or the Institute will issue a Completion of Procedures letter. Where the student is not satisfied with the outcome of the procedure, they may request a review by the Office of the Independent Adjudicator (OIA). The OIA provides an independent scheme to enable the review of unresolved student complaints, including appeals. Students wishing to avail themselves of the opportunity of an independent review by the OIA must submit their application to the OIA within 1 year of the issue of the Completion of Procedures letter.

The student must submit an appeal to the OIA within one year of receiving the notification of the decision of the awarding institution. An appeal to the OIA is made by completing a Scheme application form. Copies of this form are available from Heads of Student Services.

The form can also be downloaded from [the OIA website](#) or requested by phone or post from:

OIA
Third Floor
Kings Reach
38 – 50 Kings Road
READING
RG1 3AA
0118 959 9813

Preferably use the online form, or alternatively email enquiries@oiahe.org.uk

Further Guidance & Frequently Asked Questions

Situations which cannot be appealed against include, but are not limited to the following scenarios:

- **Disagreement with feedback received on an assessment** - If feedback is unclear or is written in a way that a student doesn't understand, BIMM can arrange for additional feedback to be issued or arrange a tutorial with an appropriate member of staff to talk through the feedback. A student in such a situation should contact the Head of Education or Course Leader in their College.
- **Receiving lower marks than you have for similar types of assessment** - Past performance does not indicate how well a student met the learning outcomes for any subsequent assessments. The Institute has a rigorous system of moderation and external examination which ensures that judgments are consistent across students and markers.
- **If you want to appeal based on issues with personal finances, housing situation, visa, employment or other outside interests** - Students are expected to manage outside commitments with their study at the Institute. If students are experiencing issues, these must be brought to the attention of Student Services as soon as they occur, prior to undertaking an assessment. These may not be resolved by way of an appeal.
- **If your mark was in the borderline margin between two degree classifications, and you didn't receive the higher classification** - Students can only appeal if the Borderline Award Rules as outlined in the Academic Regulations have not been correctly applied. If they believe this to be the case, they should contact the Head of Education in their college, who will be able to advise them appropriately.
- **Situations where work not uploaded correctly to the assessment portal and was not marked, or I lost marks for missing elements** - It is the student's responsibility to ensure that files are uploaded correctly and work fully; technical error and human error are not valid circumstances upon which an appeal could be based. For this reason, it is advisable to upload assessments in advance of deadlines so that any issues that may arise can be resolved. Internet connection issues can cause file corruption when uploading, so it is advised that you download the files you uploaded to ensure they work correctly before submitting. The IT department at the Institute tracks all system outages with Institute services so, if such an outage occurs and affects a student's assessment, the Institute will be proactive in fixing the problem and providing reasonable adjustments for assessments affected.

Regarding Mitigating Circumstances

(see also the 'Provisions for Exceptional Circumstances' section of the BIMM Institute Academic Regulations)

A student **cannot** receive an adjusted grade or a remark for mitigating circumstances. If they successfully fulfil the criteria for appealing on grounds of mitigating circumstances, the only outcomes available are:

- A capped re-sit
- An uncapped re-sit
- Removal of late penalties.

The outcome received will depend on the individual circumstances.

BIMM cannot take mitigating circumstances into account when making decisions based on academic elements. For example, progression decisions are based solely on the credit achieved at each stage and we cannot take mitigation into account. As a result, students cannot appeal such decisions based on mitigating circumstances.

Appendix F: BIMM-University of Sussex Academic Regulations

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Glossary & General Principles

Glossary

Academic Board: Academic Board is responsible for academic governance, academic standards and quality and the student experience.

Academic Credit: An indicator of the amount and level of learning.

Academic Development & Quality Assurance Manual: This is a set of policies and procedures produced by BIMM Institute's Academic Development & Quality Assurance team and approved by Academic Board.

Academic Level: The relative complexity, depth of study, and learner autonomy required in relation to a module in the context of its discipline. Each module shall be assigned a level from the following scale:

- Level 3: Foundation
- Level 4: Certificate
- Level 5: Diploma
- Level 6: Degree
- Level 7: Masters

Academic Misconduct: Academic misconduct is any attempt to gain an unfair advantage in assessed work by deception or fraudulent means.

Academic Year: A period normally running from September to June. The years of study of most undergraduate courses follow academic years, and policies and regulations are normally written by academic year.

Advanced Standing: Prior certificated study from another institution deemed equivalent to the BIMM Institute modules from which exemption is sought.

Assessment: Coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

Award: Undergraduate, graduate, and postgraduate certificates, diplomas, Bachelor's degrees, and postgraduate Master's degrees.

Capped Marks/Capping: This is where the mark for an assessment or module is restricted to the minimum pass mark.

Chair: A Chair of a meeting or Exam Board helps the meeting to run smoothly and efficiently and ensures that the meeting operates within the authorised Terms of Reference.

Classification: This is the process that occurs at the end of studies for a course, where Award Boards categorise students' overall results into classes of degree. This includes Distinction and Merit at postgraduate level.

College Handbook: The College Handbook is an easy reference guide to help students find their way around the College's facilities and services, as well as for local information.

College Principal: The College Principal has responsibility for all matters relating to their College within BIMM Institute.

Compensated Credit: Non-discretionary compensation will be applied automatically by the Progress or Award Board for a marginal fail on a module where the criteria has been met.

Completion of Procedures (COP) letter: If a student has no further avenues to pursue in relation to the issue they are raising, then a Completion of Procedures Letter is issued by BIMM Institute.

Condoned Credit: This is the process by which an Award Board has discretion to apply condoned credit at the award stage subject to the criteria being met.

Conflation: The arithmetical process of producing an overall module mark based on weightings assigned to each element of assessment.

Core Module: A module that must be taken and passed to meet requirements for progression or award.

Course: A course is an approved and validated combination of modules leading to an award.

Course Handbook: The Course Handbook contains detailed information about how a course is taught and managed, and how students will be assessed. Course Handbooks are available to students on BIMM Institute's Virtual Learning Environment, called Moodle.

Course Leader: A Course Leader provides academic leadership for a course of study, and also resolves issues relating to the course.

Coursework: Coursework is work produced by a student during a course of study, usually assessed in order to count towards a module mark.

Credit/s: A number of credits is normally assigned to each module which indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved. Credit is awarded once a student has successfully completed a module in recognition of the amount and depth of learning that has been achieved. Credits are then accumulated towards the total credit required for a programme of study and a qualification, e.g. BA (Hons).

Cycle of Assessment: All modules provide a single cycle of assessment comprising of one first attempt (or Sit) and one Re-sit attempt. Where a module has been failed, a repeat assessment cycle may be offered by the Exam Board, comprising a further Sit and Re-sit opportunity.

Deferral of Studies: A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another. Deferral is normally only permitted for one academic year.

Delegated authority: Where the authority invested in an individual or body is delegated to another individual or body for a specified purpose.

ECTS: The European Credit Transfer & Accumulation System (ECTS) is a student-centred system based on the student workload required to achieve the objectives of a course of study. Its aim is to facilitate the recognition of study periods undertaken by students through the transfer of credits across institutions.

Enrolment: A process by which individuals become students of the Institute. New students normally pre-enrol prior to enrolment and returning students must re-enrol each year.

Exam Board: BIMM Institute operates a three-tier Exam Board system, where definitive decisions on matters related to student attainment, progression and awards are made by Module Boards, Progress Boards and Award Boards, each with specified remits in relation to assessment standards.

Exceptional Circumstances: The Institute recognises that there are times when students will encounter difficulties during their course of study and provisions are made to assist in these cases.

External Examiner: A professional academic from outside BIMM Institute who monitors the assessment process for fairness and the assurance of academic standards.

Field of Study: The description of the group of modules in a particular discipline studied by a student. This is represented in the title of the award conferred upon a student.

Fitness to Study: Fitness to study relates to an individual's capacity to participate fully and satisfactorily as a student, in relation to academic studies and life generally.

Individual Support Plan (ISP): All students who have registered with Student Services and provided evidence of their disability, long term medical condition or specific learning difficulty will be provided with an ISP. This is a document which summarises the support requirements for an individual student.

Institute: BIMM Institute, unless otherwise specified.

Intermission of Studies: A period of intermission is a temporary postponement of studies from an agreed point in one academic year to, normally, the same point in the next. Intermission is normally only permitted for a maximum period of twelve months.

Invigilated Examinations: These are examinations which are conducted under formal examination conditions and supervised by an Invigilator.

Mitigating Circumstances (Mitigation): Sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission.

Moderation: This is a process that required to confirm that the marking process has been conducted appropriately, based on assessment outcomes. It is undertaken independently of the marking team following the completion of the marking process and prior to external examination.

Module: An approved block of teaching and learning leading to the award of academic credit and forming part of a course of study.

Module Guide: A module guide includes information about how a module is taught and assessed and the intended learning outcomes for the student. Students can access this information in their Course Handbook.

Module Leader: A Module Leader provides academic leadership for a module of study, and also resolves issues relating to the module.

Module Mark: The overall module result, which may be an aggregate of marks from several elements of assessment, which may be weighted. It is rounded up or down to the nearest whole number.

Non-Submission: If a student does not submit their assessment, it is considered a 'Non-Submission'. A 'Non-Submission' is counted as an assessment attempt.

Notional Study Hours: The number of hours required to complete academic credit, a module or course.

Office of the Independent Adjudicator: The OIA is an independent body set up to review individual complaints by students against higher education providers in England & Wales.

Option Module: This is one of a group of modules from which students must make a selection, to be studied alongside core modules.

Overall Mark: The weighted mark of a student's performance, calculated in accordance with the regulations for the award, on which the classification of the award is based. It is rounded up or down to the nearest whole number.

Plagiarism: BIMM Institute defines plagiarism as the use, without acknowledgement, of the intellectual work of others, and the presenting as new and original an idea or product derived from an existing source in work submitted for assessment.

Prerequisite Module: A specified module that must be taken and passed before a second specified module can be taken.

Progression: Undergraduate progression from one stage to another is achieved by meeting the progression requirements. Postgraduate students are considered to be in a single stage of study.

Reasonable Adjustments: Reasonable adjustments are the support requirements for an individual student and are summarised in a student's Individual Support Plan.

Recognition of Prior Learning (RPL): An applicant who has a relevant prior qualification or certified learning may be admitted onto a course of study with advanced standing credit.

Registration: A process by which a student signs up for modules of a course of study.

Repeat Year: The repeat of all modules on a level following failure at a previous attempt, including non-submission. Repeat years involve re-enrolment, attendance, payment of tuition fees, completion of all elements of modules from the previous year and the submission of all assessments.

Re-sit: The repeat of all or some of a module's assessments, following module failure at a previous attempt, including non-submission. Re-sits do not involve the repeat of attendance for the module. The assessment mark is capped at the pass mark.

Re-sit Mode: Where a module has several elements of assessment, the validated course specification may identify a single mode of assessment for Re-sit that meets all learning outcomes for the module. Where this is the case, students required to re-sit more than one assessment element will take the approved Re-sit Mode.

Rounding of Marks: The mark for a module, stage or grand mean shall be a whole number rounded up (≥ 0.45) or down (≤ 0.44).

Sit: This is an opportunity to take an assessment as if for the first time and may be offered due to accepted mitigating circumstances. Sit marks are not capped.

Stage: This is defined as the period of an award between two progression points.

Student Disciplinary: The Student Disciplinary Procedure is available online [here](#).

Tier 4 Compliance: This is the UK Home Office (Visas & Immigration) requirements under Tier 4 of the points-based system (PBS) and relates to student immigration legislation.

Trailed Credit: Where a student has achieved a minimum of 90 credits, they may be allowed to progress with the offer of a trailed repeat module assessment cycle for one module with a maximum value of 30-credits from a previous level. The means by which a student engages with trailed credit may involve full attendance or the provision of tutorials, whichever is deemed most appropriate to the student, and will require the submission of all assessments.

UKVI: UK Visas & Immigration, which is part of the Home Office.

Withdrawal: When a student withdraws from their studies, it means that they are leaving their course of study completely, with no intention of returning at a later date.

General Principles

The general principles governing these academic regulations are:

Principle 1: The adoption of UK sector norms as specified in the QAA HE National Framework for Higher Education Qualifications (FHEQ), including the requirement that students achieve the credit requirement as set out in BIMM Institute's Academic Framework.

Principle 2: The requirement of 120 credits for progression on undergraduate awards, subject to specific rules on compensation and trailed repeats. Progression does not normally apply to taught postgraduate awards, which are considered as one stage.

Principle 3: The Academic Framework sets out the volume and level of credit required to achieve each award. This includes the principle that Award Boards are permitted to condone one failed module up to a maximum value of 30 credits at the award stage, based on the academic judgement of the Board that the learning outcomes for the course have been met.

Principle 4: A Categorical Marking Scheme will be used for all taught courses with pass thresholds at 40% on modules at levels 3-6 and 50% on modules at level 7 and standard thresholds across the institution for classification purposes at both undergraduate and postgraduate level.

Principle 5: The application of rules on compensation, trailed repeats and condoned credit apply only to students who achieve a level pass mark of 40% for undergraduate courses and 50% for postgraduate courses. This principle assures the standard for all awards.

Principle 6: Re-sits are permitted at all levels of all courses where credit has not been achieved for modules on all undergraduate and postgraduate levels.

Principle 7: Where a student has failed a module or been granted credit via condonement or compensation and takes a re-sit opportunity, then the uncapped mark will normally be used for progression purposes, but the capped mark will be used for transfer and award classification. The mark achieved at the re-sit will stand where it has been taken, even where it is lower than at the original attempt. Where the re-sit has not been taken, the original mark will stand.

Principle 8: A repeat year for all courses is permitted at the discretion of the Exam Boards, except for at level 4 where students are automatically entitled to the offer. In all cases where the offer is accepted, it will be subject to abiding by the additional conditions set out in a Repeat Year Learning Agreement.

Principle 9: BIMM Institute considers individual mitigating circumstances to be sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission. As such, the measure of severity is not about impact on the student but the impact on the assessment.

Principle 10: Ongoing or longer-term conditions or circumstances are not, in themselves, mitigating circumstances and will be referred to Student Services for consideration of reasonable adjustments. Ongoing or longer-term conditions may give rise to valid mitigating circumstances only if first confirmed/diagnosed or becoming suddenly, unexpectedly and markedly worse at an assessment point. In all such cases, the exceptional circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer-term condition may also be made via the mitigating circumstances process, but no claim can be made citing lack of fitness to study (see [here](#)). All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

1. Introduction to the Academic Regulations

1.1. What are the Academic Regulations?

- 1.1.1. The academic regulations guarantee the academic standards and integrity of University of Sussex awards made to BIMM Institute students and Academic Board is responsible for their maintenance, in consultation with the University.

1.2. Applicability & Scope of the Academic Regulations

- 1.2.1. These regulations shall take effect from the start of the Academic Year 2019-20 and shall apply to all students enrolled and registered for courses leading to a University of Sussex award at BIMM Institute.
- 1.2.2. The Institute reserves the right to amend these Academic Regulations in consultation with the University of Sussex. Such changes will be made in response to national quality and standard frameworks, or when they are of benefit to students. If the regulations should change, the Institute will determine the extent to which the changes apply, and students will be consulted and advised by direct communication to their BIMM student email address. Any concerns raised by students will be considered and agreed by Academic Board before changes are put into effect.
- 1.2.3. All staff and students must adhere to these academic regulations.
- 1.2.4. The Institute treats all students fairly and equally and takes strict measures to avoid bias in its processes. The Institute makes reasonable adjustments to its processes when necessary to make sure that a student is not disadvantaged because of any specific characteristics protected by law.

1.3. Courses & Modules

- 1.3.1. A BIMM Institute course may be defined by levels of study, and is comprised of a specified number of modules, weighted by credit at a designated level, which provide a coherent learning experience, with an explicit set of learning outcomes, that leads to an award of the Institute. QCF level 3 and FHEQ levels 4, 5, 6 and 7 are set out in the Academic Framework, which specifies the volume needed at each level to qualify for a particular award.
- 1.3.2. BIMM Institutes' courses are comprised of modules which are defined as self-contained, formally structured and credit-bearing units of study, with a coherent and explicit set of intended learning outcomes and assessments. Modules must have appropriate intended learning outcomes set at the QCF/FHEQ level showing clear progression between levels.
- 1.3.3. There are two types of modules:
a) Core – modules that all students on a course must take.
b) Option – one of a group of modules from which students must make a selection.

1.4. Award of Academic Credit

- 1.4.1. The award of academic credit relates to achievement in individual modules. Academic credit shall be awarded to a student who meets the requirements to pass the module in question.



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- 1.4.2. The academic credit awarded shall be that approved for the module; the amount of academic credit awarded shall not vary in accordance with the level of achievement. The level of achievement shall be reflected by the module mark.



2. Enrolment

2.1. Enrolment & Re-enrolment

- 2.1.1. Students must enrol with the Institute at the beginning of their studies and re-enrol at the beginning of each following academic year of their course, in accordance with instructions issued by the Institute. Entry requirements are set at the course approval stage and detailed in the course specification. The University's policy on the Recognition of Prior Learning (RPL) allows students to apply for exemption from particular entry requirements and can be found [here](#).
- 2.1.2. The student name recorded at enrolment and registration will normally be the name in the student's passport. For Tier 4 students and those with another immigration status, it is mandatory that the Institute registers the student as named in their passport.
- 2.1.3. All letters, transcripts, certificates and awards shall be issued in the name under which a student is enrolled. The Institute requires students to produce documentary evidence of identity upon initial enrolment, and this may be required in advance.
- 2.1.4. Any request to record a change of name must be made in writing, or by any other valid means, and supported by appropriate documentary evidence. The Institute shall not issue revised documents for those who change their names after receiving an award, except where there has been an administrative error or following gender reassignment.
- 2.1.5. Students are required to notify the Institute of their permanent home and term-time addresses upon enrolment and shall inform the Institute in writing of any subsequent changes of address.
- 2.1.6. Students who have not complied with all BIMM Institute requirements for enrolment or re-enrolment may not attend or use the Institute's facilities. Students who do not produce the required documents within the specified deadline may be withdrawn from the Institute.
- 2.1.7. In exceptional circumstances, a student may be registered for a course of study but not enrolled (normally where a student has deferred or intermitted). Where termination of a student's registration occurs, enrolment is also terminated.
- 2.1.8. No student shall be permitted to enrol on the same stage of study more than twice, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat a level where it has previously been failed.

2.2. Student ID Card

- 2.2.1. All students shall be issued with a BIMM Institute ID Card that includes a photograph showing the full head and face. There shall be no head covering in the photograph, unless it is worn for cultural, religious or medical reasons.
- 2.2.2. Students shall carry their ID Card at all times when on BIMM Institute premises, or when participating in off-site activities of the Institute.

2.3. Change of Course of Study

- 2.3.1. An enrolled student may request to transfer to a different course of study within the Institute. All requests for transfer shall be considered by the relevant Course Leader, taking into account factors including the student's academic achievement, course entry criteria and the availability



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of places. For international students, consideration will also be given to their visa status and Tier 4 compliance. Students should also refer to Student Services for advice on any implications of a change of course of study to their funding, for example, Student Finance England.

3. Attendance, Engagement & Student Conduct

3.1. Attendance & Engagement Requirements

- 3.1.1. Students are expected to regularly attend all forms of learning activity associated with their course of study, and to engage in their course as required by the Institute's Student Engagement Policy, available [here](#).
- 3.1.2. Tier 4 students have additional requirements in relation to attendance, which are detailed in the Institute's Student Engagement Policy, available [here](#).
- 3.1.3. Engagement refers to the expectations of the Institute related to a student's engagement, whether on-site or remote, with the learning, teaching and assessment requirements of their course of study specified in the Course Handbook and/or Module Guide.
- 3.1.4. The Institute shall specify and publish term dates and hours of operation [here](#) on the main website and Moodle.
- 3.1.5. Each student shall ensure that they are registered for the correct number of modules and the appropriate choice of modules. Students should ensure they comply with the requirements of attendance, learning and assessments.
- 3.1.6. All students are required to engage with all assessment tasks for the modules for which they are registered, as prescribed in the relevant Module Guides.

3.2. Student Conduct

- 3.2.1. Students are required to comply with the Student Code of Conduct as outlined in the Academic Development & Quality Assurance Manual [here](#).

4. Assessment

4.1. Assessment Principles

- 4.1.1. The purpose, structure, associated learning outcomes, type and format of assessment and reassessment, including relevant weightings and thresholds, where applicable for each module, shall be set out in the approved module and course specifications as validated by the University of Sussex.
- 4.1.2. Students will be informed via Course Handbooks and/or Module Guides of the arrangements for teaching and learning, module content and the assessment and reassessment requirements at the start of each academic year. Students must make themselves available during the entire assessment period and the re-sit period, and not make any holiday plans during these times.
- 4.1.3. The design and setting of all assessment shall be the responsibility of the relevant Heads of Education, Course and Module Leaders, in accordance with the approved course specifications and the Institute's quality assurance guidelines.
- 4.1.4. All assessments that contribute towards the classification of an award shall also be subject to the approval of the External Examiner.
- 4.1.5. Students must adhere to published dates and deadlines for all assessments.
- 4.1.6. A student unable to participate in any assessment on the specified date, due to medical or other reasons beyond their control, should refer to the section on Provisions for Exceptional Circumstances.
- 4.1.7. All material submitted for assessment shall be the student's own work (including where group work specifically forms part of the assignment). All quotations from the published or unpublished work of other persons or organisations must be properly attributed, both at the appropriate point in the text and in the bibliography.
- 4.1.8. Where the modules are no longer taught, related assessment(s) shall normally be offered for one year after the specific discontinuation date of the modules. Exam Boards will offer alternative forms of assessment beyond that date, if required.
- 4.1.9. Reasonable adjustments for students may be made on the advice of Student Services on an individual basis to compensate for any restriction imposed by a disability and/or unforeseen circumstances, provided this does not compromise the achievement of the learning outcomes. Special arrangements for individual examinations must be approved by Student Services and will be notified to the Exams Teams.
- 4.1.10. Any alternative assessment must be approved by the External Examiner, Head of Education, Course and Module Leader, and the relevant Exam Board will be notified.
- 4.1.11. Where a member of academic staff or an invigilator suspects a student of committing an academic offence, the allegation shall be investigated in accordance with the Academic Misconduct regulations.

