Applicant Course Overview and Important Information

PGCert in Learning and Teaching

Validated by University of Sussex
Appendix 5: BIMM University of Sussex Postgraduate Academic Regulations ................................................. 56
Appendix 6: BIMM Bullying and Harassment Policy .................................................................................. 128
Appendix 7: BIMM Fitness to Study Policy .............................................................................................. 131
Appendix 8: BIMM Data Protection Policy .............................................................................................. 140
Appendix 9: BIMM Student Code of Conduct ......................................................................................... 144
Appendix 10: BIMM Student Disciplinary Procedure ............................................................................ 147
Appendix 11: Finance Information ......................................................................................................... 154
Appendix 12: Applicant Complaints and Appeals .................................................................................. 156
Course Structure

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Credits</th>
<th>Optionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG01: Teaching Learning and Assessment</td>
<td>20</td>
<td>Mandatory</td>
</tr>
<tr>
<td>PG02: Linking Theory and Practice</td>
<td>20</td>
<td>Mandatory</td>
</tr>
<tr>
<td>PG03: Developing Professional Practice through Action Research</td>
<td>20</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

Student must achieve 60 credits to receive the award. Grades are calculated based on all module grades achieved.

Timetables
Timetables are made available at enrolment. Lessons usually run from 6pm-9pm and there will be one lesson per week during term time. There are also seven weekend sessions which run on both Saturday and Sunday from 10am to 5pm. These usually run on the 2nd weekend of the month during October, November, December, January, March, May and June.

Year Structure
BIMM Institute splits its years into three 10 Week terms starting in October and ending in June. The course runs from October 2017 to October 2018 but lessons only take place during term time. Tutorials are available throughout the course duration subject to staff availability.
## Work Load

### Assessment and Contact Hours

<table>
<thead>
<tr>
<th>Module</th>
<th>Module Title</th>
<th>Mode of assessment</th>
<th>Duration or word length</th>
<th>Submission Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG01: Teaching Learning and Assessment</td>
<td>Written Essay</td>
<td>4000 words</td>
<td>January 2018</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>PG02: Linking Theory and Practice</td>
<td>Written Essay</td>
<td>4000 words</td>
<td>October 2018</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>PG03: Developing Professional Practice through Action Research</td>
<td>Written Project Report</td>
<td>6000 words</td>
<td>October 2018</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### PG01: Teaching Learning and Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught sessions &amp; workshops</td>
<td>30 Hrs</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>2 Hrs</td>
</tr>
<tr>
<td>Tutorials</td>
<td>2 Hrs</td>
</tr>
<tr>
<td>Teaching observation &amp; feedback</td>
<td>6 Hrs</td>
</tr>
<tr>
<td>Blogging</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Independent study &amp; teaching practicum</td>
<td>130 Hrs</td>
</tr>
<tr>
<td>Assessment</td>
<td>10 Hrs</td>
</tr>
</tbody>
</table>

### PG02: Linking Theory and Practice

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught sessions &amp; workshops</td>
<td>30 Hrs</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>2 Hrs</td>
</tr>
<tr>
<td>Tutorials</td>
<td>2 Hrs</td>
</tr>
<tr>
<td>Teaching observation &amp; feedback</td>
<td>6 Hrs</td>
</tr>
<tr>
<td>Blogging</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Independent study &amp; teaching practicum</td>
<td>130 Hrs</td>
</tr>
<tr>
<td>Assessment</td>
<td>10 Hrs</td>
</tr>
</tbody>
</table>

### PG03: Developing Professional Practice through Action Research

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught sessions &amp; workshops</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Tutorials</td>
<td>4 Hrs</td>
</tr>
<tr>
<td>Teaching observation &amp; feedback</td>
<td>6 Hrs</td>
</tr>
<tr>
<td>Peer observation of teaching</td>
<td>10 Hrs</td>
</tr>
<tr>
<td>Action learning set</td>
<td>10 Hrs</td>
</tr>
<tr>
<td>Blogging</td>
<td>20 Hrs</td>
</tr>
<tr>
<td>Independent study and teaching practicum</td>
<td>110 Hrs</td>
</tr>
<tr>
<td>Assessment</td>
<td>20 Hrs</td>
</tr>
</tbody>
</table>
Placement requirements

During the PGCert you will need to engage in a placement in an educational role. BIMM Institute can help you arrange an internal placement within the BIMM Institute you are studying at. Students can also organise placements outside of BIMM Institute themselves however it is advised that you check with your course leader to confirm that any placements are appropriate for the course.

Students are required to engage in at least 15 hours a week of placement time during term time.

Blogging

The PGCert makes extensive use of blogging as a teaching and learning method. This involves both critical reading and reflective writing as well as providing feedback to other students.

Students are expected to spend at least 2 hours weekly blogging.

Additional Course Requirements

In addition to the assessments there are three course requirements:

- Students need 8 separate successful teaching observations, totalling 8 hours
- Students need 8 separate tutorials, totalling 8 hours
- Students must complete at least 80% of the blogging

Failure to meet these requirements will result in one or more modules not being awarded.
Teaching and learning

Teaching

BIMM encourages its staff to employ a wide range of learning and teaching techniques. As students on the PGCert you will be taught by tutors who are experienced educators.

The PGCert focuses on small group teaching and we aim class sizes of around 15 students. However, numbers will vary based on the number of students and resources available.

For more detail on the teaching and Learning methods BIMM employs please see our BIMM Institute’s Learning and Teaching Strategy (Appendix 4).

Self-directed study

As noted above the PGCert has a substantial amount of independent study. During this time, you are expected to be engaging in appropriate learning activities for your course including an appropriate teaching placement.

Formative Assessment

BIMM has a number of mechanisms for formative assessment which allow you to gain feedback before the final exam or course work deadline.

The PGCert is highly focused on providing you with feedback on your teaching practice and over the course of the qualifications you will be expected to engage with at least 8 observed lessons which will give you an opportunity to receive feedback.

You are also expected to engage with the tutorial system where you can arrange a 1 to 1 session with your tutors and receive feedback on your work.

Staff

BIMM is proud of its long history of industry professionals to teach at all our colleges. We believe that through this practice we provide the best opportunities to our students to learn from tutors who understand their goals and have the knowledge and experience necessary to help make them a reality.

More information can be found regarding our tutors on our staff page.

Unfortunately, BIMM cannot guarantee which tutor will be teaching on individual modules as this will depend on tutor availability and when classes are timetabled.

Sometimes tutors are granted leave to engage in industry activities such as going on tour, conducting research or other professional development activities. This is vital to ensure that our tutors can give students the most current information, and share recent experiences, about a music industry that is constantly evolving and expanding into new areas.

Whenever a tutor goes on leave, whether it is due to industry activities or unavoidable factors such as illness or maternity leave, BIMM endeavours to ensure that lessons are covered by an industry
professional with relevant experience in the subject. Through this practice, we aim to provide high quality learning opportunities throughout your course of study at BIMM.

**Language**

All qualifications at BIMM are taught and assessed in English.

**Costs**

**Tuition fees**

Accurate tuition fees information can be found on our [finance page](#) or appendix 11 of this document.

Please note that the PGCert is not eligible for student finance funding but you may be able to apply for a career development loan which are provided by many banks.

Fees must be paid in full by 15th August.

Payment can be paid via debit/credit card at [www.bimm.co.uk/pay](http://www.bimm.co.uk/pay) or via bank transfer.

Any queries related to finance can be directed towards Financeenquiries@bimm.co.uk.

**Additional Costs**

It is recommended that student applying to the course have appropriate stationary for classes.

Moreover, students will need access to word processing and internet facilities as all submissions are electronic and online blogging is a large part of the course.

**Accommodation and Living Costs**

Information about accommodation and living can be found on the [Essential Documents](#) page.

**Disabled Access**

Most teaching spaces are wheelchair accessible. If access is required, all reasonable efforts will be made to schedule lessons in accessible classrooms.

For more information and details of how to apply for support please see our student disability guides ([http://www.bimm.co.uk/student-disability-guides/](http://www.bimm.co.uk/student-disability-guides/)).
Guide to BIMM Institute’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:

- Section 11: BIMM Student Engagement Policy (Appendix 3)
- Section 14: BIMM University of Sussex Postgraduate Academic Regulations (Appendix 5)
- Section 19: BIMM Bullying and Harassment Policy (Appendix 6)
- Section 21: BIMM Fitness to Study Policy (Appendix 7)
- Section 31: BIMM Code of Conduct (Appendix 9)
- Section 32: BIMM Disciplinary Policy (Appendix 10)

Withdrawal

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

- You have poor attendance at lessons (See Student Engagement Policy (Appendix 3))
- You fail too many assignments and no longer meet the progression requirements (See Academic Regulations (Appendix 5))
- 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 (Appendix 6), Code of Conduct (Appendix 9) and Disciplinary Policy (Appendix 10).

- 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 (Appendix 7))
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 7 years)
You fail to return after a period of intermission/deferral
You fail to pay your tuition fees
If you fail to reenroll at the beginning of any academic year
You 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 your qualification
- 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.

Award requirements

The best way to guarantee that you will receive your full qualification is to get at least 50% in all modules and meet all the additional requirements for the course as outlined in this document.

If you fail any of your modules you may be awarded a resit, repeat, compensation or condoned credit. The decision will be made by the relevant exam board who will apply the rules outlined in the Academic Regulations (Appendix 5).

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 guides make sure you read Academic Regulations (Appendix 5)

**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 (Appendix 5)

**Course changes**

In response to student feedback changes may be made to your course, this will only happen when:

- 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 this document.

For more details see our Course Approval and Modification Policy (appendix 1)

**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 see the Academic Regulations (Appendix 5)

**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 Academic Regulations (Appendix 5).

**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/.

TIMELLINESS
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 Academic Regulations (Appendix 5)
Appendices
Appendix 1:
BIMM Course Approval and Modification Policy
Section 7: BIMM Institute Course Approval & Modification Procedures

Policy 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 and 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.

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 1 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 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 and stage four 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) – an academic 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 events**

Stage three events will be run along the same lines as stage three, a panel will be convened by LTEC, chaired by a senior member of ADQA with one or more internal subject specialists, a learning and teaching/and/or quality specialist and a Student Representative. An external assessor will also be appointed to the panel, proposed by ADQA and approved by LTEC. At least one of the internal panel members must be from a BIMM Institute College other than the one where the new course is being developed.

For each course being approved there will be a half-day meeting between the panel and the course development team (Executive Principal, College Principal and/or Head of Education plus course leader/developer and module leaders).

**Roles of Members of the Approval Panel**

**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 Subject Specialists**
The subject specialists pay particular attention to the appropriateness and contemporaneity of the proposed curriculum and the resources available to support it. The subject specialist should also have some awareness of frameworks for quality assurance and academic standards/and or 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**
Like the internal 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.

**Minor and Significant Changes to courses and modules**

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 appendix 1).

New courses (and any significant changes to existing provision) must be presented for consideration and approval by LTEC, 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 assessment of those outcomes is significant. Changes to content and delivery of teaching and learning are generally not considered as significant. 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).

**New Course approval process**

Our awarding institutions have strict rules on the timelines for new course development, therefore any proposal needs to be made at least 6 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 1 Course Proposal Document (Internal and external phases – for new courses only)**

For the Stage 1 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):

- The proposing college
- Title and award of 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 2: Internal approval (see template)

For the internal approval event two documents are required: the approved and signed Stage 1 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 and 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 (see templates)**
   
   • 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 and 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 formative and diagnostic assessment.
- Mechanisms for provision of feedback to students on assessed work including format, standards and timescale.

6. **Module specifications (see template)**

Each Module Specification should contain details of:

- Proposed title and code
- Owning BIMM Institute
- Academic year of introduction
- Name of Module Leader
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 and 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 1: University of Sussex and Bath Spa University Validated Course and 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 curriculum content to ensure currency; updating reading lists, staffing information and assessment guidance (briefs); revising module learning and teaching strategy.

2. **Major Modifications**: Changes to module title; changes to module learning outcomes; changes to module assessment weightings; changes to module assessment strategy (this has implications for the Key Information Set (KIS) return); change of course title; exit award/s available; professional accreditation requirements (this has implications for the KIS return); changes to course learning outcomes; significant changes to the overall approach to teaching, learning and assessment strategy across the course (especially where the KIS return may be affected); changes to mode of delivery (this has implications for the KIS return); changes to curriculum structure (this may affect the KIS return); 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 approval process is outlined in the table below:
Outline of the modifications approval process:

<table>
<thead>
<tr>
<th>Process</th>
<th>Minor Change</th>
<th>Major Change</th>
<th>Revalidation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>External examiner; Course Team; Students (via BoS); ADQA</td>
<td>External examiner; Students (BoS); Other relevant stakeholders (Industry Advisory Panel or IAP); Course Team; ADQA</td>
<td>See BIMM Institute policy on approval: <a href="http://www.bimm.co.uk/academic-quality/">http://www.bimm.co.uk/academic-quality/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See also relevant university policies</td>
</tr>
<tr>
<td>Documentation Required</td>
<td>Revised course documentation plus documents required by university partner</td>
<td>Revised course documentation plus documents required by university partner</td>
<td></td>
</tr>
<tr>
<td>Approval by</td>
<td>Learning and Teaching Enhancement Committee (LTEC) and then final approval from relevant university committee</td>
<td>LTEC and then final approval from relevant university committee</td>
<td></td>
</tr>
<tr>
<td>Reported to</td>
<td>Academic Board and relevant university committee</td>
<td>Academic Board and relevant university committee</td>
<td></td>
</tr>
</tbody>
</table>

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 2: University of West London Validated Course and 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, staffing information and assessment guidance, etc.

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.

Please note that many of the major modifications listed above will have implications for the Key Information Set (KIS) return.

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:

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

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 3: 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:**

<table>
<thead>
<tr>
<th>Process</th>
<th>Annual Updating</th>
<th>Module Change</th>
<th>Program Change</th>
<th>Revalidation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultation</strong></td>
<td>Staff and students</td>
<td>External Examiner; Course Team; Students (via Programme Committee); ADQA</td>
<td>External Examiner; Students (via Programme Committee); Other relevant stakeholders (e.g. Industry Advisory Panel); Course Team; ADQA</td>
<td>See BIMM Institute policy on approval: <a href="http://www.bimm.co.uk/academic-quality/">http://www.bimm.co.uk/academic-quality/</a> See also relevant university policies</td>
</tr>
<tr>
<td><strong>Documentation Required</strong></td>
<td>Revised module guide marked up in track changes</td>
<td>Revised course documentation plus documents required by university partner (M2 doc)</td>
<td>Revised course documentation plus documents required by university partner (M1&amp;M2docs)</td>
<td></td>
</tr>
<tr>
<td><strong>Approval by</strong></td>
<td>Programme Committee</td>
<td>LTEC and then final approval from relevant university committee</td>
<td>LTEC; External Examiner; Final approval from relevant university committee</td>
<td></td>
</tr>
<tr>
<td><strong>Reported to</strong></td>
<td>Learning and Teaching Enhancement Committee (LTEC)</td>
<td>Academic Board, Academic Quality Assurance Committee (AQAC)</td>
<td>Academic Board; Relevant university committee</td>
<td></td>
</tr>
</tbody>
</table>

*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 2: BIMM
Student Charter
Section 10: 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 that are accessible, fit for purpose and which 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 course for your course of study.
- Provide you with information on the aims and objectives of the course, individual course modules, methods of study, assessment details, module choices (where relevant), and applicable BIMM policies, procedures and regulations.
- Use approved communication channels, including a virtual learning environment (Moodle), in order 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.
- 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 the Student Representative Scheme, providing opportunities for you to give feedback about the quality of your course, facilities and services that you receive, and respond to your feedback in a clear and transparent manner, acting upon it wherever possible.
• Provide access to high quality student support services for all students that may require it.

• Safeguard all personal information and comply with the requirements of the Data Protection Act and the Freedom of Information Act.

• 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; be aware that regular non-attendance or lateness at classes may result in disciplinary action, which could have an impact on your academic progression within BIMM; 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 handbooks as well as complying with all BIMM regulations, policies and procedures.

• Take responsibility for your own learning and undertake all course-related work that is assigned to you, ensuring that you devote sufficient time to self-directed learning and study.

• Familiarise yourself with all course assessment schedules and procedures, attend all assessments as timetabled and submit all coursework by published deadlines. Make yourself available to re-sit any assessments in the late summer resit period if applicable.

• 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 Moodle, BIMM student email and course noticeboards, to keep yourself updated on all course matters and other issues.

• 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 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 3: BIMM
Student Engagement
Policy
Section 11: BIMM Institute Student Engagement Policy

This policy outlines the approach that will be taken in each BIMM College to maintaining and acting upon a Student Academic Risk Register (SARR). This register will identify students whose engagement in terms of attendance, submission of coursework, attendance for examinations, and communication with BIMM, has fallen below expected levels. Each College will convene a Student Academic Risk Committee (SARC) as a sub-committee of its Senior Management Team (SMT), which will meet termly (or more frequently if required) to review the SARR and make decisions on the status of students on the register. Where students on the SARR do not respond to a final warning issued once normal attempts to re-engage the student have failed (giving 14 days notice of withdrawal), then the SARC will be empowered to withdraw the student. Students will have the right to appeal this decision through BIMM’s appeals procedure.

Aims:

- To ensure good levels of student engagement;
- To identify and support students who may be struggling with their studies;
- To maintain levels of attendance so that all students benefit in terms of group and ensemble work.

BIMM College: Student Academic Risk Committee (SARC)

Meets: minimum of termly, but more often as required
Reports to: SMT
Membership:

- College Principal (Chair)
- Head of Student Services or Deputy
- Head of Education
- Course Leader(s)
- Student Support Officer
- Exams Officer

In attendance
- Administrator (minutes)

Terms of Reference:

- To formulate and keep under review the Student Academic Risk Register (SARR)
- To discuss students on the register on a case by case basis and make decisions for action as appropriate and in line with this policy.
- To suggest and approve additional support for students on the SARR in order to re-engage them with their studies or where appropriate recommend referral of students to BIMM’s Fitness to Study procedure.
- To monitor student engagement, where engagement has fallen below acceptable levels for a significant period of time, and where attempts to re-engage a student have failed, to withdraw students once a 14 day warning has been issued.
• To report to BIMM Senior Management Teams (SMTs) on efforts to re-engage at risk students and on trends in engagement within each College.

• To monitor the levels of student engagement and recommend to SMT benchmarks for engagement as part of the development of this policy.

• The minimum number of attendees for this committee to be quorate will be the Chair (or designated deputy) plus two other members and the Head of Student Services or Deputy.

• In exceptional circumstances the Chair may take decisions outside of the cycle of meetings on a range of matters agreed in advance by the committee (annually).

• Ex-officio members may provide a nominee if unavailable.

Use of attendance and examination data and confidentiality:

Each College SARC will receive data on attendance and submissions for examination and assessment from BIMM databases. Other information such as mitigation applications, fitness to study, disability support, tutorial records, and other pertinent evidence will be considered by the SARC in their deliberations. All data and discussions at SARC are confidential. Student names may be used in meetings but minutes will refer only to candidate numbers. Decisions to withdraw students may be appealed by the student using BIMM Complaints and Appeals procedure, with final redress with the Office of the Independent Adjudicator (OIA).