4.2. Assessment Schedule & Timetable

- 4.2.1. The Institute shall inform students of the arrangements, dates, and deadlines for coursework-based assessment at the start of each term. Students must adhere to all published dates and deadlines for such assessment.
- 4.2.2. The Institute shall make the assessment timetable available for students, detailing the dates,



times, and venues of all practical assessments and examinations for their registered modules. The full examination timetable shall be published at least two weeks before the first practical assessment or examination occurs.

- 4.2.3. Students shall be responsible for informing themselves of the dates, times, and venues of their practical assessments and examinations, including re-sits, checking the details of their personal timetables and making enquiries on possible clashes or omissions.

4.3. Assessments

- 4.3.1. Assessments are tasks that students are required to complete and submit, which contribute in whole or in part to module marks and awards. Types of coursework can include:

- a) **Written:** A report, essay, review, analysis, case study, creative or professional written brief, research proposal or project;
- b) **Practical:** A performance, clinical, educational or practice-based assessment;
- c) **Examination:** A supervised written paper, multiple choice questions or online task;
- d) **Oral:** An individual or group presentation, discussion, marketing/sales pitch, performance or teaching exercise;
- e) **Portfolio:** A series of short written or creative tasks or artefacts collated as part of one assessment;
- f) **Artefact:** A single piece of work, such as a visual, audio, software, composition, design or artistic output.

- 4.3.2. Students shall be informed of any penalties applied to the late submission of assessments in accordance with the information provided below.

- 4.3.3. Students should refer to the Module Guide and/or Assessment Brief regarding any assessment requirements and any penalties which may apply, for example, word limits.

4.4. Penalties for Late Submission of Assessment

- 4.4.1. Submission dates for coursework are final and not open to negotiation with tutors, Module Leaders or the Course Leader. All coursework should be submitted via the means specified in the Module Guide and/or Assessment Brief.

- 4.4.2. Students will not be granted extensions on deadlines unless they have a registered disability because this is not considered an equitable system for staff or students. BIMM Institute expects students to prepare and plan for assessments in a well-organised way, allowing good time for the possibility of minor illness and the range of other normal hurdles in life.

- 4.4.3. To reflect the expectations that work will be submitted on time, BIMM Institute operates a system of graduated penalties for lateness, which will be applied as follows:

- a) if the assessment is late **up to twenty-four hours** from the deadline, five percentage points will be deducted from the mark for the element of assessment;
- b) if the assessment is late **up to seven days** from the deadline, ten percentage points will be deducted from the mark for the element of assessment;
- c) if the assessment is late **over seven days** from the deadline, the work will not be marked, and the student will receive a mark of zero for the element of assessment.

- 4.4.4. Marks may be reduced by lateness penalties to, but not beyond, the pass mark for the module. This means that lateness penalties cannot, in themselves, prevent progression and that students will not be required to Re-sit assessments they have academically passed as a result of lateness penalties.



- 4.4.5. Delays in typing or failure of IT software or hardware will not constitute acceptable reasons for non-submission or late submission of coursework.
- 4.4.6. A student unable to complete an assessment by the specified date due to medical or other reasons beyond their control should refer to the section on Provisions for Exceptional Circumstances.
- 4.4.7. Late submissions for re-sits are only permitted within 24 hours of the deadline, as the assessment mark will already be capped at the pass mark.

4.5. Word Counts for Written Assessments

- 4.5.1. Word counts must be stated at the beginning of all written assessments. The word count required for a written assessment is published to students and a variation of +/-10% from the specified figure is permitted without incurring a marking penalty.
- 4.5.2. The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions.
- 4.5.3. Any excess in word count should not confer an advantage over other students who have adhered to the guidance. Students are required to state the word count on submission. Where a student has exceeded the word count by between 11% - 20%, the Marker should penalise the work by deducting 10 percentage points from the grade. In excessive cases (>20%), the Marker need only consider work up to the designated word count, plus the allowed 10% margin, and discount any text beyond that to ensure equity across the cohort.
- 4.5.4. Where an assessment falls significantly short (>10%) of the word count, the Marker must consider, when assigning a mark, if the argument has been sufficiently developed and is adequately supported, and not assign the full marks allocation where this is not the case.

4.6. Marking Policy for Assessments with Published Time Requirements

- 4.6.1. This policy provides guidelines to tutors on what to do if the validated time requirement for an assessment is either exceeded or not fully met by a student. In this context, the policy defines the allowable margins on either side of the published time limit in which there would be no marks penalty (similar to the +/- 10% rule for word counts in written assessments), as well as clarification on penalties for work that exceeds these margins. It should be noted that this policy is intended for guidance purposes, within which academic judgment may be exercised as appropriate to individual cases.
- 4.6.2. This policy will apply to the majority of assessments with published time requirements, including:
 - a) In-person assessments, e.g. music performances, practical assessments, presentations.
 - b) Relevant components of assignment briefs with time limit requirements such as studio productions / mixes, recorded compositions and audio/visual or audio only submissions.
- 4.6.3. The policy will not apply to:
 - a) Timed examinations which have their own assessor-controlled time parameters e.g. a timed group examination such as music theory, a practical studio exam etc.
 - b) Assessments that were validated to allow a range of possible submission timings e.g. a Music Production assignment which asks for 'between 5-10 minutes of audio'.
 - c) Assessments that require adherence to a strict pre-determined time allowance, e.g. a Songwriting assignment which asks for precisely 30 seconds of music for an advertising application.

4.6.4. In accordance with this policy, penalties will be applied as follows:

Deviation from Assessment Time Requirement:	Marks Penalty:	Notes:
More than 20% above time requirement	Additional work above this level is to be disregarded for assessment purposes (i.e. only work below this limit will be marked)	
>10 to 20% above time requirement	Deduction of 10 percentage points, short of causing module failure if work is of Pass standard	
+ or – 10% of time requirement	No marking penalty for work that is up to 10% above or below the published time requirement	
>10% to 20% below time requirement	Deduction of 10 percentage points, short of causing module failure if work is of Pass standard	Marker must also consider if the work has been sufficiently developed to achieve module learning outcomes
More than 20% below time requirement	Maximum mark of 39% at levels 3-6 and 49% at level 7	Work falling very significantly short of the assessment requirement should not normally be considered as Pass standard

4.7. Setting of Assessment Briefs & Examination Papers

- 4.7.1. The design and setting of assessment briefs and examination papers shall be the responsibility of the relevant Course and Module Leaders, in accordance with the approved module specifications and regulations.
- 4.7.2. Where the assessments form part of a module that contributes towards an award, they shall also require consultation with the relevant External Examiner.
- 4.7.3. Minor or major changes to validated modes of assessment must adhere to the relevant consultation and approval process as outlined in the Institute’s Course Development & Approval Policy [here](#).
- 4.7.4. Students must not gain access to any examination paper before it is sat. Breaches of this



regulation shall be deemed an academic offence and dealt with under the Academic Misconduct regulations.

4.8. Oral & Practical Assessments

4.8.1. Oral examinations shall be conducted by academic staff from a cognate subject area.

4.8.2. Students may only bring authorised materials to oral or practical assessments. The possession or use of unauthorised materials shall constitute an academic offence - see the section on Academic Misconduct.

4.8.3. The recording by students of oral or practical assessments is forbidden, but such assessments will be recorded by staff for the purposes of moderation and external examination.

4.9. Invigilated Examinations

4.9.1. All examinations will be invigilated, and students will remain under continuous supervision for the duration of each examination. Any incidents or abnormalities that occur during an examination shall be recorded and reported by the Invigilator.

4.9.2. The clarification of examination questions by the Invigilator shall be limited to the correction of misprints or typographical errors and shall be announced to all students. Under no circumstances shall the Invigilator discuss the content of the examination paper with students. However, it is the responsibility of the Module Leader who set the paper to be available throughout the duration of the examination in the event of a query.

4.9.3. Students found to have cheated or committed some other form of academic offence will be dealt with under the Academic Misconduct regulations.

4.9.4. Students who arrive late, but within 30 minutes of an examination commencing, will be allowed to join the examination, but no extra time will be allowed. No student will be admitted to the room more than 30 minutes after the start of an examination. Arrival more than 30 minutes late will be deemed as absence from the examination, for which a zero mark is recorded. However, the student will have the opportunity to present evidence in mitigation of the absence for consideration by the college Mitigating Evidence Committee. Students may not leave the examination room during the first 30 minutes or the last 10 minutes of an examination.

4.9.5. A record of attendance will be taken prior to the start of the examination. At the end of the examination session, the Invigilator will report any absences to the Exams Team. A record of the scripts submitted by each student will be made on the attendance register, which must be submitted to the Exam Team.

4.10. Guidelines for Submitting Coursework

4.10.1. Unless otherwise specified in the Module Guide and/or Assessment Brief, written submissions should conform to the following guidelines:

- a) A4 page size, submitted in PDF format;
- b) 11 or 12-point type in a clear font such as Arial, Calibri or Tahoma;
- c) A cover sheet containing the student number, the module name, the assessment number/title and the word count must be included.
- d) Each page must include the student number in the header and a page number in the footer;
- e) All written work should include a reference list and be correctly referenced using the



BIMM Institute Harvard Referencing Guide, available on Moodle.

- f) All written work is expected to be readable, clearly expressed and correctly spelled (the use of a UK spell checker and proof reader are advised).
 - g) Electronic data files (video/audio etc.) should be checked to ensure they are in the correct format and meet file size requirements as detailed in the relevant Module Guide and/or Assessment Brief.
- 4.10.2. When a student submits a file, they will be asked to confirm that they wish to upload the file. It is the student's responsibility to check carefully that they are submitting the correct file, in the correct format, within any specified file size limits, by the deadline and to the correct submission point published on Moodle.
- 4.10.3. If a student does submit a file which fails to meet the requirements listed above, and the deadline has not yet passed, then the file may re-submitted. If, however, the deadline has passed, re-submission will not be possible, and the original file submitted will be marked. This may result in a low or fail mark depending on what was submitted and whether the Marker was able to open it or not.
- 4.10.4. All digitally stored work must be backed up twice by students to avoid loss.

4.11. Assessment & Anonymity

- 4.11.1. The marking of assessed work shall be conducted anonymously by marking via student numbers and marker numbers, rather than names, as far as reasonably practicable (for some types of assessments, anonymity is impossible, such as presentations and performances). The principle of anonymity extends to marks confirmation and the consideration of marks arrays by Exam Boards.
- 4.11.2. Students should submit written work identified only by student number and not student name. It is the student's responsibility to remember to use their number. The marking of assessed work will then be conducted anonymously via this student number as far as reasonably practical, although examiners cannot guarantee that they will not recognise the work, particularly where tutorial support has been given. Student numbers will be used in the marking of unseen examinations.
- 4.11.3. In performance assessments; where anonymity is impractical, students will be marked by name, but the mark will be recorded by student number.
- 4.11.4. Students should use their student number on all written, digital and notated submissions. Submissions containing a student's name may be returned for removal. Student numbers will also be used to return marks where done so via email.
- 4.11.5. In cases where adhering to the policy of anonymity causes significant issues of concern, an exemption from the policy may be sought. A request, with rationale, should be submitted to the Learning, Teaching & Enhancement Committee.

4.12. Assessment & Confidentiality

- 4.12.1. These are BIMM Institute's general principles on confidentiality in assessment:
- a) the content of unseen examination papers must not be revealed in advance to students;
 - b) the names of internal markers of assessed work are, formally, confidential;
 - c) access to students' marks before and after Exam Boards should be restricted to members of staff who require access in their work capacity only;
 - d) members of staff are not permitted to inform students of their recommended

classification/award outcome or overall module results before these are published (this does not preclude providing provisional assessment marks and feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results);

- e) discussions at Exam Boards are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a Board decision).

4.13. Protocol Relating to Personal Interest and/or Knowledge

4.13.1. The following should be observed in relation to personal interest and/or knowledge of a student:

- a) If there is any personal interest, involvement or relationship between a Marker and a student, the Marker should not mark the student’s work and should declare the interest to the Head of Education;
- b) Members of Exam Boards must likewise declare any such personal connection with a student being assessed, either in advance to the Chair of the Exam Board or at the meeting before the student is considered;
- c) Advocacy is not permitted on behalf of students about whom a Marker has special knowledge (such as personal or academic tutor). Board members’ knowledge of exceptional circumstances affecting students should not be discussed regardless of whether a student has made a mitigation claim within the published timeframe.

4.14. Moderation & Double-Marking Policy

4.14.1. All formally assessed work at levels 5 and 6 is to be systematically moderated, based on a sample across the full spread of grades, to verify overall marking standards.

4.14.2. All assessments that contribute to the assessment of the award (levels 5 and 6), with the exception of assessment components weighted at 30% or less of the module total, are subject to moderation. Any assessment of modules that do not contribute to the award (levels 3 & 4) will not be subject to verification and will be marked by one Tutor*.

N.B. ‘Scripts’ refers to all submitted student work whether practical, written or project-based.

Level	Moderation Requirements
3+4	None required*.
5	10% of scripts (minimum of two; maximum of 50) from each banding (0-9, 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-100) across the full range of First Markers, subject to availability.
6+7	For all 20 credit modules, 10% of scripts (minimum of two; maximum of 50) from each banding (as above) across the full range of First Markers, subject to availability. For all 40/60 credit modules, all scripts will be double marked.



*Whilst assessments at levels 3 and 4 are not subject to moderation, marking by new members of staff and on new modules will be monitored as appropriate (this may include double-marking), until competence in the application of appropriate standards has been demonstrated. Tutors will only engage in solo marking after completing training provided by BIMM Institute.

4.15. Moderation & Double-Marking Procedure

- 4.15.1. The procedure for moderation of assessments on 20 and 30 credit modules is as follows:
- a) The First Markers mark to the appropriate marking criteria and marking scheme, annotate scripts as necessary, clearly state how the mark has been arrived at and provide feed forward.
 - b) The Moderator reviews a percentage of scripts, as outlined in the above table, to ensure that the marking criteria/scheme have been applied consistently and at the right pitch by the First Marker(s), and to evaluate the quality of feedback and feed forward elements. For small batches of scripts, a sufficient number should be reviewed to assess the appropriateness of First Marker(s) work.
 - c) If no issues are identified by the Moderator, they complete the moderation form by clearly identifying student and module data and stating that the process has been completed satisfactorily.
 - d) If the Moderator identifies a problem with the consistency of marks awarded by a First Marker, this is reported to the Course Leader and/or Head of Education, all that First Marker's scripts are double marked, and the new marks are agreed, recorded on the moderation coversheet and amended in the original location.
 - e) If the Moderator identifies a problem with the quality of feedback written by a First Marker, this is reported to the Course Leader and/or Head of Education, one of whom works with that First Marker in revisiting and improving their feedback. This process will be recorded on the moderation coversheet.
 - f) If the Moderator finds a problem with pitch (i.e. consistently over or under-marking) the Moderator will report this to the Course Leader and Head of Education, and a recalibration will be agreed in consultation with the External Examiner, but the markers do not need to second mark all scripts. The recalibration is annotated on the moderation coversheet and marks are amended in the original location.
- 4.15.2. All practical assessments will be recorded, and the First Marker will attend and mark the performances of all students. Moderation of these marks will be carried out later using the recordings.
- 4.15.3. Once the internal moderation/double-marking process has been completed, external moderation is carried out by External Examiners.
- 4.15.4. The requirements detailed above constitute the minimum moderation requirements for BIMM Institute. Additional moderation may be carried out if, for whatever reason, a Head of Education deems it appropriate to do so.
- 4.15.5. The procedure for double marking of assessments on 40 and 60 credit modules is as follows:
- a) The First Markers mark to the appropriate marking criteria, annotate scripts as necessary, clearly state how the mark has been arrived at and provide feedback.
 - b) The Double Marker independently marks all the scripts.
 - c) The two markers meet and agree a single set of marks with agreed feedback.
 - d) If the markers cannot agree marks, the External Examiner may be asked to adjudicate.



4.16. The Return of Marks & Feedback to Students

- 4.16.1. BIMM aims to inform students of provisional marks via the VLE and/or email no later than 15 working days (i.e. 21 calendar days plus public holidays) of the submission deadline/ final performance date. Please note that this period will be extended by a week over the Winter Break to reflect the fact that BIMM closes completely for this duration, thus losing these working days.
- 4.16.2. If, for any legitimate reason, BIMM is unable to meet this deadline, we will communicate clearly with the affected students, both to make them aware of the situation and of the proposed new date for publication.
- 4.16.3. It should be noted that provisional marks are for guidance only, as the external examination process may result in marks being revised, and that final marks are confirmed at the Module Board.

5. Undergraduate Regulations

5.1. Scope of Undergraduate Regulations

5.1.1. These regulations shall apply to all students enrolled and registered for undergraduate courses of study at the Institute validated by the University of Sussex.

5.2. The Assessment Cycle

5.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.

5.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit. Repeat assessment cycles are offered on the explicit authority of the Progress and Award Boards only.

5.3. Module Passes

5.3.1. The minimum pass mark for undergraduate modules is 40% on all courses. Conflated module marks are rounded up or down to the nearest whole number; for example, a mark of 39.45% or above will be rounded up to 40%, and a mark of 39.44% or below will be rounded down to 39%.

5.3.2. The module requirements, as outlined in the Module Guide, shall specify any elements of assessment that must be passed, that must be taken and that are optional. If a module has multiple elements of assessment, all elements are conflated to one overall module mark based on the specified weightings.

5.3.3. The academic credit for a module is achieved either by securing the minimum pass mark or by the award of compensated or condoned credit by the Exam Board.

5.4. Pass-Required Assessments

5.4.1. Where the overall module mark is 40% or higher, but one or more pass-required assessments have been failed, a Re-sit of the failed components will be offered, and those marks will be capped.

5.4.2. In some cases, it may be possible to achieve an overall module mark higher than the pass mark of 40%, but fail the module, where one or more pass required assessment is failed. In these instances, the module mark shall be considered a fail.

5.5. Re-sits

5.5.1. A Re-sit is an opportunity to retrieve an initial failed assessment involving the repeat of all or part of a module's assessments, following failure at a previous attempt, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered for modules where the relevant pass mark has not been achieved.



- 5.5.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 40% to ensure that students offered Re-sits do not have an unfair opportunity to improve their assessment mark. The uncapped mark will be considered for progression purposes, with the capped mark used for awards and for course transfer applications.
- 5.5.3. Where a Re-sit is completed following a failed first Sit, the Re-sit mark will stand, even if it is lower than the original mark.
- 5.5.4. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 5.5.5. In cases where a single Re-sit mode does not assess all the module learning outcomes, a second Re-sit component will be required to ensure that all the learning outcomes are tested. All students taking the Re-sit will take the approved Re-sit mode. In cases where there are two Re-sit mode components which are the same as the original assessment mode components, the board may offer a Re-sit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort.
- 5.5.6. The other types of re-sit opportunity are a Trailed Re-sit and a Second Re-sit, either of which may be offered at the Progress or Award Board's discretion (see 5.9 on Discretionary Trailed Credit and 5.10 on Temporary Withdrawal with Second Re-sit(s)).

5.6. Non-Discretionary Compensated Credit

- 5.6.1. Compensation is automatically applied at each stage of study at module-level for a marginal fail of up to 30 credits, provided that an uncapped Stage Mean of 40% has been achieved. Thereby, a strong performance by a student in one part of the curriculum may be used as the basis for the award of credit in respect of a marginal fail elsewhere.
- 5.6.2. Where a student has not achieved the credit requirement for progression or award, but has met both of the following criteria (either prior to or following any Re-sit opportunities), then up to 30 credits for a single module will automatically be granted by compensation, provided that the remaining credits in the level meet the pass threshold:
- An uncapped Stage Mean of 40%
 - A mark of 35-39% for the failed module.
- 5.6.3. In all cases where Non-Discretionary Compensation has been applied to modules that do not contribute to the award (i.e. levels 3 & 4), students will not be entitled to a Re-sit.
- 5.6.4. In all cases where Non-Discretionary Compensation has been applied to modules that contribute to the award (i.e. levels 5 & 6), BIMM will provide a single opportunity for students to register to take a Re-sit instead of receiving the credit via compensation, to enable students to achieve a higher module mark. The assessment mark achieved at Re-sit will be capped and the Re-sit mark will stand even where it is lower than the original achieved, which may impact on progression where progression to the next stage had been offered.
- 5.6.5. Compensation is not discretionary to the Exam Board and is referred to as non-discretionary compensated credit. The actual mark achieved will stand for progression and award classification purposes.
- 5.6.6. A maximum of 30-credits for one module per stage may be awarded by automatic compensation to enable progression or award. Compensation will be applied at the Progress or Award Board where the criteria are met.
- 5.6.7. In all cases, compensated credit will not be applied automatically where the criteria have not been met or where more than 30 credits, or more than one module, have been failed.
- 5.6.8. Transcripts shall clearly identify the credits attained by compensation.



5.7. Discretionary Condoned Credit

- 5.7.1. Condonement is applied at the level of the course. It is defined as the process by which an Award Board, in consideration of the overall performance of a student, decides that a part of the course that has been failed need not be redeemed without incurring a penalty.
- 5.7.2. The Board has discretionary authority to condone up to a maximum of 30 credits in the final award stage where the course learning outcomes have been met and the Stage Mean requirement of 40% has been achieved. Condoned credit is not dependent upon an individual module threshold mark being achieved and is limited to the final award stage. The original mark achieved will stand for award purposes. A maximum of 30 credits may be granted via a combination of compensated and condoned credit in the final award stage. Alternatively, the Board can offer a Re-sit. The Board may not condone a module failed as a result of academic misconduct.
- 5.7.3. In all cases where condoned credit has been applied, BIMM will provide a single opportunity for students to register to take a Re-sit instead of receiving the credit via condonement, to enable the pass threshold to be achieved. The module mark achieved at Re-sit will be capped and the Re-sit mark will stand even where it is lower than the original achieved.