Higher Education Withdrawal procedure

Appended to this policy is the student withdrawal procedure.
Appendix 1. Higher Education Student Withdrawal Procedure

At BIMM we understand and value the importance of student engagement and attendance. In order that students are getting the most out of their studies it is important to engage in a process to allow every opportunity to re-engage, 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 term 1. Withdrawal within the first 5 weeks means a student is only responsible for paying the initial 20% of tuition fees. All finance issues should be discussed with a member of the finance team.

Students of concern process: (consists of four stages from identifying first point of non-engagement)

- Identify students who have not engaged. Send out first letter/email advising non-attendance has been noted with offer of support if they have any questions or difficulties with response required in designated timeframe.

- If no response: send out second warning letter/email stating compulsory meeting with member of Student Support team.

- If no response/attendance at meeting: send out third warning letter/email stating compulsory meeting (with a 14 day deadline for response) with advice of consequences of non-attendance or continued non-engagement (being withdrawal, loss of student finance, council tax etc.) with Course Leader and Head of Student Services/Deputy Head of Student Services.

- If no response/non-attendance: complete College initiated withdrawal form and letter.

Withdrawal process: non engagement

- Students who have repeatedly not responded to requests for engagement will have to be withdrawn by teaching week 10, 20 or 30 of each term if we have received no contact.

- This will be flagged at first by the Student Support Officer who will document actions taken to re-engage the student.

- The Head of Student Services and the Course Leader will also sign this off to confirm the student has not engaged and is not able to continue studies.

Withdrawal process: student request

- Student will be required to meet face to face with representative from Student Support. Discussion will be had explaining financial and academic consequences (where appropriate).

- If student is under 18, written parental convent must be sought before withdrawal is completed.

- Where possible (and appropriate) student will be given time to process the information and then invited to come back with a completed withdrawal form containing student’s details.

- A Student Support representative will then speak to the Head of Student Services (or deputy in Head of Student Services in their absence) and will go through possible provisions that could
be made in order to retain student or enable easy exit (such as what to do when informing Student Finance England).

- The Course Leader/Head of Education will also need to sign withdrawal forms in the event the student is unhappy with the course. In the event the academic staff is unaware of the situation and it is appropriate to do so, the Course Leader/Head of Education will speak to the student or confirm all reasonable courses of action have been taken to accommodate student’s difficulties before withdrawal form is processed.

- Exit data will be processed centrally through Student Services and withdrawal details will be confirmed for annual reports.

Appealing Withdrawal Decisions: Students that wish to appeal must follow the 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 Student Withdrawal Guide, the BIMM Student Engagement 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 4: BIMM
Learning and Teaching Strategy
Section 13: BIMM Institute Learning & Teaching Strategy

This strategy is in five parts: the first part outlines the strategic aims and overarching policy guiding BIMM’s approach; the second part (Appendix 1) is the teaching observation policy; the third part (Appendix 2) is the assessment policy; the fourth part (Appendix 3) the current Learning and Teaching Enhancement Plan; and the fifth part (Appendix 4) contains advice to tutors on providing feedback to students on progress and achievement.

Aims:

- BIMM commits to providing high quality teaching and support for its students. The Institute aims to address the differentiated 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 Higher Education Academy (HEA) Professional Standards Framework (UKPSF), BIMM 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.

Policy:

- All Learning & Teaching (L&T) strategies adopted by BIMM will be flexible, diverse and appropriate to the skills and needs of individual learners.
- All Learning & Teaching strategies will incorporate appropriate learning technologies.
- Regular formative and summative assessment will be used to inform day-to-day Learning and Teaching and future staff development.
The BIMM College teams are responsible for:

- Ensuring that tutors teach to a defined curriculum and relate lecture material clearly to assessment and module learning outcomes;
- Ensuring that the course and assessment requirements are clear to the students;
- Ensuring that teaching staff are assisted and supported with appropriate training to maximise the potential of their teaching;
- Helping the tutors maintain a professional disciplined and relaxed environment conducive to students in the creative industries reaching their full learning potential.

Pedagogic approaches

BIMM 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 professional from the contemporary music industry are able to interact and learn from each other through practice and participation. This approach fosters reflection on action in action (Schon, 1981) or metacognition (the ability of students to reflect on their own learning and understand their own strengths and weaknesses).

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). Teachers should also be flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and sometimes 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 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 should be an experience that is authentic to our students and one that encourages them to be creative and innovative practitioners.
**Brief description of Learning & Teaching methods employed:**

<table>
<thead>
<tr>
<th>T&amp;L Method</th>
<th>Description (in BIMM terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Tutor-focused delivery to a class. Exposition on a given subject incl. opportunities for questions and answers.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Exchange between students and tutor, or student and student in classroom. Formal consideration of a set subject.</td>
</tr>
<tr>
<td>Coursework</td>
<td>Exercises assigned by tutor for completion in or out of class, usually over a short period.</td>
</tr>
<tr>
<td>Peer/group learning</td>
<td>Student-directed learning with or without tutor supervision/input. Usually in groups of three to six people.</td>
</tr>
<tr>
<td>Group work</td>
<td>Collaborative exercises, writing, or creation by students; supervised or unsupervised and following directions set by the tutor.</td>
</tr>
<tr>
<td>Presentations</td>
<td>Student delivery to class and tutor individually or in a group.</td>
</tr>
<tr>
<td>Exercises</td>
<td>Tutor-set tasks to a class or group within class time.</td>
</tr>
<tr>
<td>Work based learning</td>
<td>Training based on experiential and reflective learning, both within BIMM and outside.</td>
</tr>
<tr>
<td>Tutorial</td>
<td>One-to-one student/tutor exchange.</td>
</tr>
<tr>
<td>Personal reading</td>
<td>Books, web texts and scores in student’s own time; advised by tutor.</td>
</tr>
<tr>
<td>Individual practice</td>
<td>Practice organised by the individual (offsite).</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Tutor demonstrates a technique, approach, style or exemplar to class. Illustration of material by practical application.</td>
</tr>
<tr>
<td>Workshops</td>
<td>Visitor or tutor-led group work session. Interaction and exchange of information among students and visiting participants.</td>
</tr>
<tr>
<td>Recording</td>
<td>Recording in a commercial or home studio; alone or collaboratively.</td>
</tr>
<tr>
<td>Guest visits</td>
<td>Masterclasses, interviews and workshops from industry professionals.</td>
</tr>
<tr>
<td>Industry field trips</td>
<td>Trips away from BIMM to music industry organisations.</td>
</tr>
</tbody>
</table>
Students are encouraged to take responsibility for their own learning. BIMM Learning and Teaching is based on the principles of craft and reflection: skills are examined in the context of building proficiency whilst simultaneously examining the relevance and use of the learning. For learning to be effective students must be provided with the opportunity to practice the skills they are learning as they learn them.

**Learning & Teaching practice reflects the stages of assessment through the degree-level Courses:**

**At Level 4 UK or 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 Level 5 UK or 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 Level 6 UK or 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.

The Curriculum

The curriculum is designed to reflect the learning experiences that a young professional in the creative
industries would experience as an apprentice. With this in mind, the courses are offered within
specialist disciplines and focus is placed on the development of high-level practical and academic
skills.

BIMM has developed some bespoke approaches to modern music teaching and these have been built
into the BIMM delivery model. These approaches support the learning outcomes of the programmes
in a variety of ways. One important element of the delivery style is the Motivational micro/macro
culture.

The small/micro experience features one-to-one personal tutorials and the negotiation and refining
of personal goals and targets, both on the course and in the context of a career plan.

The medium experience involves regular classes ranging in size from 2 to 20. In these classes the
core and specialist subjects are covered. Classes are delivered in a multi-level style and all students are
engaged with each other’s learning. Teachers assume the role of guide, mentor and collaborator. The
course content is dynamic, inspired and current. The tutor is an inspirational professional with
industrial/academic credibility.

The large/ macro experience involves regular classes delivered to bigger groups of students, often
from different areas of specialism. These classes are opportunities for students to engage in the wider
BIMM community, celebrate each other’s success, and engage in peer debate, assessment and
criticism. They range from traditional lecture-based delivery, to live performance workshops, and
team-based project-based classes, where students begin to learn how to deal with competition,
problems and setbacks.

The learning environment is absolutely integral to the level of ‘student buy in’ to their educational
experience and their success on the programme. Students will spend their time at BIMM as ‘people
within the creative industries’ and if guided well, and they make the right choices, they have every
chance of remaining in the industry when they graduate. A key element of the learning environment is
that the college simulates professional settings and is perceived as operating independently from the
mainstream, but with all the benefits of close partnership.

The resources for the programme so far have included access to BIMM’s range of teaching studios,
music production studios, in-house online library, VLE and various local music venues and rehearsal
facilities.

One-to-One Tutorial Time

Students are entitled to tutorial time with any tutors on the roster. Also they have the option of
arranging tutorials with the Head of Departments, Course Leaders, Module Leaders, and members of
the Student Services team.
Appendix 1: 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. As an organisation, BIMM 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 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;
- Foster dynamic approaches to learning and teaching that are: student centred; holistic; creative, and innovative;
- Acknowledge the variety and quality of learning, teaching and assessment practice.

Implementation

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

Operation

Operation of the observation scheme is the responsibility of College Heads of Education.

Training

Staff who are acting, as 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 teaching staff will have at least one formal observation in each academic year. These observations will be undertaken by established staff who are trained and experienced in observations and the results of these 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 termly teaching observation reports.
Peer observations

All learning and teaching support staff are encouraged to observe their peers, as and when they wish to, and staff at all levels 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.

How observation data is generated and used

BIMM regards evidence-based decision making as crucial in monitoring and enhancing learning and teaching. Therefore data from formal management observations is fed into termly reports for LTEC, this data is anonymised and the reports focus on the overall themes for each College (compared to previous years) and analysis of strengths and good practice to be shared alongside areas that need further development. These reports feed back into our Learning and Teaching Enhancement Plan (LTEP) and into the annual College Staff Development Plan (SDP). The termly reports are also combined into an annual Learning and Teaching Enhancement Report (LTER) by the Head of Learning and Teaching Enhancement reporting to LTEC and Academic Board. Peer observation data is not collected and remains confidential, although themes emerging from peer observation may be included in reporting.
Appendix 2: BIMM Assessment Policy

There are three broad purposes to assessment:

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

- 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, and staff involved in assessing students must be trained to an appropriate level.

Principles of BIMM’s assessment policy:

- To ensure that fair assessment is integrated with a dynamic student-focused learning and teaching process;
- 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 there is an emphasis on assessment for learning that reflects professional practice and includes self-assessment, peer assessment and work-based assessment;
- To ensure that there is an effective balance of formative and summative assessment in course design and delivery;
- 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 utilise technology to ensure quick and effective feedback when appropriate;
- 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 a mark or grade consistently allows a student’s performance to be established;
- To publicise and use clear assessment criteria and marking schemes to ensure that marking is carried out fairly and consistently at all BIMM centres;
- 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 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 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;

To ensure that assessment is conducted with attention, integrity and with due regard for security;

Module and course design teams should also bear in mind the practicality and affordability of assessment methods, particularly as cohorts grow in size.

The principles of BIMM’s policy are achieved through:

- Providing adequate opportunity for students to apply formative feedback (from staff or peers) to improve their performance in further assessments;
- Ensuring that feedback is legible and clear;
- Providing appropriate and timely feedback to students on assessed work (including on examinations) in a way that promotes learning and facilitates improvement but does not increase the burden of assessment, and relates to clear criteria;
- Where possible, co-ordinating assessment deadlines, including resits, to avoid clashes and excessive assessment burdens for students and staff, thus ensuring appropriate frequency and regularity;
- Ensuring that the amount and timing of assessment enables effective and appropriate measurement of students’ achievement of intended learning outcomes;
- Evaluating the extent to which assessment tasks and associated criteria are effective in measuring student achievement of the intended learning outcomes of modules and courses;
- Designing assessments that provide adequate opportunity for students to undertake assessment of work that is demonstrably their own designing out misconduct where possible);
- Promoting diversity of assessment practice and requiring and enabling students to demonstrate their capabilities and achievements within each module or course;
- Encouraging the development of feedback that is flexible and suited to students’ needs;
- Encouraging students to adopt good academic conduct regarding assessments and ensuring that they are aware of their responsibilities.
Glossary

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

**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 utilises both generic course-based marking schemes and assessment-specific ones 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). There may well be others. Nobody is suggesting that this approach should dominate, but it ought to be part of a diverse, innovative and ‘employment-focused’ BIMM assessment regime.

**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:**¹ 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.

¹ UK Quality Code Chapter B6
**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.

**Assessment methods**

<table>
<thead>
<tr>
<th>Type</th>
<th>Indicative – summative</th>
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</thead>
<tbody>
<tr>
<td>Tutor-marked unseen examinations under controlled conditions.</td>
<td></td>
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<tr>
<td>Tutor-marked open-book examinations under controlled conditions.</td>
<td></td>
</tr>
<tr>
<td>Tutor-marked practical performance, aural and sight-reading examinations under controlled conditions.</td>
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<tr>
<td>Tutor-marked practical competency tests.</td>
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<tr>
<td>Tutor-marked group assignments including projects, reports and portfolios.</td>
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<tr>
<td>Tutor-marked group assignments including case studies, problem-solving exercises, design tasks, audio-visual artefacts.</td>
<td></td>
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<tr>
<td>Tutor-marked assignments including learning or practice diaries and logs, mapping exercises, notebooks, websites and promo packs.</td>
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<tr>
<td>Tutor-marked group assignments including presentations, pitches and artefacts.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Tutor-marked individual assignments including case studies, problem-solving exercises, design tasks, fieldwork.</td>
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<tr>
<td>Tutor-marked individual assignments including learning logs, diaries, mapping exercises, notebooks.</td>
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<tr>
<td>Tutor-marked individual assignments including presentations and viva voce.</td>
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<tr>
<td>Tutor-marked synoptic examinations, projects, portfolios and dissertations.</td>
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<td>Multiple choice tests.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Indicative – formative</th>
</tr>
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<tbody>
<tr>
<td>Negotiated learning contracts.</td>
<td></td>
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<tr>
<td>Peer assessment (of performances, compositions, artefacts, presentations and draft written work).</td>
<td></td>
</tr>
<tr>
<td>Self-assessment (of performances, compositions, artefacts, presentations and draft written work).</td>
<td></td>
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<tr>
<td>Classroom questioning.</td>
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<tr>
<td>Sharing success criteria with learners.</td>
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<tr>
<td>Work-based assessment.</td>
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<tr>
<td>Comment-only marking.</td>
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<tr>
<td>Placement assessment.</td>
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<td>Simulation exercises.</td>
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<tr>
<td>Multiple choice questionnaires via the VLE (automated feedback and multiple attempts allowed).</td>
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Appendix 3: BIMM Group Learning and Teaching Enhancement Plan 2014-2017

Introduction

BIMM is committed to the continual enhancement of learning and teaching, for the benefit of both students and staff. We believe that we are best able to achieve this aim if we engage thoughtfully 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;
- Generating and analysing data to understand fully the current state of play in the identified areas, and to gain a deep understanding of the problems and challenges we are currently facing;
- Setting clear, measurable goals for improvements in the identified areas, including both output (‘what will we do?’) and outcome (‘what should this achieve?’) goals;
- Designing and carrying out activities to achieve those goals, with clear lines of responsibility and report;
- Designing an evidence-based approach to monitoring and evaluating our progress towards achieving our goals, allowing us to adapt and revise our actions as necessary.

Our 3 main areas for enhancement, 2014-17

Our enhancement strategy covers three main areas: development of students; staff; and institutional structures and processes. Our headline priorities are:

- To improve student satisfaction with their BIMM educational experience;
- To improve student retention, progression and achievement;
- To improve our ability to enable staff to deliver consistently high quality creative education;
- To provide dedicated and focussed activities, which enable students to internalise standards;
- To improve our ability to act as a professional community of teachers, learning from one another, problem solving together, and sharing innovation and best practices;
- To ensure that BIMM has the optimal educational structures and systems in place to be the fastest acting and most innovative player in a rapidly developing, competitive sector.

Goals and activities

The goals identified are those for the period 2014-17. Should we feel we have achieved them before the end of the academic year 2016-17, we will either seek to extend them, or we will begin work on our next set of priorities.

The activities for the academic year 2014-17 are as agreed by members of the BIMM Group Learning, Teaching & Enhancement Committee who hold responsibility for oversight of this enhancement plan. This plan is based upon the work of the Teaching and Learning Development Group (TLDG), which worked across BIMM Brighton, BIMM Bristol and BIMM Manchester up until the end of 2013-14; and by agreement some of the goals from the plan formulated by TLDG have been included here.

Actions included in this plan will be communicated to College management teams for implementation (unless other arrangements are specifically stated). LTEC will monitor progress and report on actions to meet the plan to Academic Board.
Appendix 4: Annual College Action Planning Cycle

The cycle outlined below is provided to provide an overview of the steps for planning, execution and reporting of the actions taken by colleges to address the goals of the learning and teaching enhancement plan.

The cycle is intended to provide clear milestones which fit in with the academic committee cycle to facilitate effective college action planning. Heads of Education and their teams will be supported in generating ideas and refining their plans by the Head of Learning and Teaching Enhancement throughout the process.
Appendix 5: Providing feedback to students on their progress and achievement

Giving feedback to students

Why give feedback?

Learning is an active process. To learn, we need to plan what we’re going to do; attempt to do it; and then receive feedback on our work. We then use this feedback to improve the work we have just done, or more often in education, to ensure that the next work we do embraces what we have learned.

Feedback also affects how we feel about our work, and inevitably also about ourselves; feedback thus also affects student motivation.

Students often learn like this, and the feedback remains essential. They may even snooze through the odd few minutes of a lecture or seminar, but they will read, pore over, analyse, debate, argue with, and quite possibly treasure feedback.

Especially if the feedback is written to be useful.

Giving good feedback is a skill, which can be learned and honed. This section on giving feedback should help you to give feedback, which merits such intense attention from your students.

Giving Good Feedback will help you to:

- React positively to good things in students' work;
- Make helpful suggestions on ways in which their work could have been improved;
- Correct misapprehensions revealed in their work;
- Make suggestions for how they can change their approach in the future;
- Do this in a way which respects the individuality and worth of each student;
- Do this in a way which makes good and efficient use of your time;
- And don’t forget -

Student work contains lots of feedback for the teacher on their teaching.

The feedback sandwich

Not surprisingly, the Open University has done a lot of work on giving useful feedback to students. (By 'useful' here we mean feedback meets the needs of the learners and the obligations of the module and the tutor.)

The Open University recommends the feedback sandwich.

First, give them the good news.

They need to know what they've done right, or well. They need to know this so that they'll keep on doing it right or well, and also because it will make them feel appropriately good about themselves and their work, which in itself aids learning as well as feeling good.

They also need to know why it was right or good. Learners sometimes do well by accident - so tell them why it was right or good, in what respects it was right or good.

Good news needs to be:

Clear - Don’t beat about the bush. If you think it was 'great' or 'excellent' or 'admirable' or 'very
stimulating’, then say so. Have the courage of your convictions. (Don’t worry about using clichés!)

**Specific** - Words like ‘great’ or ‘excellent’ carry a strong emotional message, but when the emotional buzz fades, the intellectual hunger remains. As we suggested above, say what, exactly what, was good and say why it was good.