5.8. Repeat Years

- 5.8.1. A Repeat Year involves a second assessment cycle on all modules following failure to progress at a previous attempt. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments. All previous marks and credit achieved will be discounted.
- 5.8.2. The opportunity to repeat Stage 1 (FHEQ level 4) is automatic for students who fail to progress, providing the same course of study is available in the following academic year. There is no automatic right to a Repeat Year of subsequent stages and any such offer will be at the discretion of the Exam Board, following any Re-sit opportunities offered. However, the Board is advised to seriously consider offering a Repeat Year to a student who has not previously repeated a stage of study. Evidence of attendance and engagement during the failed year should not be taken into consideration, but academic performance in a previous year may be a determining factor. Where a Board exceptionally decides not to offer a Repeat Year to a student who has not previously repeated a year and has engaged with the first assessment cycle, the rationale for this decision must be clearly laid out in the minutes.
- 5.8.3. A student offered a Repeat Year will be required to agree to and abide by the conditions set out in a BIMM Institute Repeat Year Learning Agreement, which will include a requirement for a minimum level of attendance and engagement. The Institute may commence withdrawal proceedings against any student in breach of their Agreement.
- 5.8.4. No student shall be permitted to repeat the same stage of study more than once, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat where the level has been failed. In offering a Repeat Year to a student who has previously repeated a different year, the Board should be mindful of the maximum period of registration.
- 5.8.5. Where a Repeat Year is granted, the student must attempt the same modules that they originally attempted, except for option modules; in which case, an alternative option module may be chosen.
- 5.8.6. Transcripts shall list both the first attempt and the repeat of modules.



5.9. Discretionary Trailed Credit

- 5.9.1. The Exam Board has discretionary authority to offer a student (following any Re-sits offered) the opportunity to progress to the next stage of study while trailing up to a maximum of 30 credits from a previous stage, provided that an uncapped Stage Mean of 40% has been achieved. Credit can be trailed at all stages, but not beyond the final stage.
- 5.9.2. Normally, Trailed Credit will result in the student taking a Trailed Re-sit for a module already studied with the aim of retrieving the initial fail *without* attendance. Trailed Re-sits without attendance will only be offered where there is significant evidence of engagement from the student such that they are likely to succeed at the next assessment opportunity. A Trailed Re-sit will involve one further opportunity to take the Re-sit Mode, which will normally be scheduled in Term 1 or 2 of the next academic year.
- 5.9.3. Alternatively, and for option modules only, the Exam Board has the discretion to offer students the choice of an alternative option module for the same trailed credit value with attendance. Students trailing an alternative module/s will be entitled to a trailed repeat assessment cycle on this module (a first attempt and a re-sit attempt with marks capped at both the first attempt and the re-sit attempt).
- 5.9.4. In all cases, Trailed Credit will result in the module mark being capped, with the capped mark being used for award and transfer purposes and the uncapped mark used for progression.
- 5.9.5. Where a Trailed Re-sit is completed following a failed first Re-sit, the Trailed Re-sit mark will stand, even if it is lower than the original mark.
- 5.9.6. Where a student chooses not to undertake the Trailed Re-sit, the previous mark will be retained.
- 5.9.7. Permission to trail credit will normally only be granted by a Retrievals Board following a failed Re-sit. In exercising its discretion, the Board will take into consideration evidence of attendance and engagement across the stage. Where a Trailed Module Repeat Assessment Cycle is taken, no marks may be carried forward from the first assessment cycle.
- 5.9.8. Where the credit has not been retrieved after the conclusion of the Trailed Re-sit or Trailed Module Repeat Assessment Cycle, the Board may consider other mechanisms available for the retrieval of credit, such as trailing credit again into a subsequent stage (if one exists), compensation or condonement.
- 5.9.9. A student offered Trailed Credit will be required to agree to and abide by the conditions set out in a BIMM Institute Trailed Module Learning Agreement.
- 5.9.10. Transcripts shall list both the first attempt and the Trailed Repeat of modules.

5.10. Discretionary Temporary Withdrawal with Second Re-sit(s)

- 5.10.1. Exceptionally, the Board has discretionary authority to offer second and final Re-sit opportunities for one or more failed modules, provided that 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any Re-sit opportunities and other mechanisms to retrieve the credit have been exhausted and where there is good evidence of attendance and engagement, such that the student is likely to succeed at the next Re-sit opportunity.
- 5.10.2. Where the offer is accepted by the student, they will be required to temporarily withdraw and complete Second Re-sit(s) of the failed module(s) without attendance. All marks for Second Re-sit(s) will be capped at the pass threshold for award and transfer purposes.



Uncapped marks will be considered for progression purposes.

5.11. Progression Requirements

5.11.1. As with module marks, the mark for a Stage Mean shall be a whole number rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$).

5.11.2. **Students are required to achieve a Stage Mean of 40% and 120 credits to progress to the next stage, subject to the application of rules on Trailed Credit, compensation and condonement.** The uncapped Stage Mean is used for progression purposes, as it indicates academic potential, whilst the capped Stage Mean is used for transfer and award purposes. The Stage Mean includes all marks achieved on modules taken in the stage, including marks of zero and fails.

5.12. Application of Mechanisms to Retrieve Credit for Progression or Award

5.12.1. The Board has discretionary authority to offer a combination of mechanisms to provide an opportunity for students to retrieve the credit necessary for progression (following any Re-sit opportunity) or the achievement of an award as set out below. These mechanisms can be applied at the Board's discretion, where the criteria have been met, in order to secure the standard of the award. This ensures that in addition to the stage mean being met that the pass threshold has been achieved on at least 75% of the credit in the stage for progression and award. Regulations 5.6 – 5.10 specify the relevant criteria for each mechanism.

5.12.2. **Where the Stage Mean requirement has not been achieved** following any Re-sit opportunity, the student has no right to compensation, condonement or Trailed Credit, nor does the Exam Board have discretion to allow the student to progress or receive an award. Mechanisms available to the Board to enable students to retrieve the credit include a Repeat Year or, exceptionally, Discretionary Temporary Withdrawal with Second Re-sit(s), where the requirements for those options, as outlined previously, have been met. Alternatively, following a first Re-sit opportunity, the Board may exceptionally decide that a further retrieval opportunity should not be permitted and so require permanent withdrawal with an exit award where the credit requirement set out in the Course Specification has not been met. Students failing to progress from stage 1 are automatically entitled to a repeat stage.

5.12.3. **Where the Stage Mean requirement has been achieved but the credit requirement has not,** mechanisms available to the Board to enable students to progress or achieve the award include the application of a combination of compensated or condoned credit or Trailed Credit up to a maximum of 30 credits. Where this is not possible, the Board should consider a Re-sit opportunity, if one has not already been offered, or a Repeat Year to enable credit to be secured.

5.12.4. The Board should consider **progression candidates** as follows, following any Re-sit opportunities:

- a) **Where the Stage Mean requirement has been achieved and 90 credits or more awarded,** the Board must seriously consider granting Trailed Credit or compensation up to a maximum of 30 credits to enable the student to progress or achieve the award. Where the Board has significant concerns about the academic underpinning that could not be achieved through Trailed Credit, it must offer a choice of Temporary Withdrawal with Second Re-sit(s) or a Repeat Year. A clear minute must record the rationale in all cases where Trailed Credit has not been granted to enable progression.
- b) **Where the Stage Mean requirement has been achieved but less than 90 credits awarded,**



the student may not progress. Students failing to progress from stage 1 are automatically entitled to a Repeat Year. At subsequent stages, the Board should seriously consider offering a Repeat Year to students irrespective of whether the student has previously repeated a stage. Exceptionally, the Board may offer Temporary Withdrawal with Second Re-sit(s) where 60 credits have been achieved and where there is evidence of good engagement. Once 90 credits or more have been awarded, the Board may grant Trailed Credit in or compensation up to a maximum of 30 credits to enable the student to progress.

- c) **Where a student has been unable to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits** on more than one module, they will be required to intermit and complete those assessments before the end of that academic year.

5.12.5. The Board should consider **award candidates** as follows:

- a) **Where the Stage Mean requirement has been achieved and 90 credits or more awarded**, the Board may grant condoned or compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Alternatively, a Re-sit may be offered. Should the credits not be secured after a Re-sit opportunity, the Board may offer an exit award, Temporary Withdrawal with Second Re-sit(s) or, exceptionally, a Repeat Year. Credit trailed from the previous stage may be condoned at award stage, provided that the credit granted via condonement for the trailed credit and any failed modules in the final stage does not exceed 30 credits in total.
- b) **Where the Stage Mean requirement has been achieved but less than 90 credits awarded**, following any Re-sit opportunities, students may not graduate. The Board should seriously consider offering a repeat of the stage irrespective of whether the student has previously repeated a stage. Alternatively, the Board may offer Temporary Withdrawal with Second Re-sit(s) where 60 credits have been achieved and where there is evidence of good engagement. Once 90 credits have been accumulated, the Board may grant condoned or compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Exceptionally, the Board may offer an exit award.

5.12.6. In all cases, the Board must specify where students may be offered a choice of retrieval opportunities (Trailed Repeat or a Repeat Year). Where the Board, exceptionally, decides not to offer a Repeat Year to a student who has not previously repeated a level in the course, the rationale for this decision must be laid out in the minutes.

5.13. Undergraduate Honours Awards

5.13.1. To be eligible for an undergraduate award, a student must meet:

- a) the requirements for the course of study for which they are registered;
- b) the requirements for the duration of the registration in the course specification;
- c) the required total credit value for the award as defined in the course specification;
- d) the minimum credit value at the level of the award;
- e) the progression requirements at the end of each stage and be in the final stage for the award.

5.13.2. Successful students will receive one of the following classified awards:

- **Bachelor of Arts – BA (Honours)** degree.
- **Bachelor of Music – BMus (Honours)** degree.

5.13.3. The following general rules apply:

- a) All modules taken at stages 2 and 3 contribute to classification;



b) Stages 2 and 3 are weighted against each other in the proportion 40:60.

5.13.4. In the final student arrays, the Grand Mean (overall degree mark) shall be displayed as a whole number rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$). Once the Grand Mean has been calculated and rounded up or down, the classification of the degree shall be made according to this scale:

Mark	Classification
70% - 100%	First Class Honours (1st)
60% - 69%	Upper Second Class Honours (2:1)
50% - 59%	Lower Second Class Honours (2:2)
40% - 49%	Third Class Honours (3rd)

5.14. Borderline Award Rules

5.14.1. The rounding of marks prior to classification may result in a final degree mark coming close to, but below, a degree classification boundary. The Board shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:

- 69-70 Boundary for 2:1/1st
- 59-60 Boundary for 2:2/2:1
- 49-50 Boundary for 3rd/2:2
- 39-40 Borderline fail

5.14.2. To ensure equity in the consideration of borderline candidates, it has been agreed that a borderline candidate will be automatically reclassified where either of the following criteria have been met:

- They have achieved 50% of the credit that contributes to classification in the higher class;
- Where 50% of the credit that contributes to classification is not in the higher class, they have achieved a final Stage Mean within the higher class.

5.15. Ordinary Degree Exit Award

5.15.1. An Ordinary degree will be awarded to students as an exit award where 300 credits have been achieved across stages 1, 2 and 3, including 60 credits at level 6 in the final stage, following the application of compensation in the earlier stages of study. There is no requirement to achieve a Stage Mean for an Ordinary award. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage.

5.16. Diploma/Certificate of Higher Education Exit Award

5.16.1. A Dip HE or Cert HE can be awarded to students who have permanently withdrawn from the course, provided that the relevant credit requirement has been met as set out in the Academic Framework.

5.17. Aegrotat Awards



- 5.17.1. An Aegrotat undergraduate degree is one that may be awarded where a student has achieved 60 credits in the final stage and is unable to complete their studies in the foreseeable future because of serious illness or death.
- 5.17.2. A student achieving 60 credits in the final stage may be eligible for an Aegrotat degree on the credit achieved and/or on work completed to that date. The Aegrotat degree will be reserved for those circumstances in which the Board recognises higher level academic achievement, subject to the approval of the University following a recommendation from the Board. An undergraduate Aegrotat degree may be an unclassified honours or an Ordinary (without honours). Alternatively, a Diploma/Certificate of Higher Education may be awarded.

5.18. An Absurd Outcome for an Individual Student

- 5.18.1. Where the strict application of the rules results in an absurd outcome for an individual student, in the view of the Board, which can't be remedied within existing discretion, it may make a recommendation to University Pro Vice-Chancellor (Teaching & Learning), who has authority to accept or reject it. The final application of the accepted recommendation rests with the Board to enable normal appeals procedures to apply. The Board should, therefore, agree on an alternative outcome should the recommendation not be accepted. Please note that marks will not be changed or set aside.

- 5.18.2. For example:

A recommendation may be made for a finalist candidate with accepted exceptional circumstances against a missed or impaired assessment component weighted $\leq 40\%$ of the module assessment, where it can be demonstrated that the higher classification would be achieved had the student's Stage Mean been achieved on the missed or impaired assessment component.

A recommendation may be made for a second Repeat Year provided that there is evidence on the marks array of previous engagement and good performance in assessment such that the student is likely to achieve the award aims within the maximum period of registration.



6. Postgraduate Regulations

6.1. Scope of Postgraduate Regulations

6.1.1. These regulations shall apply to all students enrolled and registered for postgraduate courses of study at the Institute validated by the University of Sussex.

6.2. The Assessment Cycle

6.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.

6.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit. Repeat assessment cycles are offered on the explicit authority of the Progress and Award Boards only.

6.2.3. For all postgraduate awards, there shall be a maximum of two permitted assessment cycles for each module, i.e. if a student fails a Re-sit, they may repeat the module one further time only.

6.3. Module Passes

6.3.1. The minimum pass mark for postgraduate modules is 50% on all courses. Conflated module marks are rounded up or down to the nearest whole number; for example, a mark of 49.45% or above will be rounded up to 50%, and a mark of 49.44% or below will be rounded down to 49%.

6.3.2. The module requirements, as outlined in the Module Guide, shall specify any elements of assessment that must be passed, that must be taken and that are optional. If a module has multiple elements of assessment, all elements are aggregated to one overall module mark based on the specified weightings.

6.3.3. The academic credit for a module is achieved either by securing the minimum pass mark or by the award of compensated credit by the Exam Board. Compensated credit at postgraduate level only applies to Master's degree courses.

6.4. Pass-Required Assessments

6.4.1. Where the overall module mark is 50% or higher, but one or more pass-required assessments have been failed, a Re-sit of the failed components will be offered, and those marks will be capped.

6.4.2. In some cases, it may be possible to achieve an overall module mark higher than the pass mark of 50%, but fail the module, where one or more pass required assessment is failed. In these instances, the module mark shall be considered a fail.

6.5. Re-sits



- 6.5.1. A Re-sit is an opportunity to retrieve an initial failed assessment involving the repeat of all or part of a module's assessments, following failure at a previous attempt, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered for modules where the relevant pass mark has not been achieved.
- 6.5.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 50% to ensure that students offered Re-sits do not have an unfair opportunity to improve their assessment mark. The uncapped mark will be considered for progression purposes, with the capped mark used for awards and for course transfer applications.
- 6.5.3. Where a Re-sit is completed following a failed first Sit, the Re-sit mark will stand, even if it is lower than the original mark.
- 6.5.4. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 6.5.5. In cases where a single Re-sit mode does not assess all the module learning outcomes, a second Re-sit component will be required to ensure that all the learning outcomes are tested. All students taking the Re-sit will take the approved Re-sit mode. In cases where there are two Re-sit mode components which are the same as the original assessment mode components, the board may offer a Re-sit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort.

6.6. Repeat Years

- 6.6.1. A Repeat Year involves a second assessment cycle on all modules following failure to progress at a previous attempt. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments. All previous marks and credit achieved will be discounted.
- 6.6.2. There is no automatic right to a Repeat Year at postgraduate level and any such offer will be at the discretion of the Exam Board, following any Re-sit opportunities offered. Evidence of attendance and engagement during the failed year should not be taken into consideration, but academic performance may be a determining factor. Where a Board exceptionally decides not to offer a Repeat Year to a student, the rationale for this decision must be clearly laid out in the minutes.
- 6.6.3. A student offered a Repeat Year will be required to agree to and abide by the conditions set out in a BIMM Institute Repeat Year Learning Agreement, which will include a requirement for a minimum level of attendance and engagement. The Institute may commence withdrawal proceedings against any student in breach of their Agreement.
- 6.6.4. No student shall be permitted to repeat the same stage of study more than once, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat where the level has been failed. In offering a Repeat Year, the Board should be mindful of the maximum period of registration.
- 6.6.5. Where a Repeat Year is granted, the student must attempt the same modules that they originally attempted, except for option modules; in which case, an alternative option module may be chosen.
- 6.6.6. Transcripts shall list both the first attempt and the repeat of modules.

6.7. Discretionary Temporary Withdrawal with Second Re-sit(s)



6.7.1. Exceptionally, the Board has discretionary authority to offer second and final Re-sit opportunities for one or more failed modules, provided that 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any Re-sit opportunities and other mechanisms to retrieve the credit have been exhausted and where there is good evidence of attendance and engagement, such that the student is likely to succeed at the next Re-sit opportunity.

6.7.2. Where the offer is accepted by the student, they will be required to temporarily withdraw and complete Second Re-sit(s) of the failed module(s) without attendance. All marks for Second Re-sit(s) will be capped at the pass threshold for award and transfer purposes. Uncapped marks will be considered for progression purposes. The marks achieved will be added to the first cycle of marks for modules passed and confirmed by the Module Assessment Board.

6.8. Postgraduate Certificate Award Requirements

6.8.1. Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. Condoned or compensated credit may not be granted.

6.9. Application of Mechanisms to Retrieve Credit for Award

6.9.1. **Where the Stage Mean requirement has not been achieved**, usually following any Re-sit opportunity, the Board has no discretion to allow a student to receive an award. Mechanisms available to the Board to enable the student to retrieve the credit include a Repeat Year or Temporary Withdrawal with Second Re-sit(s) up to a maximum of 60 credits. Alternatively, the Board may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal.

6.9.2. **Where the Stage Mean requirement has been achieved but the credit requirement has not**, mechanisms available to the Board to enable the student to achieve the award include a Repeat Year or Temporary Withdrawal with Second Re-sit(s) up to a maximum of 60 credits. Alternatively, the Board may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal.

6.10. Classification Rules

6.10.1. In the final student arrays, the Grand Mean (overall mark) shall be displayed as a whole number rounded up ($\geq 0.45\%$) or down ($\leq 0.44\%$). Once the Grand Mean has been calculated and rounded up or down, the classification of the degree shall be made according to this scale:

PgCert awards	Less than or equal to	Greater than or equal to
Distinction	Not applicable	70% threshold plus 50% of credit at 70 or above

Merit	70%	60% threshold plus 50% of credit at 60 or above
Pass	60%	50%

6.11. Borderline Award Rules

- 6.11.1. The rounding of marks prior to classification may result in a Grand Mean coming close to, but below, a degree classification boundary. The Board shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:

69-70 Boundary for merit/distinction

59-60 Boundary for pass/merit

49-50 Boundary for borderline fail

- 6.11.2. When considering postgraduate candidates, the Board has discretion to reclassify borderlines where (a) a borderline Grand Mean has been achieved as well as 50% of the credit that contributes to classification in the higher class or (b) a Grand Mean in the higher class has been achieved but 50% of the credit that contributes to classification in the higher class has not been achieved. The Board may reclassify a borderline student, based on the individual student profile, on the marks array. The Board must use its discretion in cases where the Grand Mean has been achieved as a result of good performance across the taught modules.

6.12. Aegrotat Awards

- 6.12.1. A postgraduate Aegrotat degree may be awarded at Masters, Diploma or Certificate level depending on the credit achieved, subject to the approval of the Pro Vice-Chancellor (Teaching & Learning) following a recommendation from the Board. A postgraduate Aegrotat may be classified where academic performance at the higher level has been demonstrated.

6.13. An Absurd Outcome for an Individual Student

- 6.13.1. Where the strict application of the rules results in an absurd outcome for an individual student, in the view of the Board, which can't be remedied within existing discretion, it may make a recommendation to University Pro Vice-Chancellor (Teaching & Learning), who has authority to accept or reject it. The final application of the accepted recommendation rests with the Board to enable normal appeals procedures to apply. The Board should, therefore, agree on an alternative outcome should the recommendation not be accepted. Please note that marks will not be changed or set aside.

- 6.13.2. For example:

A recommendation may be made for a finalist candidate with accepted exceptional circumstances against a missed or impaired assessment component weighted $\leq 40\%$ of the module assessment, where it can be demonstrated that the higher classification would be achieved had the student's Stage Mean been achieved on the missed or impaired assessment component.

A recommendation may be made for a second Repeat Year provided that there is evidence on the marks array of previous engagement and good performance in assessment such that the student is likely to achieve the award aims within the maximum period of registration.

7. Exam Boards

7.1. Purpose of Exam Boards

- 7.1.1. Exam Boards – Module Boards, Progress Boards, Award Boards and Joint Exam Boards – operate on the delegated authority of Academic Board and ensure that the following functions are carried out to maintain academic standards:
- with reference to the Institute’s commitment to equality and diversity to consider all matters relating to the assessment and award of individual students;
 - to assure the academic standards of all courses leading to an Institute award;
 - to determine accurate and fair marks for individual students and apply professional judgement as to the appropriateness of any moderation or mitigation by taking into account the circumstances of students and the judgements made by assessors;
 - to determine whether students are required to be re-assessed, progress or receive an award;
 - with the contribution from External Examiners, to analyse the performance of students within and across academic courses, with a view to ensuring academic standards are consistent across the Institute and comparable to standards in other universities.
- 7.1.2. Exam Boards consist of BIMM Institute staff, University of Sussex representatives and External Examiners only.

7.2. Types of Exam Boards

- 7.2.1. The Module Assessment Board is responsible for determining the assessment results for all modules within its remit.
- 7.2.2. The Progress Board is responsible for checking and approving student progression from one academic level to the next.
- 7.2.3. The Award Board is responsible for making decisions on awards to be conferred in accordance with the approved regulations and the relevant policies of Academic Board
- 7.2.4. A Joint Assessment Board is a Board at which both module and course outcomes are considered. The Joint Exam Board will first convene as a Module Board, then as a Progress Board and/or Award Board, as appropriate.
- 7.2.5. A Retrievals Board is normally a Joint Assessment Board at which both module and course outcomes are considered, focussing on re-sit results. The Retrievals Board will first convene as a Module Board, then as a Progress Board and/or Award Board, as appropriate.
- 7.2.6. Academic Board will determine the schedule of Exam Boards and the courses to be considered.

7.3. Pre-Boards

- 7.3.1. It is mandatory for all Colleges to organise Pre-Board meetings for all Exam Boards.
- 7.3.2. Pre-boards are internal and informal, and are used to:
- ensure that all marks have been correctly recorded;
 - ensure that all paperwork is in order before the Exam Boards;
 - note that mitigating circumstances may apply.

7.4. Responsibilities of the Chair of Exam Boards



- 7.4.1. The Chair of the Board will be responsible for:
- a) convening the meetings;
 - b) ensuring that the Board functions in accordance with its terms of reference and composition;
 - c) ensuring the effective conduct of business.

7.5. Responsibilities of the Deputy Chair of Exam Boards

- 7.5.1. The Deputy Chair of the Board will be responsible for:
- a) ensuring that the Board is conducted in accordance with the regulations;
 - b) seeking the views of the External Examiner;
 - c) ensuring that the marks are approved in advance by the External Examiner;
 - d) ensuring that draft examination papers and assessment briefs are properly approved by the External Examiner before being finalised;
 - e) ensuring that re-sit papers and assessment briefs are set;
 - f) ensuring that marking is completed in time for the External Examiners to comment and provide feedback to the appropriate Exam Board.
 - g) taking action in respect of all students.

7.6. Responsibilities of the Secretary to Exam Boards

- 7.6.1. The Secretary to the Exam Boards will be responsible for:
- a) ensuring that the regulations are available for reference;
 - b) ensuring that there is a complete and accurate record of all marks for;
 - c) ensuring that papers and arrays of student marks are ready for Exam Board meetings;
 - d) recording proceedings and minutes of the Exam Boards and recording approved marks and academic decision outcomes;
 - e) ensuring that updates to student records are completed promptly after Exam Board meetings.

7.7. Responsibilities of Course & Module Leaders

- 7.7.1. The duties of Course and Module Leaders are:
- a) to be responsible for the setting and marking of the assessments of the module for which they are responsible;
 - b) checking and approving the arrays of student marks in advance as an accurate record;
 - c) attending Exam Boards, as listed in the Membership section, and to participate in decision making;
 - d) presenting the results to the Exam Board;
 - e) commenting on factors related to the modules for which they are responsible, for example levels of performance, or any problems with the examination/assessment briefs;
 - f) responding to queries on individual students, marking, or other relevant matters.



7.8. External Examiners

- 7.8.1. External Examiners are appointed by the University of Sussex, subsequent to consideration by the Quality Assurance Committee and Academic Board, and their detailed duties are set out in the Handbook on the Policy & Procedures for the External Examining of Taught Courses, which can be accessed [here](#).
- 7.8.2. External Examiners are required to be full members of the appropriate Exam Board.
- 7.8.3. External moderation is conducted by the External Examiner, who will have access to the same sample of assessments and statistical data that has been reviewed as part of the internal moderation process. They will also have access to the internal Moderator's decision and any comments made. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed.
- 7.8.4. The External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes based on the assessment outcomes. They should not act as additional markers on a par with internal examiners in any circumstances.
- 7.8.5. With regard to External Examiner samples, it should be noted that:
- a) Fails with marks of zero (i.e. non-submissions or non-attendance at assessments) are not included in samples.
 - b) Assessments involving musical performance work should include a variety of instrumental disciplines within the sample where appropriate.
 - c) Additional sample work will be made available to External Examiners if requested.
- 7.8.6. In their independent capacity, External Examiners have the power to:
- a) review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module assessment;
 - b) request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement;
 - c) review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample;
 - d) not endorse the outcome of the internal moderation process;
- 7.8.7. Where an External Examiner is unwilling to endorse the outcome of an individual student at the Progress or Award Board, the final decision rests with the Chair of the Board, and not the External Examiner. Where such action is taken, the Chair must report the fact to the Chair of Academic Board immediately. External Examiners retain the right to make a separate confidential report to the Head of Institution on such occasions.
- 7.8.8. It is not normally BIMM Institute policy to involve External Examiners in decisions relating to Academic Misconduct, except indirectly as a member of an Exam Board.



8. Provisions for Exceptional Circumstances

8.1. Introduction

8.1.1. BIMM Institute recognises that there are times when students will encounter difficulties during their course of study and provisions are made as outlined in this section. In all cases, students should seek academic advice as soon as possible. Penalties may be applied to students' marks where students fail to meet agreed submission deadlines (see the section on Penalties for Late Submission of Assessment) and they have not taken one of the following courses of action:

- a) apply for mitigating circumstances to be considered;
- b) defer or intermit their studies for an academic year;
- c) where a student is unable to complete their course of study within their period of registration they may need to withdraw from the Institute;
- d) a student may consider, at a later date, to reapply to study at the Institute via the RPL route.

Even where mitigating circumstances have been approved, students should be aware that, where they have been unable to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits on more than one module, they will be required to intermit and complete those assessments before the end of that academic year.

8.2. Extensions for Students with Registered Learning Difficulties, Disabilities or Long-Term Illnesses

8.2.1. Students with Registered Learning Difficulties, Disabilities or Long-Term Illnesses must provide external evidence of such from a registered practitioner in the first term of the academic year, which should be submitted to Student Services. Subsequent written work extension requests should be made to Student Services, who will inform the relevant Course Leader and Exams Officer.

8.2.2. Extension requests must be made pre-emptively, in advance of the submission deadline as published in the Module Guide and/or Assessment Brief. This will normally be three weeks, although requests can be made up to the submission deadline at the discretion of the College Head of Student Services and the relevant Head of Education. Requests cannot be made retrospectively, and non-pre-emptive submission problems will be dealt with via the established Mitigating Evidence Committee (MEC) procedures.

8.2.3. The College Head of Student Services is to confirm the extension request with the Course Leader and Head of Education and advise the student of the result. Extensions can only be granted for coursework and are only to be allowed where this avoids disadvantage in cases of students with registered learning difficulties. Extensions will normally be 5 days only, but up to 10 days can be allowed.

8.2.4. The Institute acknowledges its responsibility to comply with the requirements of the Equality Act 2010, along with other relevant legislation.

8.3. Special Examination & Assessment Arrangements

8.3.1. Reasonable adjustments for students with disabilities, mental health conditions, specific



learning difficulties such as dyslexia, dyspraxia or AD/HD or long-term illnesses can be applied for and processed through the College Student Support team. Students should contact the Student Support team at the start of their course in order to allow time for any reasonable adjustments to assessment to be implemented. The Student Support team will inform staff and students of the arrangements that have been made, following approval of a proposal by the relevant Deputy Chair of the Exam Board.

- 8.3.2. Consideration may also be given to practical alternative modes of assessment that would provide an equivalent test of the same learning outcomes of the module without compromising academic standards. Any such proposals will require consultation with External Examiners and approval by the relevant Deputy Chair of the Exam Board. A student may appeal against the decision to retain the original assessment or if they remain concerned that the additional support will not mitigate against a perceived disadvantage.
- 8.3.3. Reasonable adjustments may also be made for cases of pregnancy or related maternity needs, and for cases of evidenced 'temporary illness' expected to last for more than 3 weeks, such as anticipated medical treatment, including hospitalisation.
- 8.3.4. Students wishing to observe religious festivals and holy days, or who have a scheduled competitive sporting event, a work placement, internship commitment or professional engagement which may clash with a scheduled examination may make a formal request to the Course Leader accompanied by a letter from the religious/sporting/placement event leader confirming the student's intention to observe/attend the event and the date/duration of the event. Any requests must be made a term in advance of the examination. The Course Leader and College Head of Student Services will consider the request and the evidence and inform the Exams team so that the student may be given the option of a deferred Sit, at the earliest available opportunity, for an uncapped mark. Having already approved the evidence, the College Principal will confirm to the student and to the Exams Team that the student has been excused from the examination. The Exams Team will notify the Progress or Award Board that a Sit to be taken in the Re-sit assessment period has been agreed.
- 8.3.5. Suspension as a result of non-payment of fees will result in a student being unable to take part in teaching, learning and assessment. In cases where the period of suspension is within the academic year, the college Student at Risk Committee will determine if re-entry is appropriate, dependent upon the teaching missed. Where re-entry is not approved and in cases where the student was suspended during an assessment period, the Exam Board will review academic performance and the student will be progressed and classified in accordance with the assessment regulations relating to the year in which the student is considered for progression or award (and not the regulations in operation when the student initially registered).
- 8.3.6. Exceptionally, where there has been a systematic error with specialist equipment provided by BIMM Institute, the Exams team, in consultation with the relevant Deputy Chair of the Exam Board, will revise the assessment deadline, provided that the service where the error occurred provides appropriate evidence of such an error.

8.4. Mitigating Circumstances

- 8.4.1. BIMM Institute considers individual mitigating circumstances to be **sudden** and **unforeseen** conditions that **temporarily** prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission. As such, the measure of severity is not about the impact on the student but the impact on the assessment. All applications, including supporting evidence, are regarded as highly



confidential.

- 8.4.2. A mitigating evidence claim may be made against the following circumstances:
- Late or non-submission** of assessment.
 - Absence from an in-person assessment.
 - Assessment submitted on time and/or in-person assessment (such as examination) taken on scheduled date – but assessment performance is *seriously* and *unexpectedly impaired*.
- 8.4.3. A claim can only be submitted for the current academic year. Late claims may be permitted via an Appeal following Exam Boards and within the 21-day period allowed.
- 8.4.4. Pre-existing conditions and other long-term conditions or disabilities are not considered as mitigating circumstances, as they can be supported as described above in 'Special Examination & Assessment Arrangements'.
- 8.4.5. Students shall be responsible for submitting assessments on time, presenting themselves for assessment and examinations at the appropriate times and venues, and submitting relevant information on mitigating circumstances. Events relating to human error, such as misreading timetables, forgetting to set an alarm, computer failure or misjudging the time needed to revise shall not be considered mitigating circumstances.
- 8.4.6. Other examples of circumstances that are inadmissible as mitigation claims include:
- the occurrence of multiple examinations in close succession;
 - circumstances that could have been reasonably foreseen or prevented (such as suspension, intoxication or conviction for illegal activity);
 - minor illness or ailment (cold, minor allergy);
 - holiday arrangements;
 - wedding arrangements;
 - financial issues;
 - personal computer/data loss and/ or personal printer problems.
- 8.4.7. Mitigation Claims will be considered by the Mitigating Evidence Committee.
- 8.4.8. Course Leaders and tutors do not have access to the details of a claim. The Chair of MEC handles most claims. More complex cases, or where evidence is less clear, will be anonymised and discussed by the MEC. The process is highly confidential, with forms and evidence kept securely.

8.5. How to Submit a Mitigation Claim

- 8.5.1. The evidence submitted to support a claim must be independent and robust and cover the period related to the assessment date(s).
- 8.5.2. Examples of acceptable evidence include:
- Medical certificate with dates of consultation and diagnosis;
 - Death certificate of close relative or significant other - in the absence of a death certificate a letter from a relative (with full contact details to corroborate) confirming relationship to deceased will be acceptable;
 - Hospital admissions report or appointment letter;
 - A letter from a psychological or counselling service with consultation dates and statement of impact on assessment;
 - A letter from Student Services confirming that 'reasonable adjustments' are not yet in place or are in need of revision due to an acute flare-up of a long-term stable condition. For the latter, a GP certificate would constitute evidence if the condition was usually stable. Claims may be rejected if a student fails to register with Student Services for



support, as multiple claims cannot be made for a period of instability of a long-term condition that should be managed by a 'reasonable adjustment'.

- 8.5.3. In making a Mitigation Claim, the student needs to describe how the sudden, unforeseen and temporary circumstances significantly impacted on their performance in assessment. The student's personal statement on the claim form should describe how the individual module assessment(s) has been affected by the illness/event supported by accurate dates, which correspond to the evidence supplied. The dates are particularly important, as individual mitigating evidence is not about the severity of the impact of the circumstances on the student personally, but on their ability to perform in assessment.
- 8.5.4. The claim should be made as early as possible, either before or normally within 7 days of the assessment deadline. This should be supported by independent documented evidence submitted within 14 days of the assessment deadline. An early submission of a claim may also speed up an assessment of entitlement to additional support, should the student's circumstances indicate ongoing health or support issues. Claims may be made 'in advance' for known absence/non-submission (for example a scheduled operation), but the student must ensure that the period cited is covered by the evidence supplied. A claim for an impaired assessment cannot be submitted in advance.
- 8.5.5. Late claims shall not be considered unless there are genuine grounds for lateness and must be accompanied by documentary evidence. Students must explain the reasons for late submission in their application.

8.6. Possible Outcomes of a Mitigation Claim

- 8.6.1. Evidence submitted as part of a claim will be judged to be either accepted, rejected or inadmissible. If the evidence is rejected, the student may submit additional evidence within 21 days of notification (equivalent to the appeal period) so far as timescales in relation to the relevant Exam Boards allow. If deemed inadmissible, there is no further opportunity to submit evidence.
- 8.6.2. Examples of rejected evidence may include:
- a) a statement that indicates the existence of an acute medical condition, but no medical evidence is submitted or the medical certificate lacks detail to support the claim, such as a 'retrospective' medical note, where consultation dates do not support the claim.
 - b) long-term events and conditions which have already been claimed for and Student Services have offered to review and/or consider reasonable adjustments.
- 8.6.3. Claims that appear to relate to ongoing issues/conditions, which potentially generate repeat claims, will be referred to Student Services, who will contact the student with information about appropriate services at BIMM Institute and/or the procedures for consulting a disability advisor.
- 8.6.4. A successful mitigation claim may result in the removal of a late penalty for work submitted up to 7 days late under the authority of the Mitigating Evidence Committee.
- 8.6.5. A successful claim may also grant the Exam Board the discretion to offer a Sit, which will be approved at the next meeting of the Board in order that the student can complete the Sit at the earliest available opportunity. If a student takes the offer of a Sit, the mark achieved at the first attempt will be replaced with the mark achieved at the Sit (even where lower than the original). If a student does not take the Sit, or the claim is rejected, then the existing mark, or absence thereof, will stand.
- 8.6.6. A student shall receive, in writing (via email to their student account), the decision of the Mitigating Evidence Committee within 5 working days of it meeting.



- 8.6.7. If a student with identified support issues has disclosed a disability or has registered for additional support with BIMM Institute, and if their claim meets the MEC criteria, it will be considered and decisions made in accordance with the usual principles of the MEC. However, in addition to any waiving of penalties or other MEC-related recommendations, the student's existing 'reasonable adjustments' will be reviewed, and any further anticipatory adjustments will be made in discussion with the student, their disability advisor and the College Head of Student Services.
- 8.6.8. Where mitigation is granted, it will be subject to the successful completion of mitigated assessments in the same
- 8.7. Appeal against the Mitigating Evidence Committee Decision**
- 8.7.1. The student may appeal against the recommendation of the Mitigating Evidence Committee under the Appeals process, details of which are available [here](#).
- 8.8. Deferral or Intermission of Studies**
- 8.8.1. Deferral is where a student opts to take a year out of their studies. A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another.
- 8.8.2. Students who wish to defer between levels will be required to have fulfilled the progression requirements before deferral.
- 8.8.3. Intermission of studies is where a student is unable to undertake or complete a term or year of study due to circumstances beyond their control. A period of intermission is where a student opts to temporarily postpone their studies from an agreed point in one academic year to, normally, the same point in the next.
- 8.8.4. Examples of circumstances that could be grounds for intermission include the following:
- a) physical or mental ill-health;
 - b) severe financial hardship;
 - c) emotional/personal difficulties, e.g. bereavement;
 - d) disability, i.e. where student's disability comes to light for the first time at the assessment;
 - e) unavoidable absence from the Institute, e.g. requirements of employer;
 - f) unavoidable absence from domicile, e.g. eviction;
 - g) loss of immigration status;
 - h) inability to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits on more than one module;
 - i) other serious circumstances which could not be foreseen by the student.
- 8.8.5. The circumstances surrounding a student's intermission request are regarded as confidential.
- 8.8.6. A situation whereby a student is unable to attend lessons and/or submit for assessment but will be able to submit at the next assessment point, is covered by Mitigating Circumstances.
- 8.8.7. Any student who has deferred or intermitted will be classified in accordance with the weighting scheme and assessment criteria which relate to the year in which the student is finally assessed and classified for award, and not the scheme in operation when the student initially registered on the course.
- 8.8.8. Deferral or intermission is normally only permitted for a maximum period of twelve months. Where a longer period is requested by the student and approved by the Institute, it reserves the right to reassess the student's case before readmitting them to the course. This will ensure any unforeseen circumstances, such as changes to the course structure, will not hinder



successful progression through the remainder of the course.

- 8.8.9. Students who fail to return to their course of study at the end of the agreed period of deferral or intermission shall be withdrawn and, where applicable, receive an exit award. Where such a student subsequently wishes to return to complete their course, they will need to apply for RPL.

8.9. Process for the Deferral or Intermission of Studies

- 8.9.1. Where a student wishes to defer or intermit their course of study, the request must first be considered by their Course Leader, who will establish if deferral or intermission is the most appropriate option.
- 8.9.2. A student may intermit their course of study at any time, with the following consequences:
- a) the result for any module or assessment – either pass or fail – that have been completed, will be retained;
 - b) the student shall re-register on any incomplete modules upon their return, but will not be charged again for that module, and the assessments will not count as a retake, and will not be capped;
- 8.9.3. A student with a Tier 4 Visa may defer or intermit their studies but, in most cases, their visa will be curtailed, and the student will have to return to their home country. A new visa application must be obtained in order for the student to return to study in the UK.
- 8.9.4. Where the request is approved, the Course Leader must ensure that a return date is agreed and the Deferral/Intermission Form is completed and sent to Student Services for processing. If the student is subsequently unable to return on the agreed date, they must notify their Course Leader.
- 8.9.5. Students must refer to Student Support for advice on the implications of deferral or intermission of their studies on their student loan and their finances and, where applicable, the relevant funding body or other agencies (e.g. UKVI), will be notified.

8.10. Status of Deferred or Intermitted Students

- 8.10.1. When a student defers or intermits from their studies, it means they are taking time out from their course with the intention of re-joining their studies at the next available opportunity. Whilst deferred or intermitted, student loan funding is not usually available, but they will still be considered a student of the Institute. However, they will not be permitted to use BIMM Institute facilities except in the case of where intermission has been necessary in order to complete assessments as a result of mitigating circumstances being approved (see 8.1.1).

8.11. Student-Initiated Withdrawal

- 8.11.1. A student may initiate a withdrawal in line with the BIMM Institute withdrawal process, as outlined in its Student Engagement Policy [here](#).
- 8.11.2. As an integral part of the process, the student must be referred to Student Services, who can offer a range of confidential support and advice, including advice on the financial implications of withdrawing from their course of study.
- 8.11.3. Upon completion of the Student-Initiated Withdrawal Form, the student withdrawal shall be actioned and, where applicable, the relevant funding body or other agencies (e.g. UKVI), will



be notified.

- 8.11.4. When a student withdraws from their studies, it means that they are leaving their course of study completely, with no intention of returning at a later date. When a student has withdrawn, they will no longer be considered a student of the Institute, and if they consider at a later date to reapply to study at the Institute, they must apply via the RPL route.

8.12. College-Initiated Withdrawal

- 8.12.1. A BIMM College may decide to withdraw a student for a range of reasons, including (but are not limited to):

- a) failure to progress (withdrawal on academic grounds);
- b) non-attendance
- c) failure to return from a period of deferral;
- d) failure to return from a period of suspension;
- e) expiration of the maximum registration period;
- f) following the outcome of student disciplinary procedures;
- g) failure to (re-) enrol;
- h) non-payment of tuition fees;
- i) breaching the conditions of their Tier 4 visa;
- j) expiration of their visa.

- 8.12.2. The decision to withdraw a student will be based on evidence in one or more of the above categories, will be processed in line with the appropriate BIMM Institute Policy or Procedure, and will be considered by the College Principal.

- 8.12.3. As an integral part of the process, the student must be referred to Student Services for advice on any financial implications of withdrawing from their course of study.

8.13. Consequences of Withdrawal

- 8.13.1. A student is withdrawn from their course of study with the following consequences:

- a) termination of their enrolment, and they shall no longer be a student of the Institute;
- b) the Institute will duly process records and external bodies or other agencies (e.g. UKVI), will be notified. For the purpose of the student record, the date of withdrawal will be the same as the date the decision to withdraw is made, unless evidence is readily available to confirm an earlier date;
- c) students must then refer to Student Services for advice on the implications of withdrawal from their studies on their student loan and their finances.

9. A student may appeal against the decision to withdraw them from a course of study in accordance with the Institute's Complaints & Appeals process, available [here](#). Academic Misconduct

9.1. Introduction

- 9.1.1. BIMM Institute believes it is important that all students are judged on their own ability and that all assessments submitted should be original. Academic Misconduct is defined as any activity used by a student which provides them with an unfair academic advantage over others. In cases where Academic Misconduct is suspected, BIMM Institute will follow the procedures outlined below.



- 9.1.2. Under BIMM Institute regulations, it is an offence for any student to be guilty of, or party to, attempting to commit or committing collusion, plagiarism, or any other type of academic misconduct in an examination or in the preparation of work that is submitted for assessment.
- 9.1.3. Misconduct in assessment exercises, examinations or in the presentation of marks achieved elsewhere is conduct likely to be prejudicial to the integrity and fairness of the examination process. The submission of coursework will be considered by the Institute to be a declaration that it is the candidate's own work.
- 9.1.4. Students should be aware that an Academic Misconduct case can be opened at any time, even if they have graduated and are no longer a current student.

9.2. Collusion

- 9.2.1. Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners, but joint production is not, the submitted work must be produced solely by the candidate making the submission.
- 9.2.2. Where joint production or joint preparation and production of work for assessment is specifically permitted, this must be published in the appropriate course documentation. Students should consult their tutor or module leader if unsure about group or individual assignments.

9.3. Plagiarism

- 9.3.1. Plagiarism is the use, without acknowledgement, of the intellectual work of others, and the presenting as new and original an idea or product derived from an existing source in work submitted for assessment.
- 9.3.2. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is, likewise, plagiarism.
- 9.3.3. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.