**Honest** - As well as truthful, honest good news clearly distinguishes between fact and judgement. A numerical answer is ‘right’; this is a fact. A design was undertaken ‘rigorously’; this is an opinion, though hopefully based on clear criteria for ‘rigour’. An argument was ‘original’; a fact, at any rate relative to your own current knowledge. An argument was ‘elegant’; an opinion, or at any rate a judgement. Be clear what the nature of your good news is.

**Next, give them bad news - constructively! - And tell them why it is bad and what to do about it**

They also need to know what they’ve done wrong, or poorly, or performed in some other way which is inappropriate within the subject. And, immediately and always, they need to know in what respects it was wrong or poor or inappropriate, and they need suggestions on ways in which it could have been correct or better.

In primarily numerical or scientific disciplines, where some at least of the answers to some of the questions can be right or wrong, reasons for giving prompt and reasoned feedback on wrong answers include:

- So that the learner won’t repeat the specific error;
- So that they can identify the misunderstanding which led to the error;
- So that they can develop a new and correct understanding.

In disciplines where answers are more likely to be considered good or bad rather than primarily right or wrong, reasons for giving this kind of feedback on poor answers include:

- To help them appreciate why their approach or answer was inappropriate;
- To help the learner see the preferred approach;

**Bad news needs to be:**

**Specific** Make it clear to what you are reacting - which word, which idea, which equation, which stylistic feature. Make it clear in what respects the work is wrong, inappropriate, whatever it is.

**Constructive** Suggest how the work could have been made accurate, good, conforming to the paradigm of the subject, whatever. Suggest sources of information and guidance. Give them a handle, encouragement, whatever seems right.

**Kind** Specific is kind. Constructive is kind. "Poor" scribbled at the bottom is cruel.

**Honest** (See above under ‘good news’).

**Finally, end on a high note of encouragement.**

Round off your feedback with a high note and encouragement. "You really seem to be getting to grips with this", "Your analytic skills are improving steadily", "You're making good use of evidence". Say whatever you can that’s encouraging and truthful. There’s usually something that meets these two
Giving feedback more efficiently

Students often greatly value useful feedback on their work. Feedback is individual attention, an individual response. Your carefully considered comments on their work, your suggestions on how they could have tackled the work differently, your suggestions for a particular piece of further reading which casts important new light on the topic - all these will be very well received.

The trouble is, you probably don't have an hour or more to spend giving feedback to each student on their work. How can you make sure the students get quality feedback on their work without you staying up all night providing it? There are several ways:

Give feedback in terms of explicit criteria

In short, the idea is to say in advance what will be the characteristics of a good piece of work for this assignment. Some of these criteria may be universal: 'the right number of words', 'clearly presented'. Others will be more specific: 'each step clearly described and explained'; 'appropriate use of varied and novel sources'; 'calculations accurate'; 'imaginative and empathic account'

Only give feedback on one aspect of their work each time

Say you require three sets of work from each student during the module. For example, in the first set of feedback you could concentrate all your feedback on the factual accuracy and the content of their work. On the second you could focus on the quality of argument and reasoning. In the third, on presentation and referencing. Choose your own aspects.

Give audio or audio-visual feedback

Record your immediate reactions onto a cassette/digital media or iPod as you read through their work, not a carefully considered response after you've finished reading. This gives them feedback quickly, personally, directly, and cheaply.

Use attachment sheets

List the ten or twenty (or more) comments, corrections, observations that, you're most likely to make in giving feedback; in general or on this work. Write them up as a list with space for ticks, or as a numbered list. Add space at the top for the student's name, module, and assignment name.

Print, as many copies as there are pieces of work to assess. Then you can 'give feedback by numbers'! On the list, tick the comments, which apply to the piece of work you're marking. Or, a bit more sophisticated, place the number of the comment alongside where it applies in the student's work.

This gets individual feedback to each student. It saves you the need to write out the same comments lots of times. It leaves you some time to make individual comments on errors or strokes of brilliance, which aren't on your pre-printed list.
Conclusion

These suggestions will help you give useful feedback to students, and to do so efficiently.

A few more points to remember and act on:

1. Your negative comments have a more powerful impact on students than do your positive ones. Go easy on the negatives; use them where appropriate, but always back them up with suggestions on how to do better next time.

2. Students are very interested in marks and grades. On un-graded work, they may take more interest in your feedback if you tell them what grade it would have got, and why, and what they could have done to get a higher grade.

3. Protect your own time. Note how long the first set of feedback you give takes. Use some of the methods suggested here to make your feedback giving more efficient. Keep noting how long you spend on feedback.

4. Ask your students how useful they find your feedback, and what you could do to make it more useful to them. They'll probably be happy to tell you!
Appendix 5: University of Sussex Post Graduate Academic Regulations
Section 14: BIMM Institute/University of Sussex Postgraduate Academic Regulations

Contents

1. Definitions ........................................................................................................................................ 1
2. Assessment Cycle, Re-sits and Repeats......................................................................................... 2
3. Retrieving credit: trailed credit, compensation, condoned credit and second Re-sits .................... 3
4. Progression and award rules ........................................................................................................... 6
5. Classification rules ........................................................................................................................... 7
6. Late submission ................................................................................................................................ 10
7. Intermission ...................................................................................................................................... 10

Appendices to BIMM Institute/University of Sussex Regulations

Appendix 1: Submission of work for assessment 12
Appendix 2: Examination Assessment Regulations 14
Appendix 3: Postgraduate Marking Scheme 17
Appendix 4: Moderation of Marks 18
Appendix 5: Submission of Coursework for Assessment 20
Appendix 6: Extensions for Students with Registered Learning Difficulties 21
Appendix 7: Anonymity in the Marking of Assessed Work 22
Appendix 8: Return of Marks and Feedback to Students 23
Appendix 9: Failure of Modules or Failure of ‘Pass Required’ Assessments 24
Appendix 10: Mitigating Evidence 25
Appendix 11: Arrangements for Intermission 30
Appendix 12: External Examiners 30
Appendix 13: Academic Misconduct 32
Appendix 14: Complaints & Appeals Procedures 42
Appendix 15: University of Sussex Credit Framework 52

1. Definitions

Award
1.1 Successful candidates will be awarded a: Postgraduate Certificate, Diploma or Master’s Degree in the subject being studied (see section 5 below for credit requirements for each Postgraduate award).

Stage
1.2 A stage is defined as the period of an award between two progression points. For Postgraduate courses stage one equates with year one of a two year MA, stage two equates with year two of a two year MA studied part time

Progression
1.3 Every module contributing to the course is credit-rated by volume and level. Progression from stage one to the next stage is achieved by acquiring a defined volume of credit and by meeting any course specific requirements.

**Modules**

1.4 Postgraduate courses at BIMM all consist of core modules only (modules that all students on the course must take)

**Pass mark and Credit**

1.5 The academic credit for a module is achieved by securing the minimum published pass mark for that module (i.e. 50%).

2. **Assessment Cycle, Re-sits and Repeats**

**The assessment cycle**

2.1 An assessment cycle for a module comprises one sit and (where necessary) one Re-sit.

2.2 A repeat assessment cycle for a module comprises one further sit and (where necessary) one further Re-sit. Repeat assessment cycles are possible only on the explicit authority of the examination board.

**Re-sits**

2.3 A Re-sit is an opportunity to retrieve an initial failed assessment *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 for the module has not been achieved (50% for all modules).

2.4 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/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 this strategy is applied to all students on the cohort equally. The conflated mark will be capped at the level of the module.

**Pass mark to be achieved on all module components (pass required assessments).**

2.5 Where the conflated module mark is a pass mark but the pass mark requirement on all assessment components has not been achieved, a Re-sit will be given of the failed assessment components. The mark achieved on the Re-sit will be capped and conflated with any existing uncapped mark where the pass mark had been achieved at the first attempt. Where the conflated module mark is not a pass mark, a Re-sit will be given. The Re-sit mark will be capped at the level of the module, even where it is conflated with an existing mark on an assessment component where the pass mark had been achieved.

2.6 Re-sit marks are capped at the pass mark for the individual module (and not at a higher progression threshold stage mean requirement), to ensure that students who are offered Re-sits do not have an unfair opportunity to improve their marks. In cases where a
student has mitigation approved by the BIMM Mitigating Evidence Committee and the Exam Board, the module mark will not be capped. The uncapped Re-sit mark will be considered for progression purposes on all awards. The capped Re-sit mark will be considered for all course transfer applications and for award purposes and will stand for all courses even where it is lower than the mark achieved at the first attempt. The original mark will stand where the Re-sit opportunity has not been taken.

2.7 The other types of Re-sit opportunity are a trailed Re-sit and a second Re-sit, which may be offered at the PAB’s discretion (see section 3).

Repeats

2.8 The repeat of a stage of study means retaking the stage ab initio as published with attendance. That is a repeat of the teaching, learning and assessment. All previous marks and credit will be expunged from the student record and a new full assessment cycle undertaken. The offer of a repeat stage will normally be made at the September Retrievals Board, following a Re-sit opportunity.

2.9 A trailed repeat module assessment cycle (with attendance) may be offered with marks capped at the first and the Re-sit attempt (see section 3).

2.10 There is no automatic right to repeat a stage. Any such offer will be at the Progress and Award Board’s (PAB) discretion. However, the PAB is advised to seriously consider offering a repeat of a stage to a student who has not previously repeated a stage. Evidence of attendance and engagement during the failed stage should not be taken into consideration but academic performance in a previous stage may be a determining factor. Where the PAB, exceptionally decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

2.11 A student offered a repeat of a stage of study will be asked to agree to abide by the conditions set out in a BIMM Repeat Year Learning Agreement and this may include a requirement for a minimum level of attendance and engagement. BIMM may commence withdrawal proceedings for any student in breach of their Learning Agreement.

2.12 No student shall be permitted to repeat the same stage of study more than once and shall only be permitted to repeat where the stage has been failed. In offering a repeat stage to a student who has previously repeated a different stage the PAB should be mindful of the maximum period of registration as set out in the Course Specification.