9.4. Self-Plagiarism

- 9.4.1. Self-plagiarism occurs when a student submits work for credit which has previously been submitted for assessment elsewhere. This may be part of a piece of work or the entire piece of work and may have been submitted to BIMM or another institution.
- 9.4.2. The situations in which self-plagiarism is permitted by the Institute are:
- a) Where a student undertakes a Repeat Year, they may resubmit part of a piece of work or the entire piece of work on a module for which credit has not been achieved, provided that it has not been submitted for and achieved credit elsewhere. In such cases, the student is required to declare at the start of their submission that the work has previously been submitted at BIMM (to prevent them being penalised for plagiarism) and they should be aware that a different mark may be awarded for the repeat submission for a variety of reasons.
 - b) Work submitted previously may be used as an element of a dissertation or final year project, provided that it does not comprise more than 20% of the total word count and is properly referenced.

9.5. Personation

- 9.5.1. Personation is where someone other than the student prepares the work submitted for assessment. This includes purchasing essays from essay banks, commissioning someone else to write an assessment or asking someone else to sit an examination.
- 9.5.2. Students who attend an examination without their student ID-card, or other acceptable form of photo-ID, will not have their examination script marked until their identity has been confirmed.
- 9.5.3. The Institute takes personation extremely seriously and any suspicion of personation will be treated as a major or gross offence and will result in an investigation of potential academic misconduct.

9.6. Exam Misconduct

- 9.6.1. Misconduct in unseen examinations includes having access, or attempting to gain access, during an examination, to any books, memoranda, notes, unauthorised calculators, or any other material, except such as may have been supplied by the Invigilator or authorised by the Institute.
- 9.6.2. It also includes aiding or attempting to aid another student or obtaining or attempting to obtain aid from another student, or any other communication within the Examination Room.

9.7. Falsification

- 9.7.1. Submitting data or observations in assessed work which has been either fabricated or falsified.

9.8. Non-Contributory Work



9.8.1. In the case of non-contributory work, which contains material that would otherwise be subject to misconduct procedures were the work to be contributory, and such potential misconduct is identified, students should be referred to the published guidance on avoiding plagiarism and may receive advice as to future conduct.

9.8.2. A 'notice of advice', which should include an indication of the guidance provided, may be held on the student's file. The student will be notified at their registered address if such a notice is retained. The notice of advice may be used only to establish that appropriate guidance has been provided and may not be used to establish the extent of guilt should subsequent cases arise.

9.9. Severity of Academic Misconduct

9.9.1. Academic Misconduct shall be dealt with according to the severity of the offence as follows:

Minor Offence – examples of which include:

- Reproducing an existing concept or idea unintentionally;
- Several sentences of direct copying without acknowledging the source;
- Several instances of inappropriate or unacknowledged paraphrasing;
- Unacknowledged proof reading by another person;
- Unacknowledged help with English language accuracy.

Major Offence – examples of which include:

- Several paragraphs of direct copying without acknowledging the source;
- Large sections of unacknowledged paraphrasing of another person's ideas or text;
- Presentation of the work of other students without acknowledgement;
- Presentation of the work of commercial or industry practitioners without acknowledgement;
- Deliberate falsifying of data or using another person's work without permission;
- An assignment that has been translated into English by another person;
- An assignment that has been edited by another person;
- Deliberately submitting the same piece of work for assessment for more than one assignment;
- Collusion;
- 2nd Minor Offence;
- Conspiring or colluding with others to commit any of the above.

Gross Offence – examples of which include:

- Submitting an assignment purchased or downloaded from the internet;
- Commissioning another person to produce a piece of work;
- Theft of the work of other students;
- Theft of the work of commercial or industry practitioners;
- Copyright Theft;
- Fraud, including impersonation and misrepresentation of identity;
- Conspiring or colluding with others to commit any of the above;
- 2nd Major Offence, particularly if the student has been previously reprimanded.

9.9.2. In the case of a proven academic offence with a penalty requiring the resubmission of



assessment, the resubmission must take place at the earliest available opportunity during the current academic year and by the deadline set by the College. Where a student does not resubmit, the original mark awarded shall stand.

9.10. Procedures for Determining Allegations of Academic Misconduct

- 9.10.1. Where it is suspected that a student has committed misconduct in the preparation and/or presentation of their work, the Marker should take appropriate steps to identify all instances of misconduct in the assessment, highlight these for easy reference and refer the case to the student's Course Leader.
- 9.10.2. Where the allegation is plagiarism, the Marker should mark the work taking the plagiarism into account. If a piece of work is plagiarised, in whole or in part, the mark should be reduced in proportion to the extent of the plagiarism identified. Non-plagiarised sections should be marked as standard. Therefore, the final mark should reflect a combination of the extent of the plagiarised passages, and the quality of the non-plagiarised work; it may or may not be a fail mark.
- 9.10.3. Where the allegation is collusion, the Course Leader will meet separately with those students accused of collusion in the company of an independent third-party to make a detailed record of the meeting. The students will be presented with the allegation and supporting evidence and invited to respond. The minutes from the meeting will then form part of the evidence to be considered.
- 9.10.4. Where the allegation is another form of misconduct, the assessment should be given a mark which reflects the Marker's opinion of the work, as far as possible with the suspicion of misconduct set aside, i.e. award a mark that reflects the quality of the work as it stands. The marked-up original should be sent to the Course Leader.

9.11. Poor Academic Practice

- 9.11.1. Poor academic practice is defined as where a first academic offence has been committed due to lack of knowledge of academic writing, including a first case of plagiarism.
- 9.11.2. Where the Course Leader, or authorised nominee, determines that the first offence is due to poor academic practice, the following course of action shall apply:
 - a) the work will be marked excluding the offending sections;
 - b) the student will be required to attend a compulsory Academic Good Practice Tutorial, at which they will obtain further support and guidance in referencing skills;
 - c) a warning letter will be issued to the student and retained on their file for the period of one year.
- 9.11.3. Poor Academic Practice cases will normally be concluded within 10 working days of the receipt of the case and will be dealt with internally by the Course Leader, or authorised nominee within the School/College.
- 9.11.4. Where a student commits a further offence of the same nature, it should be considered as a Minor Offence or a Major Offence depending on the level of severity.

9.12. Minor Offence

- 9.12.1. A student suspected of committing a Minor Academic Offence shall be invited to attend a



compulsory interview with the Course Leader, or authorised nominee, and shall be given copies of all evidence submitted in support of the allegation. The interview shall be conducted in the company of an independent third-party to take minutes of the meeting, which will then form part of the evidence to be considered.

- 9.12.2. As part of an interview, if the case warrants it, a student may be tested on subject knowledge by an oral examination. The oral examination shall be conducted by a member of academic staff with knowledge of the subject.
- 9.12.3. Notice of five working days will be given to the student of the interview date and time.
- 9.12.4. A student may be accompanied to the interview by a friend or other representative. Under no circumstances may the student have legal representation or be represented by an external organisation. An independent third-party will also attend to make a detailed record of the meeting, which will then form part of the evidence to be considered.
- 9.12.5. Students should contact the Course Leader, or authorised nominee, within two working days of notification of the allegation to make alternative arrangements for the interview if they are unable to make the original proposed date.
- 9.12.6. Where a student fails to attend or make alternative arrangements, the investigation should proceed, and consideration should be given to the evidence available, and the student's failure to take the opportunity to present a defence may be a factor in the outcome reached.
- 9.12.7. Where a Minor Offence is proven, the Course Leader will ensure that one of the actions outlined in Section 9.14 is applied and will notify the student of the outcome in writing within five working days of the interview date.
- 9.12.8. All Minor Offence cases referred to the Course Leader, or authorised nominee, will normally be concluded within 20 working days of the receipt of the case and will be dealt with internally by the College.
- 9.12.9. Where the Course Leader, or authorised nominee, determines following the interview that there is evidence of an academic offence in an assessment that cannot be dealt with as a Minor Offence, the case will be referred as a Major Offence within five working days to the Head of Education.

9.13. Major or Gross Offence

- 9.13.1. Any student(s) suspected of committing a Major or Gross Academic Offence shall be invited to attend a compulsory interview with the Head of Education, or authorised nominee, and shall be given copies of all evidence submitted in support of the allegation. The interview shall be conducted in the company of an independent third-party to take minutes of the meeting, which will then form part of the evidence to be considered.
- 9.13.2. As part of an interview, if the case warrants it, the student(s) may be tested on subject knowledge by an oral examination. The oral examination shall be conducted by a member of academic staff with knowledge of the subject.
- 9.13.3. Notice of five working days will be given to the student(s) of the interview date and time.
- 9.13.4. Student(s) may be accompanied to the interview by a friend or other representative. Under no circumstances may they have legal representation or be represented by an external organisation. An independent third-party will also attend to make a detailed record of the meeting, which will then form part of the evidence to be considered.
- 9.13.5. Students should contact the Head of Education, or authorised nominee, within five working days of notification of the allegation to make alternative arrangements for the interview if they are unable to make the original proposed date.
- 9.13.6. Where a student fails to attend or make alternative arrangements, the investigation should

- proceed, and consideration should be given to the evidence available, and the student's failure to take the opportunity to present a defence may be a factor in the outcome reached.
- 9.13.7. Following completion of the interview, the Head of Education shall submit the minutes of the interview and all the evidence to the Academic Registrar.
- 9.13.8. The Academic Registrar, or authorised nominee, will convene an Academic Misconduct Panel to consider the evidence, determining whether assessment related offences have been committed and determine what action should be taken.
- 9.13.9. If it is determined that a Major Offence has been committed, the student's record will be made available to the Panel, along with their transcript. In arriving at a decision on penalties to be applied, the Panel will take account of any previous offences on record and shall impose the penalties on an individual basis; in cases involving a group of students, each individual will be considered separately.
- 9.13.10. If, during the course of the Academic Offence investigation, evidence of further academic offences is revealed, the penalties will also apply to those modules affected.
- 9.13.11. The Academic Misconduct Panel shall impose a formal reprimand to be retained on the student's file for the duration of their course of study and one of the actions outlined in Section 9.14 will be applied for each module for which an academic offence is found to have been committed.
- 9.13.12. On completion of the Academic Misconduct Panel investigation, the Academic Registrar or authorised designate shall notify the student of the outcome of the case in writing.
- 9.13.13. All Major or Gross Offence cases will normally be concluded within 20 working days of the receipt of the case referral from the College and will be dealt with by the Academic Registrar or authorised designate. The total time to conclude a Major or Gross Offence case is normally 25 working days.

9.14. Penalties for Academic Misconduct

Category	Action	Maximum mark available for module	Maximum credit awarded for module	Offence recorded on the Student's transcript	Student has the right to appropriate exit award	Applicable Offences
0	None There is no case to answer	N/A	N/A	N/A	N/A	None
1	Warning Letter issued and student required to attend an academic good practice tutorial and then resubmit the work to retrieve a mark without penalty	100%	Maximum Available	No	N/A	Poor Academic Practice
2	Fail Assessment with right to re-sit assessment *	Pass Mark	Maximum Available	No	N/A	Minor Offence (including self-plagiarism)

3	Fail Assessment with right to re-sit assessment *	Pass Mark	Maximum Available	Yes	N/A	Minor Offence (including self-plagiarism) Major Offence (including self-plagiarism) OR second offence of minor plagiarism
4	Fail Module (all assessment marks removed) with right to retrieve pass mark and credits with a re-sit mode *	Pass Mark	Maximum Available	Yes	N/A	Major Offence (including self-plagiarism) OR second offence of minor plagiarism
5	Fail Module (all assessment marks removed) with right to retrieve credits with a re-sit mode *	0	Maximum Available	Yes	Yes	Major Offence (including self-plagiarism) OR second offence of minor plagiarism Gross Offence (including self-plagiarism) OR second offence of major plagiarism
6	Fail Module (all assessment marks removed) No right to redeem credit or progress	0	0	Yes	Yes	Gross Offence (including self-plagiarism) OR second offence of major plagiarism
7	Fail Course no right to redeem credit or progress	0	0	Yes	Yes	Gross Offence (including self-plagiarism) OR second offence of major plagiarism
8	Fail Course no right to redeem credit or progress	0	0	Yes	No	Gross Offence (including self-plagiarism) OR second offence of major plagiarism

* The right to re-sit assessments or redeem marks & credits through a re-sit mode does not apply to offences on a re-sit assessment. All other conditions of the penalty will apply to any repeat attempts of the module.

9.15. Appeals Against Decisions on Academic Misconduct



- 9.15.1. Students shall have the right of appeal against decisions concerning academic misconduct, on the following grounds:
- a) That there existed circumstances, or new evidence has become available, which affects the student's case; of which those who determined the judgement were not aware when their decision was taken, and which could not reasonably have been presented to them.
 - b) That there is evidence of procedural irregularity, including administrative doubt as to whether the result might have been different had there not been such an irregularity; those who determined the penalty were not aware when they made their decision, and which could not reasonably have been presented to them;
 - c) That there exists evidence of prejudice or of bias on the part of those making the decision.
- 9.15.2. Operationally, the appeals will operate according to the procedures for all academic appeals.
- 9.15.3. Appeals must be submitted, using the appropriate form, to cap@bimm.co.uk within **21 days** of the decision being notified to the student. Forms are available [here](#).

10. Appendix F1 – Undergraduate Marking Schemes

10.1. BIMM Institute Undergraduate Categorical Marking Scheme

10.1.1. For use in the marking of all undergraduate assessments except unseen examinations with separately published marking schemes.

Mark Category	Equivalent Classification	BIMM HE Generic UG Marking Scheme
100 95 90	First	90-100
85 80		80-89
75 72		70-79
68 65 62	2i	60-69
58 55 52	2ii	50-59
48 45 42	3rd	40-49
38 35	High Fail	30-39
30 20 10 5 0	Fail	20-29
		0-19

*Where multi-part assessments are in place (e.g. a techniques assessment comprised of exercises & a performance), a separate categorical mark can be awarded for each part. These separate marks could consequently produce an overall mark for the assessment that is a non-categorical one.

10.2. BIMM Institute Generic Undergraduate Marking Scheme

Level 3 (Foundation)	Level 4 (Certificate)	Level 5 (Diploma)	Level 6 (Degree)
<p>90%-100% Exceptional work with presentation of a very high standard. Demonstrates comprehensive knowledge and understanding in applying skills and methods to address complex problems. The work displays exceptional technical competence and the ability to work autonomously. The work shows a very high level of awareness of different perspectives or approaches.</p>	<p>90%-100% Exceptional work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. The work demonstrates a very high level of technical competence and skill and is supported by external knowledge that is meticulously referenced where required.</p>	<p>90%-100% Exceptional work with presentation of the highest standard. The work is coherent and high levels of skill and subject knowledge have been demonstrated. The work exhibits ability in problem solving and critical evaluation (where required) and exceptional levels of technical ability and skill. There is evidence of a sound ability to critically interrelate theories with examples from practice where appropriate.</p>	<p>90%-100% Denotes work approaching professional quality in all key areas. Outstanding skill and ability is exercised equally with regard to form, content and purpose. Demonstrates an exceptional degree of commitment, creativity, research, critical engagement and contextual understanding. The quality and vision of the work is exemplary.</p>
<p>80%-89% Outstanding work with presentation of a very high standard. Demonstrates a depth of knowledge of key concepts and methods and an ability to apply those methods to solve complex problems. Technically highly competent displaying a very good level of appropriate skill and autonomy. The work indicates a high level of awareness of different perspectives and approaches.</p>	<p>80%-89% Outstanding work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding of the subject. The work demonstrates a high level of technical competence and skills and is supported by external knowledge accurately referenced as appropriate.</p>	<p>80%-89% Outstanding work with presentation of a very high standard, creative and imaginative, in engaging the recipient. There is comprehensive understanding of key concepts and knowledge and evidence of critical analysis and insight. The work is appealing and technically proficient and is clearly related to external knowledge and engagement with reflective learning. There is some evidence of an ability to critically interrelate theories with examples from practice where appropriate.</p>	<p>80%-89% Outstanding work - articulate, imaginative and thorough. Clearly and purposefully structured, maintaining a high level of audience interest. Work that is exciting and innovative as well as being commercially/academically and technically confident. All elements combine to consciously create the required finished product. Makes strong reference to external knowledge and its relationship to the work, and illustrates clearly a critical engagement with what has been learned through the process.</p>
<p>70%-79% Extremely good work with presentation of a high standard. Demonstrates excellent levels of knowledge and understanding of key concepts and methods and the ability to apply them to solve complex problems. Technically very competent displaying skill and autonomy. The work indicates a good level of awareness of other perspectives and approaches.</p>	<p>70%-79% Extremely good work with presentation of a high standard. There is coherence of ideas and demonstration of thorough knowledge and understanding. The work demonstrates a strong level of technical competence and skills and is supported by external knowledge which has been properly referenced where necessary.</p>	<p>70%-79% Extremely good work with presentation of a high standard, which fulfils its aims with clarity. Work that is interesting, creative and technically confident. The work demonstrates effective understanding of the relationship between theory and practice. Significant evidence of critical analysis and reference to external knowledge and research where required.</p>	<p>70%-79% Extremely good work with presentation of a high standard, which fulfils its aims with precision. Work that is exciting, technically assured and commercially/academically confident with a clear understanding of the theoretical issues and application to practice where appropriate. There is effective critical and analytical application of relevant research, external knowledge and learning.</p>



<p>60%-69% The work is very-well presented. Demonstrates sound knowledge and understanding of key concepts and methods and the ability to apply them to solve complex problems. Technically competent displaying skill and autonomy. The work indicates awareness of other perspectives and approaches.</p>	<p>60%-69% The work is well presented and coherently structured. There is evidence of a sound knowledge and understanding of the issues with theory linked to practice where appropriate. The work demonstrates a good level of technical competence and skills and is supported by external knowledge that is well referenced where required.</p>	<p>60%-69% A very sound piece of work, which is well presented and engaging on the whole. Demonstrates sound techniques, knowledge and understanding with an emerging ability to critically engage with and apply the concepts involved linking them to practice where appropriate. Content is wholly relevant and is coherently structured and referenced to external knowledge.</p>	<p>60%-69% A stimulating, engaging and successful piece of work. Cohesive in structure and impact, but perhaps exhibiting some minor flaws. May have many of the qualities of work in the categories above but without the same level of excitement, vision, accuracy or originality. Makes reference to external knowledge and its relationship to the work, and illustrates what has been learned through the process.</p>
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Level 3 (Foundation)	Level 4 (Certificate)	Level 5 (Diploma)	Level 6 (Degree)
<p>50%-59% Work is of a good standard and presentation is acceptable with some errors. Demonstrates knowledge and understanding of key concepts and methods and their use to address complex problems. Technically competent demonstrating skill and autonomy. The work shows some awareness of other perspectives and approaches.</p>	<p>50%-59% Work is of a good standard and presentation is acceptable but with some errors. There is knowledge and understanding of issues under discussion and some evidence of the application of knowledge and ideas where appropriate. The work demonstrates a sufficient level of technical competence and skill and is supported by appropriate references to external knowledge as required.</p>	<p>50%-59% Work is of a good standard but displays some shortcomings. Evidence of a sound knowledge base but limited critical and practical application of concepts and ideas. Overall, technically competent, but may omit some significant (but not vital) aspects of the task set. Some reference is made to external knowledge together with some connection between ideas and the meaning of the work, where appropriate.</p>	<p>50%-59% Good work, successful in meeting its aims and meaningful to the recipient, though there may be minor problems with structure or execution. A well-considered and produced piece of work that meet and in parts exceeds the intended outcomes. Overall, technically competent, but may omit some significant (but not vital) aspects of the task set. Makes reference to external knowledge and some connection with ideas and the meaning of the work.</p>
<p>40%-49% Work is of an acceptable standard but may contain a number of errors. Demonstrates a basic knowledge and understanding of key concepts and methods that may be used to solve complex problems. Demonstrates acceptable technical ability and a basic level of autonomy. The work makes reference to other perspectives and approaches.</p>	<p>40%-49% Presentation is acceptable but attention to structure and style is required. The content is relevant but largely descriptive or unimaginative. There is evidence of a reasonable level of knowledge and understanding but there is limited use of external knowledge to support the ideas. Some links are made to external knowledge where appropriate.</p>	<p>40%-49% Overall a competent piece of work with adequate presentation. The work makes some links between theory and practice where appropriate, and there is also some reference to external knowledge. The work may lack coherence and may be unsubstantiated by relevant source material or partially flawed. Technical skills are limited. The work has elements that are poorly structured and confused: the recipient may have to concentrate to find meaning.</p>	<p>40%-49% Overall the work shows some degree of competence although there are some obvious technical problems. Often lacking in imagination and perhaps conventional in approach or concept. The work may communicate with difficulty: the recipient may have to concentrate to find meaning. Lacking in cohesion, the work does impart a message, but only partially and may be deficient in individuality or creativity.</p>



<p>30%-39% – Fail The work is poorly structured and presented with the inclusion of irrelevant material. Demonstrates little knowledge and understanding of key concepts and methods or their use in solving complex problems. Indicates a lack of technical competence and/or autonomy and may not display awareness of other perspectives and approaches.</p>	<p>30%-39% – Fail The work is poorly structured and presented. Some material may be irrelevant. There is little evidence of technical competence or skills. Content is based largely on taught elements with very little evidence of independent study and little or no reference to external knowledge.</p>	<p>30%-39% – Fail The work is poorly structured, incoherent and poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. Evidence of a weak knowledge base with some key aspects not addressed and use of irrelevant material. Flawed use of techniques. Limited evidence of engagement with external knowledge and no evidence of critical thought. Little reference is made to practice or theory where appropriate.</p>	<p>30%-39% – Fail The work is poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. Fails to communicate a coherent message, perhaps through a mixture of lack of logical thought, poor organisation of material and/or technical incompetence. It may show basic technical proficiency, but the student is unable to apply these skills to produce meaning. Lacks critical analysis and reflection and makes very limited reference to theory and practice.</p>
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Level 3 (Foundation)	Level 4 (Certificate)	Level 5 (Diploma)	Level 6 (Degree)
<p>20-29% – Fail Fails to meet the brief. The work is very poorly structured and presented and much or all of it is irrelevant. Demonstrates little or no knowledge and understanding of the key concepts and methods for complex problem solving. Displays little or no technical competence and/or autonomy and does not demonstrate any awareness of other perspectives or approaches.</p>	<p>20-29% – Fail Fails to meet the brief. The work is very poorly structured and presented. Much material is irrelevant. There is minimal evidence of technical competence or skill. Content is based almost entirely on taught elements with very little evidence of any purposeful engagement with or reference to external knowledge.</p>	<p>20-29% – Fail Fails to meet the principal requirements of the assignment brief and the work has limited meaning. Very poorly structured and presented, incoherent and lacking in imagination or insight. Evidence of a very weak knowledge base with many key omissions and much material irrelevant. Use of inappropriate or incorrect techniques. Very little or no evidence of appropriate references to external knowledge, and no evidence of critical thought.</p>	<p>20-29% – Fail Fails to meet the principal requirements of the assignment brief and the work has limited meaning. Very poorly structured, incoherent and lacking in imagination or insight. The work is very poorly presented and contains numerous serious errors, inconsistencies and omissions. The work displays a very weak knowledge base and a lack of sufficient understanding of the topic. Very little or no evidence of appropriate references to external knowledge and no evidence of critical thought.</p>
<p>0-19 % - Fail Work is of an extremely poor standard with significant errors and presentation is poor. Demonstrates no knowledge and understanding of key concepts and methods and their use to address complex problems. Technically incompetent demonstrating little skill and autonomy. The work shows no awareness of other perspectives and approaches.</p>	<p>0-19 % - Fail The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant. No effective use of external knowledge. No evidence of technical competence or skill. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>	<p>0-19 % - Fail The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect or omitted. No evidence of critical thought, technical competence or skill. No effective use of external knowledge. No links to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>	<p>0-19 % - Fail The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect, inconsistent or omitted. No evidence of critical analysis and reflection. No effective use of supporting material and external knowledge. No evidence of technical ability or skill. No application of theory to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>

11. Appendix F2 – Postgraduate Marking Scheme

Description and %	Alpha	Generic Criteria (Work at these levels demonstrate most of the following)
Distinction 95	A	<ul style="list-style-type: none"> extensive up-to-date knowledge and deep understanding of the topic/context/practice under discussion uses a comprehensive range of knowledge resources demonstrates a high degree of ability in conceptualising complex issues/problems within the relevant context. shows ability to evaluate critically literature/evidence/policy and practice in an original or comprehensive way demonstrates ability in carrying out an enquiry as appropriate, where the processes and/or outcomes are of unusual professional or academic value demonstrates ability to make a significant contribution in advancing learning and/or solving problems produces sophisticated or original argument with well-reasoned conclusions uses appropriate conventions in citation and referencing with accuracy is expressed in clear and intelligible English.
90	+	
85	A	
80	A	
75	-	
70	B	
	+	
Merit 65	C	<ul style="list-style-type: none"> deep up-to-date knowledge and understanding of the topic/context/practice under discussion uses a wide range of knowledge resources demonstrates a good ability to conceptualise issues/problems within the relevant context shows ability to evaluate critically literature/evidence/policy and practice demonstrates good ability to design and carry out an enquiry as appropriate demonstrates ability to make a contribution to advance learning and/or solve problems. produces a coherent argument with reasoned conclusions uses appropriate conventions in citation and referencing
60	+	
	C	
Pass 55	C-	<ul style="list-style-type: none"> up-to-date knowledge and understanding of the topic/context/practice uses an appropriate range of knowledge resources demonstrates ability to conceptualise issues/problems within the context shows ability to evaluate literature/evidence/policy and practice demonstrates ability to design and carry out an enquiry as appropriate demonstrates ability to advance learning and/or solve problems. produces an argument with reasoned conclusions uses appropriate conventions in citation and referencing is generally expressed in clear and intelligible English.
50	D	
	+	
Fail 45	D	<ul style="list-style-type: none"> shows little or no understanding of the topic/context/practice under discussion. shows little or inaccurate use of relevant knowledge resources demonstrates limited ability to conceptualise issues/problems within the relevant context shows inability to evaluate literature/evidence/policy and practice demonstrates inability to design and carry out an enquiry demonstrate inability to advance learning or solve problems does not produce a coherent argument with reasoned conclusions does not use appropriate conventions in citation and referencing is not expressed in clear and intelligible English.
40	D	
35	-	
15	E	
0	+	
	E	
	F	

12. Appendix F3 – Academic Framework

12.1. Preamble

- 12.1.1. The Academic Framework establishes the criteria and rules for courses of the University of Sussex. It sets out the basic criteria for awards by establishing the design parameters necessary to assure the quality and academic standing of University courses in accordance with the *Qualifications and Credit Framework in England and Wales and Northern Ireland (Ofqual 2010)*, *Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (2008)*, *the Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (2008)*; and the *European Qualifications Framework for Higher Education (Bergen 2005)*.

12.2. Credit

- 12.2.1. Credit is a quantified means of expressing equivalence of learning. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level for a complete module. It is a way of comparing learning achieved in a variety of different contexts.
- 12.2.2. All credit-bearing modules shall be credit rated according to level and volume.

Credit Level

The Level shall be:

- Level 3 (foundation year/stage 0)
- Level 4 (undergraduate stage 1/certificate level)
- Level 5 (undergraduate stage 2/diploma level)
- Level 6 (undergraduate stage 3/honours level)
- Level 7 (masters level)

Credit volume

The credit volume reflects the notional student effort to complete a module successfully. It is determined by calculating the required learning hours on the basis of 1 credit for 10 hours of learning. The credit volume reflects all student effort in particular, taught provision, independent or guided study, assessment and revision. All BIMM undergraduate modules between RQF Level 3 to FHEQ Level 7 shall be weighted as 20/30 credits or multiples thereof.

12.3. Undergraduate & Taught Postgraduate Degree Structures

- 12.3.1. University of Sussex taught degrees, diplomas and certificates shall be designed in accordance with the credit values and rules stated in the table below.
- 12.3.2. Undergraduate courses will normally be delivered in full-time mode and any derogations must be formally approved. Postgraduate courses may be delivered in full-time or part-time mode subject to formal approval at validation.
- 12.3.3. The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate irrespective of FT or PT mode of study. The maximum period of registration is not extended for any time spent on temporary withdrawal.

Award Title	FHEQ /QCF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award rules
Postgraduate Certificate	7	60	45	1yr FT	These awards may be approved as stand-alone awards or as exit awards embedded within a Master's degree course. The name of the award (entry or exit) shall be specified in course documentation in the following format' e.g. Postgraduate Certificate in 'Subject X'.
BA/BMus (Hons) Single Honours	6	360	90	3yrs FT	This is a degree comprising a main area of study from a single School. It may include modules from outside the 'major' area of study but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.
Ordinary Bachelor degree (BA/BMus)	6	300	60	3yrs FT	This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.
Diploma of Higher Education	5	240	90	2 yrs FT	These awards may be approved as an exit award only. The name of the award appearing on the award certificate shall be Diploma or Certificate of Higher Education without reference to a subject of study.
Certificate of Higher Education	4	120	90	1 yr FT	

Award Title	FHEQ /QCF Level	Minimum Credit requirement	Minimum Credit requirement at the level of the award	Minimum Period of Registration	Award rules
University of Sussex Certificate of Education	(3)	120	90	1 yr FT	This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but failing to attain the necessary threshold for admission to undergraduate study from the Foundation Year.

12.4. Credit & Module Status in Undergraduate & Postgraduate Courses

- 12.4.1. Credit is module specific and is available upon completion of the module. Undergraduate courses comprise a sequence of credit-rated modules to the value of 120 credits per academic year for students studying full time. All modules contributing to an award must be credit-bearing.
- 12.4.2. Students can normally take up to 30 credits at the **lower** level as indicated by the credit requirements for the award above. Students are not permitted to take any credits at the **higher** level in any stage in an undergraduate course.
- 12.4.3. Individual undergraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.
- 12.4.4. Two modules at different levels may rationalise resources by co-teaching. Where this occurs, the shared teaching element must be at the lower level with an equivalent proportion of teaching delivered independently to the student studying at the higher level. In addition, both modules must have differentiated titles, learning outcomes and assessments.
- 12.4.5. Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms, the minimum credit volume will be 20 credits.
- 12.4.6. Undergraduate courses at BIMM Institute may designate modules in the following ways. The designations are course-specific and will be set out in relevant published course documents.

Module type	Description
Core	<p>A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School. Exceptionally core modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of core modules will be permitted.</p> <p>All core modules shall be weighted as 20/30 credits or multiples thereof.</p>



Option	<p>A module that forms part of a group of options owned and delivered within a School. Exceptionally option modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of option modules will be permitted.</p> <p>All option modules shall be weighted as 20/30 credits or multiples thereof.</p>
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Appendix G: BIMM Institute Bullying & Harassment Policy

Definition of Bullying

Bullying can be broadly defined as behaviour which consistently undermines another's confidence, reducing feelings of self-esteem and self-worth. It is generally psychological, though sometimes physical. Bullying is often intimidation by someone in a superior position, but can occur in any relationship.

Definition of Harassment

Harassment can be broadly defined as behaviour which is unacceptable to and diminishes the dignity of the victim and which creates an intimidating, hostile or offensive environment for that individual. Harassment relating to another person's race, colour, ethnic or national origin, gender, sexual orientation, age, religious or political beliefs, disability or marital status or any other individual or group characteristics is all included within this definition.

What to do if you are the victim of Bullying or Harassment

If you suffer bullying or harassment, you can do one or more of the following:

- take it up with the person concerned
- take informal advice
- make a formal complaint

Off Campus Bullying & Harassment

Students are expected to behave in a respectful manner towards each other both on and off BIMM campuses. Incidents of off campus bullying and harassment, including those that take place online via social networks, etc., will be treated as seriously as those committed within BIMM facilities.

Taking it up with the person concerned

If possible, make it clear that their behaviour is unacceptable. You can do this by word of mouth or in writing. If you write, keep a copy of your letter, bearing in mind that this letter can be used in evidence by the other person. Always keep detailed notes of any incidents that distress you, including information on the ways in which the incidents cause you to change the pattern of your work or social life. Keep a note of who witnessed the incidents. If you don't feel able to take it up with the person concerned, or if harassment continues, you can take further action.

Taking informal advice

You can take advice from various sources, including Student Services staff and your Course Leader. These discussions are private and confidential, and you can bring a friend with you if you wish. The abovementioned members of staff may be able to make informal approaches to the accused to ensure that harassment is not repeated. The decision whether to go further will depend on you.

Formal Process

You are strongly advised to take the informal route first, with the support of those suggested above. This may help you decide whether to make a formal complaint. Written formal complaints should be addressed to Head of Student Services who will pursue with the matter from there. Please bear in mind that, even where you are complaining about conduct that is actually criminal, no proceedings can take place without your approval and evidence, and it is for you to choose whether or not to give that evidence. It may be the case that a formal investigation into a complaint to which you are the only witness is not possible without the disclosure of your statement to the accused.

Student Discipline

During the investigation of a complaint against another student the Head of Student Services may invoke the Student Disciplinary Procedure if it is felt that the behaviour of a student falls short of the expectations set out in the Code of Conduct and Student Charter.

Appendix H: BIMM Institute Fitness to Study Policy & Procedure

What is fitness to study?

Fitness to study relates to an individual's capacity to participate fully and satisfactorily as a student, in relation to academic studies and student life in general at BIMM.

BIMM is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement.

The purpose and scope of this policy

- a) To provide a suitable and co-ordinated response by academic and support staff in circumstances where it is not considered appropriate to apply other internal procedures such as the Student Disciplinary Procedures.
- b) To encourage early intervention and active collaboration between all staff in managing situations where there are concerns regarding fitness to study.
- c) To provide a non-judgemental, consistent and sensitive approach to the management of situations which may require different levels of response according to the perceived level of concern.

When to use this Policy

A student's fitness to study may be a cause for concern as a result of a wide range of circumstances, including (but not restricted to) the following:

- Concerns about the student's fitness to study are raised from a third party i.e. a friend, relative, housemate, colleague, employer, BIMM staff or medical professional either whilst the student is at BIMM or whilst engaged in BIMM outside activities such as placements, gigs, work-based learning or field trips.
- The student has told a member of staff that they have concerns about their fitness to study.
- The student's disposition is such that it indicates that there may be need to address an underlying health issue.
- Behaviour which would usually be dealt with as a disciplinary matter, which may be known to be or suspected to be the result of an underlying physical or mental health difficulty.
- A student's health difficulties are adversely affecting the health, safety or wellbeing of others.
- The student's academic performance is being hindered to the point where it is impacting adversely on their ability to progress and/or achieve and is thought to be the result of an underlying physical or mental health problem.
- The student's personal conduct is not acceptable and is thought to be the result of an underlying

physical or mental health problem.

Stages of action

The procedure can be entered at any of the stages outlined below, depending on the level of concern and urgency, though the objective is for that most situations to be remedied by action taken at stages 1 or 2.

Stage 1 – Informal Stage

Once concerns have been raised about the student, a member of staff from the student's course or the Student Support team should approach the student and explain to them, in a supportive and understanding way, the concerns about their fitness to study. This would ordinarily be a member of staff with knowledge of the student, such as their Course Leader or Student Support Officer. That member of staff should contact the Head/Deputy Head of Student Services if they require advice or guidance on how to approach the student and discuss difficult issues.

The student will be made aware of the precise nature of the circumstances causing concern, and the member of staff will attempt to resolve the matter in informal discussions with the student. The student should be encouraged to explain their views and should be encouraged to avail fully of the support services offered by BIMM. The member of staff should consider with the student whether any specific academic arrangements or other types of support could be applied to help the student study more effectively.

In most cases, it is anticipated that the concerns can be addressed informally at this stage, that the student will engage with this process and will access the support services available to them at BIMM. Any plans agreed between the member of staff and the student should be set out formally via email to the student, so it is clear what has been agreed.

If possible, a review period should be agreed between the student and member of staff, for which sufficient time should be granted to allow the student to consider their behaviour and seek support. At the review meeting, the steps taken to address the concerns should be discussed in detail.

Further meetings may be scheduled to monitor progress made by the student, and the member of staff should help the student access the support available to enable them to continue and engage with their studies. The general expectation is that the student will take personal responsibility and fully engage with the support recommended by staff.

If the concerns have not been addressed, support has not been sought, and the member of staff feels that the progress has not been made in the agreed time frame, the case can move on to Stage 2.

Stage 2 – Case Review

If action taken under Stage 1 has not been successful or if the concerns raised are too serious to be dealt with informally, Stage 2 should be invoked.

A meeting of a Case Review Panel can be convened by the Head/Deputy Head of Student Services, who will chair the Panel, which will normally be made up of the following members of staff:

- The relevant Course Leader
- The relevant Student Support Officer
- Any other support staff involved in the case

Before the Case Review Panel meeting, medical assessment may be sought, usually from the student's GP or medical practitioner, and the student will be encouraged to consent to the assessment. The student will be able to submit documents for the Panel to consider and will be given a copy of any documents seen by the Panel. The student may request to attend all or part of the Case Review Panel meeting. The Panel will make a reasoned decision regarding whether the student should attend. If the student does attend, they will have the right to bring a friend or representative to the meeting.

A letter will be sent to the student after the meeting setting out any decision made and the rationale for that decision.

The Panel will order its proceedings as it sees fit and may call witnesses if necessary. The outcomes available to the Panel are:

- No further action required.
- To monitor the student formally for a specific period of time. An action plan will be agreed with the student detailing any steps the student will need to take and the support to be provided to the student. Regular review meetings will be arranged with the student and a nominated member of staff. The student should be made aware of what will happen if the action plan is breached, which will normally involve their case moving to Stage 3.
- To recommend a specific academic arrangement be put in place, which may include a suspension of studies. Such recommendations should be agreed between the Head/Deputy Head of Student Services and the student. If the student does not agree, the case will move on to Stage 3.
- To refer the case to a Fitness to Study Panel under Stage 3 of this procedure. This will be appropriate in serious cases, for example where there is evidence of a serious risk to the health and safety of the student or others in the BIMM community. This course of action would be used when it is considered that suspension, temporary exclusion, permanent exclusion or withdrawal may be the appropriate course of action, or if the student has not agreed to a recommendation or action plan made under Stage 2.

Stage 3 – Fitness to Study Panel

This stage will only be invoked following a referral from a Case Review Panel or if, in the opinion of the Head of Student Services in consultation with the College Principal, it is decided that the case is sufficiently serious and urgent to warrant an immediate referral without consideration of Stage 1 or 2. The College Principal (or nominee) can convene a Fitness to Study Panel to consider the case and will act as chair of the Panel.

The Members of the Panel will usually be:

- The Head/Deputy Head of Student Services
- The relevant Course Leader
- The relevant Student Support Officer
- Any other support staff involved in the case

As with the Case Review Panel, the student will have the opportunity to submit documents for the consideration and will be sent a copy of any documents seen by the Panel.

The Panel may order the proceedings at its discretion, may call witnesses if required and may request further medical evidence.

The student will not be invited to attend but may send a representative to observe the process.

The outcomes available to the Panel include:

- A short-term exclusion to allow the student to be assessed by a medical professional, access support services both within and outside of BIMM or for further information to be obtained. The exclusion will be reviewed within four weeks as set out below in relation to emergency temporary exclusion.
- Suspension with conditions for a period up to twelve months. A student who is suspended from BIMM may be prohibited from participating in BIMM activities and may either be prohibited from entering BIMM premises or have restricted rights to enter the premises. The terms of the suspension will be notified to the student in writing, depending on the circumstances of the case. The decision to suspend a student shall be reviewed as necessary by the Panel.
- Exclusion or requirement to withdraw - if the Panel concludes, taking into account the individual circumstances of the case and any supporting medical evidence, that there is no reasonable prospect of the student re-engaging with their course in the short to medium term, the student will be permanently excluded or required to withdraw. This option should be reserved for the most serious cases.
- Any other action considered to be appropriate and proportionate by the Panel.

Temporary Exclusion

The Panel may impose a temporary exclusion for a set period of time with immediate effect. A student who is subject to a temporary exclusion order is prohibited from entering BIMM premises and from participating in BIMM activities. The exclusion may, exceptionally, be subject to qualification, such as the permission to take an examination or to enter BIMM premises to attend a meeting with a support service. The terms of exclusion will be individual to each case and will be notified to the student via email. A temporary exclusion does not affect the student's status at BIMM.

The decision to temporarily exclude will normally be reviewed within four weeks. The review may include a recommendation that a Fitness to Study Panel be convened to reconsider the case.

Return to Study

The Case Review Panel or Fitness to Study Panel that made the decision regarding a suspension or temporary exclusion, or as many members of the original Panel as possible, will be reconvened to consider whether the student is fit to return to study.

Further medical evidence will be requested from the student which considers their ability to fully engage with their studies and meet the requirements of the course. A student will only be permitted to return if, after receiving the medical evidence, the Panel is satisfied that the individual is fit to study.

If a student agreed to suspend their studies under Stage 2, the Case Review Panel that originally considered the matter can make the decision regarding a return to studies without referral to a Fitness to Study Panel if it is satisfied that the student is fit to return.

If the Fitness to Study Panel made the decision to suspend or temporarily exclude under Stage 3, the Panel should reconvene to consider whether the student is fit to return to study and make a decision.

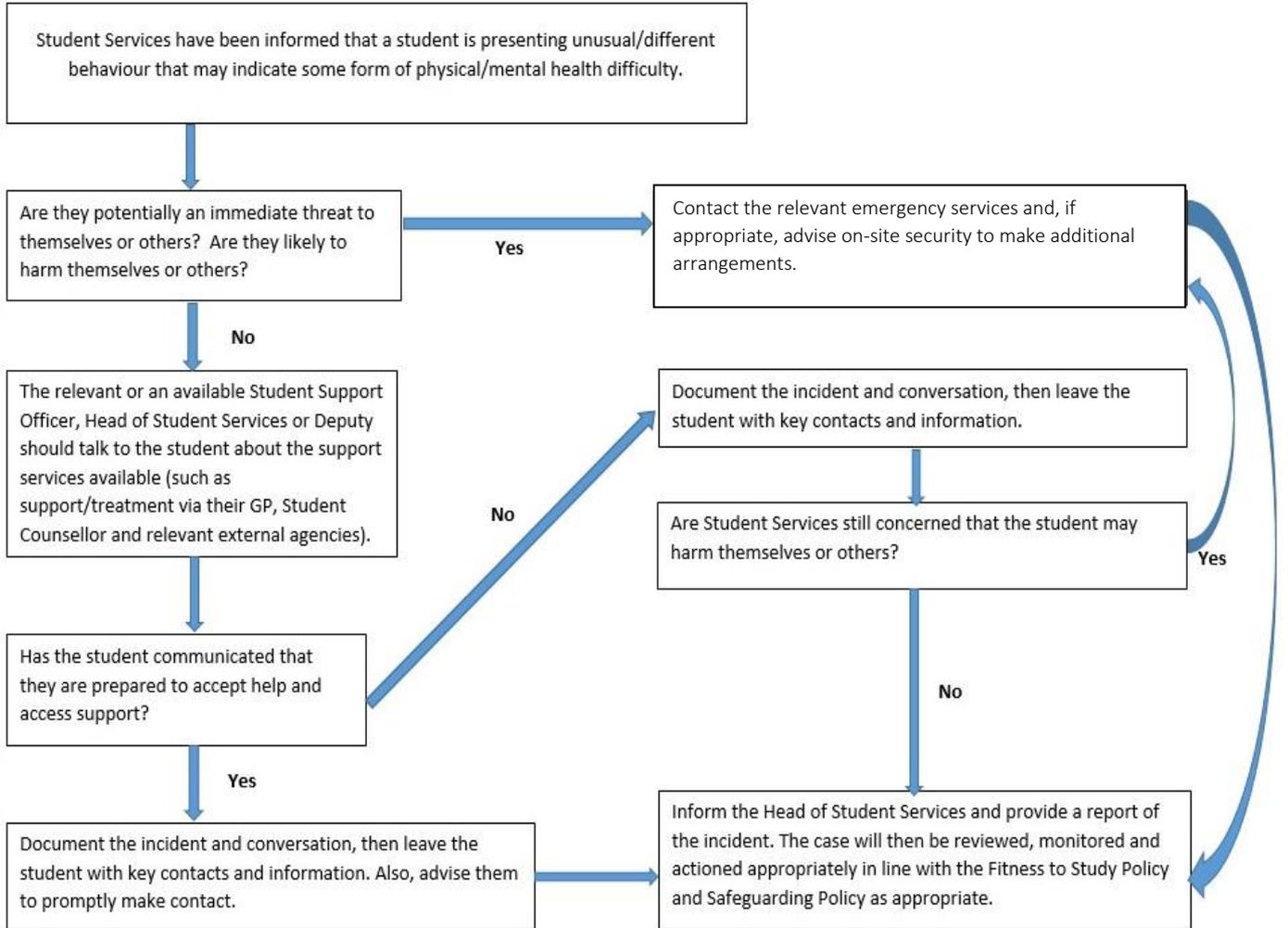
Where a student returns to study after a temporary exclusion/suspension under this policy, the relevant Panel will consider any support that the student may require to support a return to studies, such as regular review meetings or a return to study action plan. The general expectation is that the student will agree to this support plan and take personal responsibility for fully engaging with this support.