3.

Retrieving credit: trailed credit, compensation, condoned credit and second Re-sits

Criteria for retrieving credit

3.1 The Progression and Award Board (PAB) may consider the following mechanisms for the retrieval of credit, normally following any Re-sit opportunity, some of which are discretionary, provided that the stage mean requirement has been achieved (see section 4).

Discretionary trailed credit
2.13 The Progression and Award Board (PAB) has discretionary authority to offer a postgraduate student (following any Re-sit offered) the opportunity to progress to the next stage of study while trailing up to a maximum of 30 credits from the previous stage, provided that an uncapped stage mean of 50% has been achieved. Credit can be trailed at all stages, including into the final stage but not beyond the final stage.

2.14 Normally, trailed credit will result in the student taking a trailed Re-sit for a module/s 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. The PAB also has the discretion to offer a repeat of the module with attendance. A trailed Re-sit and a trailed module repeat assessment cycle will result in the capped mark being used for award purposes. A trailed Re-sit is a further opportunity to take the Re-sit mode which tests all the module learning outcomes. The Re-sit mode will usually be offered when the module assessment for the next cohort takes place. A trailed repeat assessment cycle is an opportunity to take the main cycle of assessment, for example coursework and an examination, along with the next cohort.

2.15 Permission to trail credit will normally only be granted by a PAB following a failed Re-sit. In exercising its discretion, the PAB will take into consideration evidence of attendance and engagement across the stage such that the student is likely to succeed at the next assessment opportunity. The Re-sit PAB should be mindful of cases where a student has not attended for the Re-sit opportunity as this may be due to course commitments (WBL, placements, or professional engagements). No marks may be carried forward from the original assessment attempt.

2.16 Where the trailed assessment has not been passed after the conclusion of the trailed Re-sit or trailed module repeat assessment cycle, the PAB may consider other mechanisms available for the retrieval of credit (as set out below).

Non-discretionary compensated credit

2.17 Compensation is automatically applied at each stage of study at the level of the module for a marginal fail of up to 30 credits provided the stage mean has been achieved on the basis that 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.

2.18 Where a student has not achieved the credit requirement for progression or award but has met the following criteria, then up to 30 credits will automatically be granted by compensation provided that the remaining credits in the stage meet the pass threshold:

(i) An uncapped stage mean mark of 50% (excluding the research project/dissertation
(ii) a marginal fail on the module/s (45-49%)

A maximum of 30 credits for taught modules may be awarded by compensation in postgraduate courses on the basis that a taught masters is defined as a single postgraduate stage of study. Compensation will be applied when the Postgraduate PAB convenes to consider the completed taught modules, provided that the criteria are met. The mean requirement for compensation will not include the research project/dissertation. Compensation cannot be awarded for postgraduate research projects/dissertations regardless of the credit weighting.
2.19 Compensation is not discretionary to the Progression and Award Board (PAB) and is referred to as automatic compensated credit for a marginal fail. The actual mark achieved will stand for progression and award purposes.

2.20 In all cases where automatic compensation has been applied BIMM will provide an opportunity for students to register to take a Re-sit instead of receiving the credit via compensation, to enable the pass threshold to be achieved. The mark achieved at Re-sit will be capped and will stand even where it is lower than the original mark achieved which may impact on progression where progression to the next stage had been offered. The Re-sit mode will usually be offered in the Re-sit assessment period or when the next cohort module assessment takes place.

2.21 In all cases compensated credit will not be applied automatically where the criteria have not been met or if more than 30 credits have been failed.

Discretionary condoned credit

2.22 Condonement is applied at the level of the course. It is defined as the process by which a PAB in consideration of the overall performance of a student decides that without incurring a penalty, a part of the course that has been failed need not be redeemed.

2.23 The Progression and Award Board (PAB) has discretionary authority to award up to a maximum of 30 credits via condonement in the undergraduate final award stage where the course learning outcomes have been met and the relevant stage mean has been achieved as set out in Regulation 4.2. Credit via condonement 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 compensation or condonement in the final award stage. Alternatively a PAB can give a Re-sit.

2.24 In all cases where condoned credit has been applied BIMM will provide an 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 mark achieved at Re-sit will be capped and will stand even where it is lower than the original mark achieved. The Re-sit mode will usually be offered in the Re-sit assessment period or when the module assessment for the next cohort takes place.

Discretionary temporary withdrawal with a second Re-sit

2.25 Exceptionally, The Progression and Award Board (PAB) has discretionary authority to offer a second and final Re-sit for one or more failed modules up to a maximum of 60 credits for a capped mark 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. This is available to PABs. The Re-sit mode will usually be offered when the next cohort module assessment takes place. The student will be required to temporarily withdraw and will be offered a second Re-sit of the failed module/s without attendance provided that there is good evidence of attendance and engagement such that the student is likely to succeed at the next Re-sit assessment opportunity. All marks for the second Re-sit on the module/s will be capped at the pass threshold for award and transfer purposes. Uncapped marks can be considered for progression (but not transfer) purposes. The marks achieved will be added to the first cycle marks for modules passed and confirmed by the Module Assessment Board (MAB).
4. Progression and award rules

General rules for modules

4.1 The following general rules apply:

(a) Credits achieved on all modules contribute to the credit requirement for the award;
(b) Modules contribute to the final award in proportion with their credit value within the designated stage (for example a 20 credit module in a 120 credit stage contributes 16.66% of the weighted mean for that stage);
(c) The conflated mark for a module will be calculated to two decimal points;
(d) Conflated marks must not be rounded to integers.

General progression and award requirement

4.2 Students are required to achieve a stage mean of 50%, and at least 75% of the available credits in order to progress to the next stage or to be considered for an award, following 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 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 fail marks.

(i) Non achievement of stage mean

Where the 50% stage mean has not been achieved, usually following any Re-sit opportunity, the student has no right to compensated or condoned credit nor the PAB discretion to allow a student to receive an award. Mechanisms available to the PAB to enable the student to retrieve the credit include a repeat of the stage/term or temporary withdrawal from the course with a second Re-sit up to a maximum of 60 credits. Alternatively the PAB may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal with an exit award if available as part of the validated provision of the course.

(ii) Achievement of stage mean

Where the 50% stage mean has been achieved but the credit requirement has not been achieved, mechanisms available to the PAB to enable the student to achieve the award include the application of a combination of compensated credit and condonement up to a maximum of 30 credits (see Regulation 1.3 for criteria), with the exception that compensation cannot be given for the project/dissertation.

(iii) The PAB should consider postgraduate candidates as follows:

(a) Where the stage mean has been achieved and 150 credits or more awarded including the dissertation/project, the PAB may grant a combination of compensated credit and condonement credit up to a maximum of 30 credits to allow the award to be made. Alternatively the PAB may offer a first Re-sit/s or
second Re-sit/s with temporary withdrawal, or exceptionally a repeat of the stage/term.

(b) Where the stage mean has been achieved and less than 150 credits awarded or the dissertation/project failed then no award can be made. The PAB may offer a first Re-sit/s and a second Re-sit/s with temporary withdrawal or a repeat of a stage/term. In the case of the dissertation/project the PAB may allow a resubmission for a capped mark as an alternative to a Re-sit. Once 150 credits or more are awarded including the dissertation/project, the PAB may grant a combination of compensated credit and condonement credit up to a maximum of 30 credits to allow the award to be made.

(c) Where fewer than 120 credits have been achieved the PAB may consider offering a repeat of the stage/term, following failed Re-sit/s. In all cases, the PAB must specify where postgraduate candidates may be offered a choice of retrieval opportunities (temporary withdrawal and second Re-sits or a repeat of a stage/term). Where the PAB, exceptionally, decides not to offer a repeat of a stage to a student who has not previously repeated a stage in the course, the PAB must set out the rationale for this decision in the minutes.

(iv) Consideration of award candidates on postgraduate diploma courses

Candidates on postgraduate diploma courses are required to achieve 120 credits and achieve a stage mean of 50%, following any Re-sit and/or repeat opportunity, in order to receive an award. This may include up to 30 credits granted via compensation or condonement.

(v) Consideration of award candidates on postgraduate certificate courses

Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any Re-sit and/or repeat opportunity, in order to receive an award. Credit may not be granted via compensation or condonement.

5. Classification rules

5.1 Credit volume and weighting for awards

(i) Masters award
A masters degree will be awarded to students who achieve 180 credits across the course, following the application of rules on compensation and condonement.

(ii) Postgraduate diploma
A postgraduate diploma will be awarded to students who achieve 120 credits across the course, following the application of rules on compensation and condonement.
(iii) **Postgraduate certificate**
A postgraduate certificate will be awarded to students who normally achieve 60 credits across the course. Credit may not be granted by compensation or condonement.

(iv) **Postgraduate diploma and certificate exit awards at postgraduate level**
Postgraduate diploma and certificate awards may be awarded at the discretion of the PAB where the student has achieved the credit and stage mean requirement and where the exit award forms part of the validated provision of the course. Exceptionally, an exit award can be made where the credits achieved on the taught modules enable the credit requirement for the postgraduate certificate or diploma to be met. Credit achieved on a research based dissertation/project cannot contribute to the credit requirement as this is not part of the certificate/diploma course structure. In addition, the mean mark should be calculated from the credits used for the award and should not include the dissertation/project where an exit award is being given. A postgraduate diploma exit award may include a maximum of 30 credits via compensation and/or condonement.

5.2 **Aegrotat awards**
An Aegrotat undergraduate degree is a degree 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. 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 PAB recognises higher level academic achievement, subject to the approval of the university Pro Vice-Chancellor (Teaching and Learning) following a recommendation from the PAB.

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 and Learning) following a recommendation from the PAB.

An Aegrotat degree does not provide eligibility for registration with a Professional and/or Statutory Body (PSB).

5.3 **Classification divisions**

<table>
<thead>
<tr>
<th>Postgraduate Division (Masters &amp; PGDip/PGCert entry awards)</th>
<th>Less than or equal to</th>
<th>Greater than or equal to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>Not applicable</td>
<td>70% threshold plus 50% of credit at 70 or</td>
</tr>
<tr>
<td>Merit</td>
<td>70%</td>
<td>60% threshold plus 50% of credit at 60 or</td>
</tr>
<tr>
<td>Pass</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>
5.4 **Borderlines**

When considering postgraduate candidates, the PAB has discretion to reclassify postgraduate borderline candidates 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 PAB must use its discretion in cases where the grand mean has been achieved as a result of good performance across the taught modules in addition to good performance in a heavily weighted research based project/dissertation. Rounding of marks may result in a grand mean mark coming close to but below a degree classification boundary. The PAB 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

The PAB shall review an individual student profile, based on the marks array, for all stages of study contributing to the award to inform the academic decision of the Board on the treatment of students falling within the borderline zone. In considering whether to raise a student to the higher class the PAB should consider the preponderance of credit for which the higher class has been obtained as the borderline grand mean may have occurred as a result of exceptional performance in a heavily weighted component of assessment which does not reflect performance overall.

The External Examiner may exceptionally review assessments in the final stage for such candidates, and make a recommendation for reclassification based on his/her academic judgement. Where such a review is undertaken by an External Examiner, BIMM must ensure that all such assessments are reviewed for all borderline candidates on that course. No marks may be changed as a result of this activity.

Mitigating evidence does not provide grounds for reclassification of an award as adjustments will have already been made to lateness penalties on the marks array and the PAB has the opportunity (at each stage) to offer such students a sit to retrieve their performance as a result of their circumstances where the overall module mark appears to be out of line with the marks array for the individual.

5.5 **Specific learning disability (SpLD)**

In cases of late diagnosis of Specific Learning Disability (SpLD) the Progression and Award Board (PAB) has the discretion to base classification on the marks achieved during a year or years of study where the student was in receipt of the necessary support which enabled them to demonstrate their full learning potential, provided that this is not detrimental to the student. No mark should be set aside and a minimum of a full year of marks must be considered.

5.6 **An absurd outcome for an individual student**

Where the strict application of the rules results in an absurd outcome for an individual student in the view of the PAB, which cannot be remedied within the existing
discretion of the PAB, the PAB may make a recommendation to the Pro Vice-Chancellor (Teaching and Learning). The Pro Vice-Chancellor has authority to accept or reject the recommendation. The final application of the accepted recommendation rests with the PAB to enable the normal appeals procedures to apply. The PAB should therefore agree on an alternative outcome should the recommendation not be accepted.

6.   **Late submission**

6.1 A penalty deduction of 5 percentage points (not 5% of the actual mark) shall be applied to work submitted up to 24 hours late although the application of such penalties shall not reduce the overall conflated mark below the minimum pass mark. This means that such penalties cannot in themselves prevent progression or require the student to Resit assessments that have been academically passed.

6.2 A penalty deduction of 10 percentage points (not 10% of the actual mark) shall be applied to work submitted after 24 hours and up to 7 days late, although the application of such penalties shall not reduce the overall conflated mark below the minimum pass mark. This means that such penalties cannot in themselves prevent progression or require the student to Resit assessments that have been academically passed.

6.3 Work will not be accepted more than 7 days after the original deadline. A mark of 0 and a non-submission will be recorded.

7.   **Intermission**

7.1 Students who wish to intermit between stages one and two will be required to have fulfilled the progression requirements before intermission.

7.2 Any student who has intermitted will be classified in accordance with the weighting scheme and assessment criteria which relate to the year/stage in which the student is finally assessed and classified (and not the scheme in operation when the student initially registered).
Exam Board Regulations Glossary:

**Cycle of assessment:** all BIMM modules provide a single cycle of assessment comprising of one first attempt (or sit) and one Re-sit attempt. Where a stage has been failed, a repeat assessment cycle may be made available comprising of a further sit and Re-sit opportunity.

**Repeat of stage:** the repeat of a stage of study means taking the modules again, repeating the teaching, learning and assessment. All previous marks and credit for the failed stage will be expunged from the student record and anew teaching, learning and assessment cycle undertaken. The offer of a repeat stage will normally be made at the September retrievals Progress and Award Board (PAB) following a Re-sit opportunity.

**Trailed repeat:** exceptionally a single trailed repeat module assessment cycle (with attendance) may be offered with marks capped at the first and second attempt. A maximum of 20 credits may be offered as trailed in each stage.

**Re-sit:** a Re-sit is an opportunity to retrieve an initial failed assessment without having to repeat the original period of teaching and learning. Re-sits will only be offered where the pass mark (50%) for the module has not been achieved, and/or the credit has not been awarded.

**Re-sit Mode:** where a module may have several pieces of assessed work or a mixture of examination and course work the course team may identify a single mode of assessment for Re-sit that meets all the learning outcomes for the module. In cases where a single Re-sit mode does not assess all the module outcomes a second Re-sit component will be required to ensure all the learning outcomes are tested. All students taking the Re-sit/sit will take the approved Re-sit mode. In cases where two Re-sit components which are the same as the original assessment mode components, the course team may offer a Re-sit of the failed component to be conflated with the passed assessment component provided that this strategy is applied to all students in the cohort equally. The conflated mark will be capped at the level of the module (for Re-sits) and uncapped for sits.

**Discretionary Trailed Credit:** normally trailed credit will result in a student taking a trailed Re-sit for a module already studied with the aim of retrieving the fail without attendance. The PAB may offer a trailed repeat module (including attendance as above). In both cases an additional fee will be charged to cover the costs of assessment or teaching and assessment. In both cases the module will be capped at 40% and students will take the failed assessment along with the next cohort.

**Permanent Withdrawal (PWD):** a student may request to permanently withdraw (PWD) at any time during a teaching period. If a student wishes to return having withdrawn they will be required to make a new application via admissions (not UCAS) and will need to address the reasons for withdrawal in their personal statement. Admissions tutors will need to be satisfied that the student is likely to be successful on re-admission.

**Temporary Withdrawal (TWD):** at BIMM the PAB may offer students the opportunity to temporarily withdraw from their course in order to retrieve failed credits and return able to progress or gain an award. TWD will be for one academic year allowing students to Re-sit the failed assessments and achieve failed credits. TWD will still allow student’s access to tutorial support and other learning resources as appropriate. An additional fee will be charged to cover the costs of assessment.

**Absurd Outcome:** in exceptional cases, the PAB may recommend to the university a different outcome than that predicated by these regulations. Such cases are very rare and the university will always strive to balance what is in the interests of the student whilst also ensuring fairness to other students and maintaining academic standards.
Appendices to BIMM Institute/University of Sussex Regulations

Appendix 1: Submission of work for assessment

(Essay & Written Work Format)

Unless otherwise specified, written submissions should conform to the following:

- **Format**: A4 single-sided, collated and spiral bound (or other secure method of binding – ring binders are acceptable), standard white 80g paper (only applicable to hard copy submissions)
- **Font**: 11 or 12 point type in a clear font such as Times or Arial
- **Information**: Each page must include your student (candidate) number (in the header) and a page number (in the footer)
- **Spacing**: Double-spaced (so the marker has space to write in comments)
- **Presentation (for physical submissions)**: A4 printed and spiral (or other method) bound with a clear plastic cover (no loose leaf and no plastic pockets)
- **Your work** is expected to be readable, clearly expressed and correctly spelled (please use a UK spell checker & ask somebody to proof your written work)
- **Bibliography**: All written work should include a Bibliography and be referenced using Harvard Referencing System.
- **Cover Sheet**: A cover sheet containing the candidate number, the module name, the assessment (or assignment) title and the word count should be included attached to the front of each submission
- **Submission sheet for non-electronic submissions**: If you are submitting your assignment by hand you will need to attach a specific HE submission sheet. You can get these from BIMM reception. This form allows us to provide you with a receipt for your work and confirms that the work is your own and properly referenced.
- **Transcription/notation submissions** may be hand-written in pen or pencil. All written work should be word-processed unless the brief specifically states otherwise.
- **Written exams** will be performed under university exam conditions. All exam locations and times will be published well in advance on the BIMM VLE and BIMM Notice-boards.
- **It is the student’s responsibility** to keep copies of all their work, either in digital, print or photocopied form, including CDs and recorded submissions.

**Word count** – word counts **must** be stated at the beginning of all written submissions. There is a 10% margin on word counts (plus or minus 10%) and written work falling above or below this 10% margin will be penalised by 10% of the assessment mark.

Although markers are principally looking for well-structured arguments and interesting ideas, poorly written work may be penalised. Students with dyslexia will have their disability taken into consideration when marking work particularly in regard to issues of spelling, structure or grammar.

**Digital Media**

- **All digitally stored work must** be backed up twice.
- **Media**: CDs or additional materials should be firmly attached (a folder with a CD pocket is advisable).
• **Digital Compatibility:** It is the student’s responsibility to check that audio and video discs (CD or DVD) are formatted correctly (see your assignment brief in this handbook) and that the discs play on standard domestic audio/video equipment (UK standard Audio CD Player or DVD video players). You should test this by playing final disks on 2 or more different machines. If in doubt seek advice from your tutor and remember – if we can't play it we can't mark it!

• **Labels:** Ensure that your discs are labelled with your candidate number and the assignment name and module title. Avoid using stick on paper labels as these may jam if inserted into slot loading CD/DVD players.

**Electronic Submission (BIMM VLE)**

If submitting work electronically, make sure that you are understand which format is required and what file size restrictions are in place.
Appendix 2: Examination Assessment Regulations

Time and place of examinations

*Assessment Calendar can be found on Moodle.