Crisis Situations

It is possible that, if a situation requires Stage 3 outlined in this policy, the student may pose an extreme risk to themselves and/or others that will require emergency measures to be taken by members of Student Services and assistance from outside agencies.

In such a situation, the Emergency Services or the local Mental Health Crisis Team should be contacted by a member of Student Services (as for cases of psychosis or suicidal ideation, for example). This should be followed up later by notifying the Head/Deputy Head of Student Services of the details of the incident and action taken. Immediate attendance by a member of Student Services as also outlined in the Safeguarding Policy would also be required in the majority of these situations.

Pathway for action in crisis situations:



Exam Board Decisions

If a period of suspension results in a student being unable to complete assessments, the relevant Exam Board will be informed that the student has been suspended or withdrawn under the Fitness to Study Procedure. The report from Stage 2 or Stage 3 will make a recommendation to the Exam Board on when and how the student is expected to re-engage with their studies and complete the required assessments. The Chair of the Exam Board will have access to the report.

Right of Appeal

The student may appeal to BIMM against a suspension or requirement to withdraw.

An appeals form should be submitted to cap@bimm.co.uk within **21 days** of the date on which the order for suspension or the requirement to withdraw was made.

Any student considering making an appeal is advised to talk to one of the individuals listed below. They can advise on how to deal with an appeal, help to resolve it informally and, if necessary, support the student in the process of making a formal appeal.

- Student Support Officer at BIMM
- Course Leader
- Head/Deputy Head of Student Services
- College Principal
- Student Representatives

Appeals forms can be found at <http://www.bimm.co.uk/academic-complaints-appeals/>

Nominees

References in this policy to the holders of any post shall be construed to refer either to the post holder or to their respective nominee.

Appendix H1: Guidelines for Staff on Students & Mental Health

BIMM aims to promote a culture of diversity within our community, providing a dynamic working and learning environment where all members are valued for their contribution and individuality. Applicants are encouraged to declare any existing mental health difficulties during the application process and Student Support may contact them and offer them the opportunity to discuss their personal support requirements further confidentially.

However, tutors and reception staff are often the first point of contact for a student experiencing mental distress for the first time and are often more aware of changes in a student's behaviour, which may indicate a need for support.

These guidelines aim to give practical and general guidance for staff where there is concern that a student may be experiencing mental health related difficulties which are either reoccurring or initial.

Introduction

If you're worried about a student's mental health, ask yourself the following questions:

- Has the student told you they have a problem?
- Has someone else expressed concern, such as another student or colleague?
- Have there been any significant changes in the student's appearance, such as sudden weight loss/gain or decline in personal hygiene?
- Do they smell or sound different, e.g. can you smell alcohol, or is their speech very loud/quiet?
- Have you noticed a difference in the mood of the student compared with how they are usually? (We can all experience a 'bad' day, but we need to be mindful of the potential there may be a problem when the day turns into a week, or month.)
- Have you noticed a change in their behaviour, such as being uncharacteristically withdrawn in class or absent, being inappropriate relative to the situation or not completing work?
- We may all experience one or more of these factors at some point in our lives and they do not always signal any cause for concern. The fact that some of the above factors may be present might suggest a need for greater concern, investigation or to seek advice from Student Support.

What you can do if you are concerned

- Try not to avoid the situation or pretend nothing is wrong, as this could make matters worse, or result in them lasting for longer. Approach the student in an empathetic and understanding way. Remember to be sensitive to issues relating to sexuality, race, religion, culture and gender.
- Just by asking the student how they are may give them the opportunity to discuss their concerns with you – they might only want a listening ear.
- Be prepared to listen and give some time if you are able. If there are constraints on your time, tell the student this at the start and consider arranging a different time (e.g. after a class). Complete

and return a referral form with as much detail as possible if you really do not have time to ask the student personally.

- Being open and honest with the student in your initial contact will help to develop a level of trust between you. A student might often avoid seeking help because of concerns about the consequences of telling someone.
- Whilst you should usually try to get the student's consent before sharing confidential information with someone else, if you are unsure on how to help the student you can contact Student Support, in confidence, or complete and return a referral form.
- Try not to offer help that is beyond your role. We all have something to offer, but it is critical we are aware of what is realistic, and what we are qualified to do. It is not your responsibility to solve the student's problem, but it is hugely helpful for you to flag up any possible issues.
- The student may not always identify they have a problem or may not want to acknowledge it. Try not to humour them by pretending there isn't a problem if it is clear to you there is.
- How you respond to your concerns will largely depend on your assessment of their situation. The key consideration is the safety and well-being of the student and those around them.
- Student referral forms are available for you to complete with further information about any concerns you may have noticed. These are available from reception and there will be copies in the back of registers. Once you have returned them, they are looked at by Student Services. The referral system is there to support you and the student where a longer conversation is needed or where there are concerns that you feel need investigating. These should be filled in with as much detail as possible and returned promptly.

When a student does not want to talk

- If the student is not ready to accept help or talk about their problem, do not ask insensitive or intrusive questions. Respect the right of the student if they do not wish to discuss things. Offer them an open invitation to come back and talk to you, or Student Support in the future.
- However, if you are still concerned about a student who has refused help, speak to the Head of Student Services.

When a student does want to talk

- If the student does discuss their problem with you, be wary of giving advice that is beyond the boundaries of your role.
- Do express your concern, but remember you are not a therapist or a counsellor. Listen and encourage the student to speak to a Student Support Officer.

Dealing with crisis situations

Whilst very rare, there may be instances where a student's behaviour gives serious cause for concern. Such situations will vary, from indications they are experiencing suicidal thoughts, to exhibitions of bizarre or violent behaviour, which raises concern that the student or others may be at risk.

Assuring your safety and that of others, including the individual, is paramount. The following notes may help:



- Try to remain and appear calm and adopt a non-threatening approach.
- If there are other students nearby, calmly ask them to leave the area.
- Some situations can be distressing – if you do not feel confident to approach the student, then go and get help.
- Ensure appropriate people are contacted such as Student Support/Student Services, Security and/or First Aider.
- If there is serious concern about the individual do not hesitate to call the emergency services – paramedics or police.

Appendix I: BIMM Institute Data Protection Policy

This Data Protection Policy has been written to comply with current data protection legislation (“Data Protection Legislation”) comprising (i) unless and until the General Data Protection Regulation ((EU) 2016/679) (“GDPR”) is no longer directly applicable in the UK, the GDPR and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998. This policy will be updated as necessary to reflect any changes or amendments to the Data Protection Legislation.

Why does BIMM need to hold personal data?

BIMM processes students’ personal data as part of the necessary functioning of the institution. Personal data is information that can be used to identify students individually and which students provide by completing application and enrolment forms – as well as other necessary information that we process while students are current, such as assessment results.

BIMM needs to process certain information about its students, parents and guardians and other individuals with whom it has relationships for various purposes such as, but not limited to:

1. The recruitment of students to our courses;
2. The administration of our courses;
3. Student enrolment;
4. Examinations and external accreditation;
5. Recording student progress, attendance and conduct;
6. Collecting fees;
7. Complying with legal obligations to funding bodies and government, including local government.

To comply with various legal obligations, including the obligations imposed on it by the GDPR, BIMM must ensure that all this information about individuals is collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully.

How we use your personal data

We will only use your personal data when the law allows us to. Most commonly, we will use your personal data in the following circumstances:

- where we need it to perform our educational services (performance of a contract);
- it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests. Our legitimate interests are in providing our educational services to you and in promoting or furthering our educational services; or
- where we need to comply with a legal or regulatory obligation.

Responsibilities under the GDPR

BIMM is the 'data controller' under the GDPR. This means that we are responsible for controlling the use and processing of the personal data. Please see our privacy notice (<https://www.bimm.co.uk/privacy-policy/>) for more detail.

Data Protection Principles

The Data Protection Legislation places a responsibility on data controllers to process any personal data in accordance with the eight principles. More detailed guidance on how to comply with these principles can be found on the ICO's website (www.ico.gov.uk)

To comply with its obligations, we will adhere to the eight principles:

1. Process personal data fairly and lawfully.

BIMM will make all reasonable efforts to ensure that individuals who are the focus of the personal data (data subjects) are informed of the identity of the data controller, the purposes of the processing, any disclosures to third parties that are envisaged; given an indication of the period for which the data will be kept, and any other information which may be relevant.

2. Process the data for the specific and lawful purpose for which it collected that data and not further process the data in a manner incompatible with this purpose.

BIMM will ensure that the reason for which we collect data originally is the only reason for which we processes such data, unless the individual is informed of any additional processing before it takes place.

3. Ensure that the data is adequate, relevant and not excessive in relation to the purpose for which it is processed.

BIMM will not seek to collect any personal data which is not strictly necessary for the purpose for which it was obtained. Forms for collecting data will be limited accordingly.

4. Keep personal data accurate and, where necessary, up to date.

BIMM will review and update all data on a regular basis. It is the responsibility of the individuals giving their personal data to ensure that this is accurate, and each individual should notify us if, for example, a change in circumstances mean that the data needs to be updated. It is our responsibility to ensure that any notification regarding the change is processed.

5. Only keep personal data for as long as is necessary.

BIMM undertakes not to retain personal data for longer than is necessary to ensure compliance with legislation and any other statutory requirements. Please contact us at privacy@bimm.co.uk if you would like more information on our data retention policies.

BIMM keeps student records in an archive for a limited number of years after graduation so that we can confirm requests from prospective employers. We may provide references or confirm marks to potential employers on receipt of an official written request from them. If students cite BIMM on an employment/further study application, we will assume that students are giving us permission to release relevant personal data. Reports may also be provided to a sponsoring body, sponsoring employer, awarding university or LEA, provided that the receipt of information on student progress forms part of the conditions of student sponsorship or course validation.

At the end of a student's studies, limited personal data will be retained for our Alumni records so that we can maintain contact with them.

6. Process personal data in accordance with the rights of the data subject

Individuals have various rights under the legislation, including a right to:

- be told the nature of the information we hold and any person to whom this may be disclosed;
- prevent processing likely to cause damage or distress;
- prevent processing for purposes of direct marketing;
- be informed about the mechanics of any automated decision-making process that will significantly affect them;
- not have significant decisions that will affect them taken solely by automated process;
- sue for compensation if they suffer damage by any contravention of the legislation;
- take action in certain circumstances to rectify inaccurate data, block processing, erase or destroy data;
- request that the Office of the Information Commissioner assess whether any provision of the Data Protection Legislation has been contravened.

Please see our privacy policy for details about how to exercise these rights.

7. Put appropriate technical and organisational measures in place against unauthorised or unlawful processing of personal data, and against accidental loss or destruction of data.

BIMM will ensure that all personal data is accessible only to those who have a valid reason for using it. BIMM will have appropriate security measures in place as follows:

- keeping all personal data in a lockable cabinet with key-controlled access;
- password protecting personal data held electronically;
- archiving personal data in a secure location;
- placing any PCs or terminals, CCTV camera screens etc. that show personal data so that they are not visible except to authorised staff;
- ensuring that PC screens are not left unattended without a password protected screen-saver being used.

In addition, BIMM will put in place appropriate measures for the deletion of personal data - manual records will be shredded or disposed of as 'confidential waste' and appropriate contract terms will be put in place with any third parties undertaking this work. Hard drives of redundant PCs will be wiped clean before disposal or, if that is not possible, destroyed physically. A log will be kept of the records destroyed.

8. Ensure that no personal data is transferred to a country or a territory outside the European Economic Area (EEA) unless that country or territory ensures adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

BIMM will not transfer data to such territories save in compliance with the GDPR.

Additional Data Collected

We also ask students for a photograph for enrolment. Student photographs will be stored electronically and may be seen by BIMM staff. We never release student enrolment photographs to another student, or to those outside BIMM except the relevant awarding institution for the production of ID cards and the monitoring of quality. Students may also appear on CCTV records, which BIMM keeps for security purposes.

Reporting A Personal Data Breach

The GDPR requires data controllers to notify any personal data breach to the applicable regulator and, in certain instances, the individual involved. We have put procedures in place to deal with any suspected personal data breach and will notify you or any applicable regulator where we are legally required to do so.

Disclosure of Data

BIMM may provide limited data to Council Tax Offices of local authorities to enable them to assess whether students are liable for Council Tax. We shall report on student attendance and performance to the local

education authority (LEA) or the Student Loan Company (SLC) on request, if students have been assessed for eligibility for support.

In certain circumstances, BIMM may be required to disclose personal data to the police or courts for the purposes of prevention or detection of crime, or where it is necessary to protect student's vital interests, in an extreme emergency. We do ask students to provide on their enrolment form the name, address and telephone number of someone who we can contact in an emergency.

It is normal practice to produce official results lists (by candidate number and not by name), showing the results of all students on a course. A copy of the list is given to each student on the course and may be placed on appropriate departmental noticeboards. If students feel that the publication of student's results in this way will cause significant damage and/or distress, students may ask for their details not to be shown on the list. Such a request must be made in writing to the student's Course Leader.

This list is not intended to be exhaustive, but to give students an idea of the various kinds of information processing that BIMM may need to undertake. We will not normally release data about a student to their parents, partner or other relative or external enquirer under any other circumstances, without having received the student's specific written consent.

Special Categories of Personal Data

Some personal data is defined as 'special category' under the GDPR. This is information revealing racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health conditions, sexual life, sexual orientation, biometric or genetic data. Unless we can rely on another legal basis of Processing, Explicit Consent is usually required for Processing Special Categories of Personal Data and Criminal Convictions Data, for Automated Decision-Making and for cross border data transfers. Usually we will be relying on another legal basis (and not require Explicit Consent) to Process most types of Special Categories of Personal Data and Criminal Convictions Data. Where Explicit Consent is required, we will obtain such consent separately.

Ethnic origin

We ask students to tell us their ethnic origin, which will be used only for the purposes of monitoring equality. The legal basis for this is compliance with a legal obligation.

Health & Disability

We ask students to tell us if they are disabled and if they are in receipt of a disability allowance. Within BIMM, data about disability will be used for the purposes of monitoring equality and the legal basis is compliance with a legal obligation. It will also be used as an essential part of the provision of a service to

students with disabilities. If students declare a disability, the Head of Student Services may contact them to see if BIMM can provide any further help.

There may be circumstances when we have to release information in an extreme emergency, for example, if students were taken ill and health professionals outside BIMM needed to know about a disability. The Data Protection Legislation recognises that it is not always possible to seek student consent to the release of special category data in an emergency.

Students may also disclose information about their health when completing a Mitigating Circumstances Form and we process this information with their informed consent that we will use the data to determine whether mitigating circumstances apply to the student.

Commission of an offence

Any person with a criminal conviction will have been asked to declare this on their UCAS or BIMM application form. Information about a criminal conviction is only used as part of the admission procedure. We collect this information with the applicant's specific consent in order to provide our educational services or comply with a legal obligation.

Appendix J: BIMM Institute Student Code of Conduct

Introduction

This Code of Conduct is designed to protect the rights of all members of the diverse community within BIMM, whether staff, students or visitors, to participate freely in the purposes of the institution, both formally and informally.

BIMM expects all staff and students to show respect for one another in all aspects of their contact, to conduct themselves with due regard for their own legal responsibilities and in a way that preserves and enhances BIMM's good name and reputation.

This Code of Conduct applies to all students and to students' visitors. Any breach thereof will be taken seriously and, where deemed necessary, dealt with through the Student Disciplinary Procedure. Sanctions against unacceptable behaviour will be applied consistently in the interests of everyone's learning, teaching and social experience.

Enrolling at BIMM confirms that students are willing to comply with this Code and the Institute's rules, regulations and procedures. Students are expected to keep themselves familiar with general BIMM policies and regulations, those relating to their course of study, and with this Code.

The major principles that form the basis of acceptable student conduct are:

- Students should conduct themselves in an orderly manner in their academic and recreational activities while they attend BIMM or engage in any BIMM activity.
- Students are expected to respect and observe the rules and regulations of BIMM.
- Students should respect the rights and privacy of other members of BIMM at all times.

The general definition of 'misconduct' under this Code is improper interference, in the broadest sense, with the proper functioning or activities of BIMM, or those who work or study at BIMM, or action which otherwise damages BIMM.

Allegations of Sexual Misconduct

Where the allegations against a student are of sexual misconduct, those allegations will be considered in accordance with the Institute's Sexual Misconduct Policy & Procedure.

A student will have breached the Code of Conduct if they have:

1. Engaged in any conduct which prevents, obstructs or disrupts:
 - a. Teaching, learning or research carried out within BIMM or as part of the Institute's approved programme of teaching, learning (including work based learning) or research on field-work and industry placements.
 - b. The administration, proper functioning or activities of BIMM.
 - c. The discharge of the duties of any member of BIMM staff.
 - d. The holding, or the orderly conduct, of any lawful meeting or group within BIMM.
2. Obstructed or attempted to obstruct access of staff, students or visitors (entering with the permission of BIMM authorities) to any BIMM premises.

3. Assaulted or harassed (as defined in the Bullying & Harassment Policy) any fellow student, member of staff or visitor, or engaged in violent, indecent, disorderly, threatening or offensive behaviour or language, or engaged in any other form of harassment or discrimination relating to a person's race, colour, ethnic or national origin, gender, sexual orientation, age, religious or political beliefs, disability or marital status or any other individual or group characteristics. This includes physical or verbal abuse and abuse committed by electronic means.
4. Deliberately misused or damaged any learning materials, equipment, furniture, fittings or property belonging to or under the control of BIMM or the property of any student or member of staff (including damage resulting from negligence).
5. Taken action likely to cause injury or impair safety either on premises or on any other sites associated with BIMM through its courses or other activities.
6. Possessed, consumed or being under the influence of alcohol or illegal drugs at any BIMM premises or external venue used by the Institute for taught lessons.
7. Engaged in fraud, deception or dishonesty in relation to BIMM or its staff or in connection with holding any office therein or in relation to being a student thereof.
8. Invaded, abused or attempted to abuse the security, integrity or privacy of any files or confidential material.
9. Been found guilty, while a student of BIMM, of any criminal offence that could damage the good name of the Institute, or behaved in such a way as would be deemed to amount to a criminal offence, or otherwise conducted themselves in a manner calculated or likely to bring the Institute into disrepute.
10. Provided misleading, fraudulent or untrue information in order to gain admission to BIMM or with regard to the determination of Fee Status or of financial support administered by BIMM, or failing to disclose or deliberately withhold information regarding previous criminal convictions or ongoing investigations that could risk further incrimination.
11. Portrayed themselves or provided inaccurate and/or misleading information about themselves or BIMM through any medium, including social networking sites, which is deemed to undermine the operation of the Institute or brings into question their suitability for continued registration on their course of study.
12. Engaged in other such conduct as might be deemed unacceptable by the College Principal.

Any breach of this Code of Conduct will be treated as a serious matter and dealt with under the Student Disciplinary Procedure.

Appendix K: BIMM Institute Student Disciplinary Procedure

Introduction

This Student Disciplinary Procedure provides a framework for the regulation of BIMM student behaviour in order to secure the proper working of the Institute in the broadest sense. Breaches of BIMM regulations relating to behaviour in the policies listed below will be dealt with in accordance with the process set out therein and/or through this Student Disciplinary Procedure:

- Academic Regulations
- Equal Opportunities & Diversity Policy
- Fitness to Study Policy
- Bullying & Harassment Policy
- Safeguarding Policy
- Sexual Misconduct Policy & Procedure
- Social Media Policy
- Student Charter
- Student Code of Conduct

In the event of a BIMM student disciplinary matter being the subject of a police investigation, it may be necessary to wait until the conclusion of that investigation before any BIMM procedure can be started. BIMM will take the results of any police investigation into account when conducting its own disciplinary hearing. Should the police issue any bail conditions, or should the Institute need to consider the safety of students whilst investigations are ongoing, immediate action may need to be taken, which may result in a suspension of studies or restrictions being placed on access to facilities.

Courses of Action Available

1. In cases of alleged misconduct of a minor nature, the College will seek to resolve matters informally, with disciplinary procedures being operated by the student's Course Leader.
2. If the matter cannot be resolved informally, due to there being an allegation of a more serious breach of regulations or repetition of minor acts of misconduct, the Head of Education (or nominated senior manager) will be required to conduct a formal investigation.
3. A student who is the subject of an allegation of misconduct may be suspended by the College Principal (or nominated senior manager) if their continued attendance at the College could interfere with the formal investigation or present a risk to students and/or staff.
4. A student against whom a criminal charge is pending, or who is the subject of a police investigation, may be suspended by the College Principal (or nominated senior manager) pending the outcome of the police investigation.

Formal Investigation Procedure

1. If the Head of Education (or nominee) decides to conduct a formal investigation, they will establish a Panel to hear the case comprised of themselves (as Chair), the Head of Student Services, or another senior member of staff other than the student's Course Leader, and a formal minute-taker to make a record of the Hearing.

2. The Chair will interview and/or obtain written statements from any witnesses to the allegation in advance of the formal disciplinary hearing including (but not limited to) the person making the allegation of misconduct.
3. The Chair will ensure that the student is notified in writing at least seven days before the Hearing takes place. That notification should include and confirm:
 - a) A statement of the allegation(s) to be considered and the purpose of the hearing;
 - b) Details of the date, time and place of the hearing and those who will be present;
 - c) Copies of any evidence/documents to be considered in connection with the allegation;
 - d) That the student may bring a written statement of their perception of events to the Hearing;
 - e) A statement to the effect that witnesses may be called in support of the allegation and that the student has the right to call witnesses on their behalf;
 - f) A statement of the student's right to be accompanied by a friend or representative, but not by an external organisation. A student's representative may not be a member of BIMM staff or a witness to the incident under investigation.
4. Should a student notify the Chair in advance of the Hearing that they are unable to attend on the scheduled date, and provides a satisfactory reason for their non-attendance, the Chair will reschedule the Hearing. However, only one further attempt to reschedule the Hearing in order to enable the student's attendance will be made. Where the Hearing is to be re-convened, the Chair has responsibility for ensuring that the student is notified again as set out above.
5. If the student does not attend the Hearing and does not communicate with the Chair regarding their non-attendance, the Hearing will normally proceed in the absence of the student.

Conduct of the Hearing

The Hearing will be conducted fairly but will not seek to replicate a court of law and will ensure that all relevant facts are considered by the Panel. At the discretion of the Chair, an individual who made the allegation under investigation may either be interviewed separately or give evidence via a written statement if deemed appropriate in the circumstances and agreed in advance. The Hearing should be conducted as follows:

1. The Chair will open proceedings by:
 - a) Explaining the purpose of the hearing and the extent of their delegated powers in taking decisions on behalf of BIMM;
 - b) Explaining the penalties that could be enforced as outcomes of the hearing if the allegation of misconduct is upheld, as set out below;
 - c) Establishing the names and identities of everyone present at the hearing and confirm the names of all witnesses who will be supplying evidence.
2. A record will be kept of all persons attending the Hearing and whether or not the student has elected to be accompanied by a friend or representative in accordance with these regulations, or if the student has failed to attend the hearing and the Chair's decision, including the reasons for it.
3. The Chair will normally invite all parties except witnesses into the room. Where witnesses are to be heard, they are only to be present for the duration of their own evidence.

4. The Chair will outline the case against the student, including submission of written or verbal statements from witnesses.
5. The student and their representative will be given the opportunity by the Chair to address questions to the Panel and/or to any of the witnesses.
6. Any witness submitting a written statement should normally be in attendance to answer questions unless there are exceptional circumstances, or the parties agree otherwise in advance of the Hearing.
7. The Chair will request the student or their representative to present their case, including submission of written or verbal statements from witnesses.
8. The Panel may ask questions of anyone present at the hearing at any time for the purposes of clarification.
9. The Chair will invite the student or their representative to make a final statement, after which they will be advised how, and the timeframe in which, they will be advised of the outcome of the Hearing (outlined below) and advised that the Panel will deliberate privately to reach a decision.

The Chair may amend this procedure where it is reasonable to do so depending on the nature of the case and the persons present at the hearing and may adjourn or defer the Hearing at any time.

The Panel will determine, in light of the evidence presented, whether a breach of the relevant regulation or policy has been committed, noting that the standard of proof is on the balance of probabilities. The Chair of the Panel will sign the written record of the Hearing and the decision concerning any penalties to be applied and a copy of the record will be placed on the student's file. Where applicable, any individual(s) making the allegation will be informed in a similar manner

Possible Outcomes

If the Panel is satisfied that there has been a breach of conduct, one or more of the following courses of action can be taken:

1. Issue a first written warning to the student indicating the consequences of future misconduct, to be entered onto the student's record, removable after 6 months.
2. Issue a second written warning to the student indicating the consequences of future misconduct, to be entered onto the student's record, removable after 12 months.
3. Issue a final written warning to the student indicating the consequences of future misconduct to be entered into the student's file, removable three months after the completion of the student's course.
4. Suspend the student with immediate effect for a fixed period of time, or until specified conditions have been met, from College premises and/or services.
5. Permanently exclude the student with immediate effect from College premises and/or services.
6. Require the student to compensate or make good any damage caused to private property.

7. Require the student to make appropriate recompense or apology for any offence or harm caused, or any damage done, to the complainant or to College relations with its members or the outside community.
8. Should any criminal activity be discovered during the course of an investigation, this will be reported to the police at the earliest available opportunity.
9. The panel may also recommend additional suitable punishments or sanctions such as (but not exclusive to) imposing restrictions on the use of the facilities, access to BIMM events or timetable changes in order to prevent continued problems or provide an appropriate punishment to the offence committed.

The Chair will notify the student in writing within nine days of the Hearing of:

- The outcome reached and the reasons for that outcome being reached;
- A summary of the established facts on which the disciplinary action is based;
- Details of any penalty imposed;
- A clear statement of the right to and method for appealing against the decision as outlined below.

Appealing the Decision of the Panel

An appeal against the decision of the Panel must state in full the grounds for the appeal and be submitted within nine days of the student being notified of the outcome of the Hearing. Appeals should be submitted to cap@bimm.co.uk using the appeals forms available [here](#), and the burden of proof is on the student to establish grounds for appeal.

An appeal against the decisions of the Panel will only be considered on the following grounds:

- a) The findings of fact in support of the decision were manifestly perverse;
- b) That the hearing/interview was not conducted in accordance with the procedures set out above;
- c) New evidence has become available that was not available at the time of the Hearing which could have materially affected the decision of the Panel, and there is good reason why this new evidence could not have been presented at the Hearing.

The College Principal will review appeals against disciplinary Hearing decisions and may reject any appeal which is not submitted within the time limit set out above or does not establish grounds under one or more of those specified above. Receipt of the appeal will be acknowledged in writing within seven days.

BIMM aims to complete the appeals process within 28 days. Where this is not possible, the student will be contacted in writing.

Appeals Procedure

1. The College Principal (or appointed investigating officer) will gather any relevant information and determine if the appeal is admissible. An appeal may be deemed to be inadmissible if it is submitted late, does not state a valid ground for appeal or does not provide any evidence in support of a stated ground(s) for appeal. Whether the student has the right to bring the appeal will also be considered, students cannot appeal an outcome against another student. If an appeal

is deemed to be inadmissible, it may be transferred to a more appropriate procedure or dismissed, and this decision will be conferred in writing.

2. Where an appeal is deemed to be admissible, the College Principal shall initiate a full investigation.
3. Where all parties consulted agree that the appeal should be upheld, the appeal may be decided without convening an Appeals Panel. In these cases, the College Principal may decide to refer the case for investigation by another senior member of staff or to reconvene a Disciplinary Panel and conduct a new hearing.
4. Where there is any doubt regarding the outcome of the appeal, an Appeals Panel will be convened to hear the case. The composition of the Appeals Panel shall be as follows:
 - a) A BIMM Director, Principal or nominated senior manager (Chair);
 - b) Two academic members of staff not involved in teaching the student;
 - c) A student – usually one of the student representatives for the course.
5. The Chair will ensure that the student is notified in writing at least seven days before the Appeal Hearing takes place. That notification should include and confirm:
 - a) A statement of the grounds upon which their appeal is to be considered;
 - b) Details of the date, time and place of the hearing and those who will be present;
 - c) The fact that new witnesses may be called in support of the grounds for appeal and that BIMM Institute has the right to call new witnesses on its behalf;
 - d) Copies of any documents to be considered in connection with the appeal, including the signed and dated outcome form and written record of the Hearing;
 - e) A statement of the student's right to be accompanied by a friend or representative, but not by legal representation or any other individual from an external organisation.
6. The conduct of the Appeal Hearing shall follow the process as outlined in the Student Complaints & Appeals Procedures.
7. Following the completion of the Appeal Hearing, the Appeal Panel may decide to dismiss the appeal or to overrule the decision of the original Panel. In the case of the latter, the Appeal Panel may either impose an alternative penalty from the Possible Outcomes available to the original Panel or none at all.
8. The decision of the Appeal Panel will be sent to the student in writing within seven days of the Appeal Hearing along with a Completion of Procedures Letter confirming their right of referral to the Office of the Independent Adjudicator (OIA).

Referral by the Student to the Office of the Independent Adjudicator (OIA)

Office of the Independent Adjudicator (OIA) review is available to students studying on courses awarded by a UK provider, including those awarded by BIMM Institute or any of its UK partner institutions.

Where the student is not satisfied with the outcome of the procedure, they may request a review by the OIA. The OIA provides an independent scheme to enable the review of unresolved student complaints, including appeals.

The student must submit an appeal to the OIA within 1 year of receiving the notification of the decision of the awarding institution. An appeal to the OIA is made by completing a Scheme application form. Copies of this form are available from the Head of Student Services.

Alternatively, the form can be downloaded from the [OIA website](#) or requested directly from:

OIA, Third Floor, Kings Reach, 38 – 50 Kings Road, Reading RG1 3AA.
0118 959 9813

Email: enquiries@oiahe.org.uk

Appendix L: BIMM Institute Student Intellectual Property Policy

Introduction

This policy outlines the rights of students regarding Intellectual Property (IP) created during their course of study at BIMM Institute. As such, it seeks to clarify ownership of IP rights and licenced uses of IP by both the Student and BIMM Institute.

General Principle

As a general rule, BIMM Institute makes no claims over IP generated by students in the course of their study at BIMM Institute. Students are, therefore, free to exploit the IP they generate in the course of their study. This includes published songs, written articles or any other such work they create during their time at BIMM. There are, however, some exceptions to this rule.

Exceptions

Students on Placements

When students are on placement, the company providing that placement may make it a condition that any IP the students create in the course of their duties may belong to the company. If students sign an employment contract as part of their placement, or by some other means are deemed to be employees under law, all IP generated in the course of employment is owned by the Employer as a general matter of law unless agreed otherwise.

Collaborative Work with Members of BIMM Institute Staff

If a student generates IP jointly with college employees while they are acting in the course of their duties to BIMM Institute this will likely result in a shared IP, with rights split between BIMM Institute, the employees in question and the student. If the student wishes to commercialise any such IP, they will need to contact BIMM Institute and formalise the ownership and revenue share of the IP.

Work based on BIMM Institute owned IP

If a student generates IP which builds upon existing IP owned by BIMM Institute, the student must notify BIMM Institute before commercially exploiting or publicly publishing any such IP. BIMM Institute reserves all rights in regards to its intellectual property and studying at BIMM Institute does not give students any rights over any such IP.

Sponsorship of student activity

If an activity or project is sponsored by BIMM Institute or any third party, the sponsoring organisation may require that some or all IP rights generated in the course of the activity or project are assigned to them. For example: if students engage in an event, like a festival, it is common that, as part of the contract governing the performance, the event organiser will retain rights to record and reproduce copies of the performance.

Students employed by BIMM Institute

As a matter of law, all IP and associated rights created by an employee in the course of their employment or duties will generally automatically belong to the employer. If a student is employed by BIMM Institute or one of its associated companies, BIMM Institute will own any IP generated in the course of any such employment. For clarity, BIMM Institute makes no claims on intellectual property generated outside the course of employment unless it falls under any other exception.

Collaboration with other students

When working with a group of peers, IP rights are shared between group members in accordance with current applicable laws. BIMM Institute shall not arbitrate any disagreements between students as to the assignment of rights.

Licence Granted to BIMM Institute

On submission of work containing student generated IP, the student grants BIMM Institute a continuing, non-exclusive, worldwide royalty-free licence. The licence is granted so that BIMM Institute can use the IP in any format (whether existing or future) for administrative, quality assurance, educational and teaching purposes only. The licence may not be revoked until BIMM Institute has carried out all necessary operations for the awarding of the student's qualification. After such time, a student may revoke the license by writing to the College Principal of the BIMM Institute college at which they studied.

Appendix M: Sexual Misconduct Policy & Procedure

Support for You

BIMM Institute is dedicated to creating a safe, welcoming, inclusive and diverse community which nurtures a healthy environment and culture of mutual respect and consideration, allowing all members to thrive without fear of harassment, bullying, discrimination, sexual violence, abuse, coercive behaviours or related misconduct.

BIMM Institute provides a range of support for students to access where they have experienced any form of harassment, bullying, discrimination or sexual misconduct. Whether or not you want to report, it is important that you have access to support in relation to your experience. Please speak to your Student Support Officer for confidential guidance or advice, either in person or via mail or phone.

BIMM Institute will not tolerate students who bully, harass or behave in a way that is likely to violate a student's dignity, or that creates an intimidating, hostile, degrading, humiliating or offensive environment for a student. If you have experienced behaviour of this kind, you can report it so that action can be taken. Further information about the behaviour expected of students can be found in the Institute's *Student Code of Conduct, Bullying & Harassment Policy and Social Media Policy*.

What is Sexual Misconduct?

BIMM defines sexual misconduct as including the following (whether it is within a sexual or romantic relationship, whether any consent to a sexual activity has been given previously and then withdrawn, whether the behaviour happens physically or virtually):

- making unwanted remarks of a sexual nature;
- touching inappropriately without consent;
- kissing without consent;
- sharing private sexual materials of another person without consent;
- inappropriately showing sexual organs to another person;
- sharing private sexual materials of another person without consent (e.g. images, video, voice recordings, text message, letters, emails);
- attempting to or engaging in sexual intercourse or a sexual act without consent;

Reporting Sexual Misconduct to BIMM

If you are a student at BIMM Institute who has experienced any kind sexual misconduct you can report this in a couple of ways;

- Using the Anonymous Reporting Form which helps BIMM Institute monitor the number and type of reports and reasons with those reporting remaining anonymous.

- Use the Reporting Sexual Misconduct Procedure if you would like your interactions with another student to be limited.
- Use the Student Disciplinary Procedure, through which students can request that another student's behaviour is investigated.

The routes for reporting options are detailed below. Before completing a reporting form:

- Read the information about what will happen on the Harassment and Sexual Misconduct Process Guide in full.
- Seek confidential advice or support from your Student Support Officer
- If you have any questions, contact the Student Support Team.

Anonymously reporting Sexual Misconduct:

You can anonymously report any type of sexual misconduct to BIMM Institute using the Anonymous Reporting Form, which will be made available on Student Services Moodle pages. This system is completely anonymous and enables BIMM Institute to understand the prevalence and type of misconduct happening and the reasons why those reporting wished to remain anonymous. However, its purpose is to collect statistical information and will not result in any action being taken in relation to the individual incident.

Reporting Sexual Misconduct Procedure:

Use this Procedure if you want action taken that limits your possible interaction with the other student. Forms will be made available on Student Services Moodle pages.

- The Procedure will not make any findings or decisions about whether the harassment or sexual misconduct has taken place;
- No record of your report will be held on your or the other student's file;
- Following investigation, outcomes can include a conduct agreement, which can stop the student from contacting or approaching you and timetable changes. Please be aware there may be limitations.

Things to remember when submitting the form:

- You will receive an email within three working days, offering a meeting with you to confirm the next steps. Alternatively, these can be communicated to you by email.
- BIMM Institute can put in place precautionary action whilst an investigation is ongoing to prevent contact between you and the person you are reporting.
- If BIMM Institute believes that there is a significant risk to you or others in the Institute, then precautionary action can be taken to prevent the student from contacting you or putting other people at risk while an investigation is ongoing.
- Following the investigation, the investigating officer will write a report and recommend suggested actions that would limit the future interaction between you and the other student;
- You will be informed of the suggested actions. If both you and the other student agree to the actions, this will be confirmed in writing. If one of you does not agree to the suggested actions then with your agreement, the complaint can be considered using the Institute's Student Disciplinary Procedure.

Reporting Sexual Misconduct via the Student Disciplinary Procedure:

If you wish your complaint to be investigated with the possibility of sanctions being imposed, you can complete a form, which will be made available on Student Services Moodle pages.

If a case is referred for consideration under the BIMM Disciplinary Procedure:

- BIMM Institute will acknowledge your complaint and offer to meet with you to discuss it in more detail. You will be given a point of contact in Student Services who will deal with the ongoing case. BIMM Institute will then decide whether there is enough evidence to consider pursuing a student for breaching BIMM Institute regulations.
- BIMM Institute will then follow the process in the Disciplinary Procedure which is documented [here](#).
- If the regulations have been breached, then the panel can impose sanctions, up to and including temporary or permanent exclusion from BIMM Institute.
- If there is not enough evidence to proceed, BIMM Institute can take no action or can recommend that action is taken using another reporting option in the Sexual Misconduct Procedure detailed above.

Further Reporting:

If you believe that a criminal offence has been committed, you should report the matter to the police. If you report a matter to the police, you should still report it to BIMM so that precautionary action can be taken whilst the police are investigating. However, BIMM will seek legal guidance as to whether it suspends its inquiries pending the outcome of any ongoing police investigation. Unless BIMM considers there to be an immediate and significant threat to you or other members of the community, it will never inform the police about a matter you have reported without your consent.

Other Important Information

Appendix N: Applicant Complaints and Appeal Procedure

Appeals (defined as a formal request to review the selection decision)

Applicants do not have a right of appeal against the academic judgment of the College. However, if following receipt of feedback, an applicant feels that an error has occurred, they have the right to request a formal review of the selection decision on one of the following grounds:

- (1) pertinent information was missing from the original application;
 - (2) there has been a misinterpretation of information or data contained within the original application;
- and/or
- (3) there was a procedural anomaly in the handling of the application.

This review can only be requested after an applicant has received feedback on the reason for their original rejection. The request for a review **must** then be placed (in writing) within **twenty-eight calendar days** of the feedback being sent to the applicant, stating clearly on what grounds the request for a review is being made. This request should be sent in writing to the Admissions Manager, BIMM Group Ltd, Head Office, 38-42 Brunswick Street West, Hove, BN3 1EL, or by email to: josieblacknell@bimm.co.uk

As with the original request for feedback, the subsequent request for a review must be made by the applicant and not a third party. BIMM will not respond to requests from anyone other than the applicant (unless written permission has been granted by the applicant).

Once received, the Admissions Manager will review the record of the application (normally in consultation with the relevant Admissions Tutor) and will respond in writing. If the original decision is upheld, this correspondence will include the reasons for the decision.

Complaints (defined as a concern about an aspect of the admissions process, which is not necessarily connected to the selection decision)

Complaints are different to requests for feedback or appeals. A complaint does not necessarily have to be in connection with a decision to turn down an applicant. A complaint is a concern about a particular

procedure, an irregularity in the administration of an application, or a belief that a policy has not been correctly implemented. Complaints may cover any aspect of the admissions process and will normally focus on a specific issue or situation (which could include the feedback request). A complaint does not necessarily question the decision of BIMM, but raises a concern about how the selection process operated.

As with requests for feedback and appeals, the complaint must come from the applicant. The complaint must be submitted within **three months** of the conclusion of the admissions process against which the complaint is being made. Complaints must initially be sent (in writing) to the Admissions Manager, BIMM Group Ltd, Head Office, 38-42 Brunswick Street West, Hove, BN3 1EL, or by email to: josieblacknell@bimm.co.uk

The Admissions Manager will seek to resolve the complaint or explain the situation and will respond in writing to the applicant.

If the applicant remains dissatisfied with the outcome of the complaint from the Admissions Manager, the complaint can be passed to the Principal for a final review. This escalation of the complaint must be submitted in writing within **twenty-eight calendar days** of receiving the response from the Admissions Manager. The complaint should be sent to the Principal, BIMM Brighton, BIMM Group Ltd, Head Office, 38-42 Brunswick Street West, Hove, BN3 1EL.

The Principal will review the case on the following grounds:

- (1) whether there were procedural irregularities in the investigation of the complaint; or
- (2) whether fresh evidence can be presented which was not or could not reasonably have been made available to the Head of the Admissions Office; or
- (3) whether the finding of the previous investigation was against the weight of the evidence.

The Principal will notify the applicant of the outcome of the complaint in writing. The Principal's decision is final.

Appendix O: Finance information

Course fees: -

Fees are broken down into two categories, EU and non-EU. To be considered an EU fee payer an applicant needs to: -

- Be a UK/EU national or hold a valid UK/EU passport.
- Have been ordinarily resident within the UK or EU for three years prior to the first day of the academic year in which they start the degree at BIMM.

UK Colleges

Degree: -

Category	Full year fee
EU	£9,250
Non-EU	£13,750

Masters (Full Time): -

Category	Full year fee
EU*	£8,495
International*	£13,995

Masters (Part Time): -

Category	Full year fee
EU*	£5,000
International*	£7,750

*BIMM Alumni will receive a tuition fee discount £1,000 on full time courses or £500 for part time programs.

Diploma: -

Funded – Fees are paid for by ESFA via the partner college.

Non-funded EU - £6,950

Non-funded non-EU - £12,450

No charges for resitting assessments. Repeating module/s is not an option.

Dublin

Private courses: -

Category	Full year fee
CPD	€2,200

German Colleges

Category	Full year fee
EU Annual	€7,950
EU – BA	€8,450
Non-EU – BA	€13,450

Appendix P: Essential equipment

Regardless of course level, we advise that you have the following equipment ready for the start of your course

Bass

- Bass and lead
- Tuner Metronome/Metronome app (Pro Metronome)
- Headphones and 1/4 jack input
- Stationery & manuscript paper
- Spare strings
- Ear plugs

Guitar

- Guitar and lead Tuner
- Metronome/Metronome app (Pro Metronome)
- Headphones and 1/4 jack input
- Stationery & manuscript paper
- Spare strings
- Ear plugs
- Capo
- Slide
- Various plectrums

Drums

- Sticks – several good quality pairs (7A-2B weight), brushes (wire retractable), hot rods, mallets etc., all in a stick bag.
- Metronome – both a standalone one (such as a Korg MA30, Tama Rhythm Watch) and also iPhone apps (the Yamaha Clickstation app is a must).
- Practice pad – one that you can use on its own – possibly on a stand.
- Headphones and 1/4 jack input adapter – in ear monitor style (if possible) as well as over ear style – for click work, listening to music and using with the Roland electronic kits at BIMM.
- Stationery and manuscript paper – always – no excuses! Also have a 2B pencil, ruler, Berol 'italics' pen (medium) and a good quality eraser.
- Ear plugs

Vocals

- Microphone and lead
- Keyboard
- Stationery and manuscript paper
- Ear plugs

Songwriting

- Microphone and lead

- Keyboard
- Stationery and manuscript paper
- Ear plugs

Music journalism

- Laptop
- Dictaphone or recording app on your phone. We recommend the Olympus VN-731PC Digital voice recorder

Music Production

- Computer
- Audio interface
- DAW (Digital Audio Workstation)
- Midi Controller

Event Management

- Much as other students are required to bring in instruments and other items of personal equipment, BIMM Institute now recommends BA (Hon) in Event Management students also bring a laptop or iPad device with wireless capabilities in for in-class research and other tasks. Event Management students are also required to produce and promote at least one assessed event of their own design during BA Y2 or BA Y3, which can incur additional costs.

Music Business

- BIMM Institute now recommends BA (Hon) in Music Business students also bring a laptop or iPad device with wireless capabilities in for in-class research and other tasks.