Changes to the published timetable will only be made if a previously overlooked clash between exams is identified or in special cases relating to religious observance.

Invigilation

BIMM will arrange for appropriate invigilation throughout the examinations. However it is the responsibility of the examiner (normally the module leader) who set the paper to be available (by phone) throughout the duration of the paper in the event of a query.

Late arrival and early departure

Students, who arrive late, but within 60 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 examination room more than 60 minutes after the start of an examination. Arrival more than 60 minutes late will be deemed as absence from the examination, for which a zero mark is recorded, but the student will have the opportunity to present evidence in mitigation of the absence for consideration by the BIMM Mitigating Evidence Committee.

Students may not leave the examination room during the first 60 minutes or the last 10 minutes of an examination.

Attendance lists (Exam Register)

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 BIMM HE Office. A record of the scripts submitted by each student will be made on the attendance sheet – 2 copies of this register must be submitted to the HE Administrator.

Examination aids

For certain papers, the invigilators will provide specific aids or hand-outs where questions necessitate their use. The use of other aids (e.g. dictionaries) is not permitted.

Recording of viva voce examinations and music performances

The recording by students of viva voce examinations or music performance examinations is forbidden (as is recording by members of the audience in the latter case). Live performance assessments will be recorded by staff for the purposes of external examination.

Seen Examinations

Where seen examinations are permitted, students must not bring any materials into the examination hall.
Ill-health and impairment occurring during the examination period
Please contact your tutor and Course Leader for advice.

Long-term medical conditions and disabilities
Please contact the Course Leader for advice.

Written exams will be performed under exam conditions or, for one-week papers, returned to the tutor in the following class. All submission locations and times are at the discretion of the tutor.

Students with dyslexia and learning impairments

To maintain a consistent approach in dealing with the assessment issues relating to dyslexia and similar impairments that affect students’ ability to express themselves, dyslexic students or students who think that they may be dyslexic should arrange an assessment with the Head of Student Services at BIMM. Assessment arrangements require the written recommendation of the Head of Student Services BIMM – previous diagnoses and arrangements will not be taken as proof of need for current circumstances. In the first instance the student should contact the Head of Student Services BIMM, which will then carry out an assessment and inform the relevant staff. BIMM will contact the student to let them know that the arrangements for assessments are being dealt with. Subsequently the Head of Student Services will write to the student with the arrangements of their assessments.

Alternative assessments for disabled students

Where a student with a disability feels that they are substantially disadvantaged by the existing assessment for a module, they should contact the Head of Student Services BIMM (HE students) by week 6 of the autumn term. Support staff will make an initial judgement as to whether there is a reasonable basis for the request and, if so, will initiate a process involving the Head of Education, who is also the Examination Board Deputy Chair, to consider possible alternative modes of assessment that would provide an equivalent test of the same learning outcomes of the module without compromising academic standards. The procedures will operate as set out at the following URL:

http://www.sussex.ac.uk/equalities/disability/informationfordisabledstudents

A student may appeal against the decision to retain the original assessment or if they remain concerned that the additional support will not obviate a perceived disadvantage.

Religious festivals and holy days

Special arrangements will be made for students in the event of religious festivals or holy days (which preclude normal work being undertaken by the students) coinciding with a scheduled examination period.

Students should notify the Student Services Office by end of the Autumn Term if they wish to request special arrangements to be made, or exemption for examinations, on the prescribed days of a religious festival.

Suitable arrangements will then be made for students to remain incommunicado for the period whilst religious devotions are practiced and for the duration of any examination sat at an alternative time, until such time as the student is able to return to the normal examination time-table; the student will normally take their paper(s) after the majority have completed. Such arrangements depend on the student’s individual exam timetable and reasonable operational constraints.
Procedures for Moderation of Marking

Candidates are principally assessed and marked by the module tutor(s). A range of work is also moderated by the module leader or a second tutor or Module Leader/Head of Department (HOD) and this process is verified through external examination.

Practical examinations are recorded on to digital tape for consideration by the external examiner.

All marks are subject to the scrutiny of the Examinations Board, which meets tri-annually to consider all aspects of assessment.

External Assessment

Following the moderation process, grades are subject to external moderation by an External Examiner who is responsible for reviewing assessed work.
## Appendix 3: Postgraduate Marking Scheme

<table>
<thead>
<tr>
<th>Description</th>
<th>Alpha</th>
<th>%</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td>Work of exceptional quality, based on a comprehensive knowledge and understanding of the topic. Such work will usually embody analysis of sufficient originality to change the conventional way of understanding the subject treated. Well argued, well organised, and well documented. In principle, publishable.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A</td>
<td>90</td>
<td>Work of a high quality, based on a thorough understanding of the topic, characteristically analysing its propositions with sufficient originality to challenge received ideas.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A-</td>
<td>85</td>
<td>Work of a high quality, based on a thorough understanding of the topic, characteristically analysing its propositions with sufficient originality to challenge received ideas.</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>80</td>
<td>Work at a high level of competence, displaying substantial knowledge and understanding of the topic, organised in a clear structure of argument.</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>75</td>
<td>Work at a high level of competence, displaying substantial knowledge and understanding of the topic, organised in a clear structure of argument.</td>
</tr>
<tr>
<td>Good</td>
<td>B-</td>
<td>70</td>
<td>Work at a high level of competence, displaying substantial knowledge and understanding of the topic, organised in a clear structure of argument.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>65</td>
<td>Work that displays adequate knowledge and understanding of the topic. There may be room for significant improvement in clarity of the structure or argument, or in appropriateness of expression. Work at this level may display some oversimplification; some expected points may be missing; some irrelevant material may have been included.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C</td>
<td>60</td>
<td>Work that displays adequate knowledge and understanding of the topic. There may be room for significant improvement in clarity of the structure or argument, or in appropriateness of expression. Work at this level may display some oversimplification; some expected points may be missing; some irrelevant material may have been included.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C-</td>
<td>55</td>
<td>Work that displays adequate knowledge and understanding of the topic. There may be room for significant improvement in clarity of the structure or argument, or in appropriateness of expression. Work at this level may display some oversimplification; some expected points may be missing; some irrelevant material may have been included.</td>
</tr>
<tr>
<td>Pass</td>
<td>D+</td>
<td>50</td>
<td>Work that shows some knowledge, but with weaknesses, such as misunderstanding or lack of thoroughness. Important information or segments in the argument may be lacking. The argument may be persistently obscure or naïve.</td>
</tr>
<tr>
<td>Marginal fail</td>
<td>D</td>
<td>45</td>
<td>Work that shows some knowledge, but with weaknesses, such as misunderstanding or lack of thoroughness. Important information or segments in the argument may be lacking. The argument may be persistently obscure or naïve.</td>
</tr>
<tr>
<td>Marginal fail</td>
<td>D-</td>
<td>40</td>
<td>Work that shows some knowledge, but with weaknesses, such as misunderstanding or lack of thoroughness. Important information or segments in the argument may be lacking. The argument may be persistently obscure or naïve.</td>
</tr>
<tr>
<td>Fail</td>
<td>E+ [Fail]</td>
<td>35</td>
<td>Work that is seriously flawed, displaying a lack of research, irrelevance, incoherence or a grave misunderstanding of the topic; short work.</td>
</tr>
<tr>
<td>Fail</td>
<td>E [Fail]</td>
<td>15</td>
<td>Work that is seriously flawed, displaying a lack of research, irrelevance, incoherence or a grave misunderstanding of the topic; short work.</td>
</tr>
<tr>
<td>Fail</td>
<td>F [Fail]</td>
<td>0</td>
<td>Unacceptable or not submitted.</td>
</tr>
</tbody>
</table>

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1 A marginal fail may be subject to compensation – see assessment regulations above
Appendix 4: Moderation of Marks

Policy

1. All formally assessed work (summative assessment) is to be systematically moderated, based on a sample across the full spread of grades, in order to verify the overall marking standards.

Procedure

2. The University's marking procedures are found in the Examination and Assessment Regulations Handbook (2013/14), and will be followed by BIMM where appropriate and unless superseded below.

3. All assessments that contribute to the assessment of the award are subject to verification. Any assessment of modules, which do not contribute to the assessment of the award (Year 1, Level 4) will not be subject to verification and will be marked by one examiner.

4. Written assessments: double marking will remain in place as the means of moderation for dissertations/Projects (main assessment of double weighted units). Verification will remain as the means of moderation for a proportion of written assignments, as detailed in the course validation documents. Dissertations/Projects will be double marked by the Module Leader and one other qualified internal marker.

5. Performance assessments: many BIMM assessments are performance-based. All performances are recorded. One marker will attend and mark the performances of all candidates; moderation of these marks will be carried out later using the taped performances.

6. Assessments which are not double marked will be moderated by the University's verification of marks procedure as referred to in the Examination and Assessment Regulations Handbook and detailed in Annex 1, below, all assessments worth one third of the module mark or above will be verified.

7. The protocol for double marking, as set out in the University’s Examination and Assessment Regulations Handbook following, will be adopted where relevant. In line with University practice, information on the moderation of marks will not be given in detail to students unless requested.

8. Marking by new members of staff will be monitored as appropriate, which may include double-marking, until they have demonstrated competence in the application of appropriate standards. Sessional tutors will only engage in solo marking after completing training provided by BIMM.

9. External moderation is by University's external examiners.
Annex 1: Protocol for the verification of marks when not blind double marked

NB 'Scripts' refers to all submitted student work whether written or performance-based.

(i) The following general scheme is proposed for the verification of marks by means other than double marking. Following approval from the Collaborative Provision Committee, the Curriculum Office in Media Film and Music and ADQE will maintain a list of assessments to which verification applies.

(ii) Marker A marks to clearly stated marking criteria, annotates scripts as necessary and completes a coversheet clearly stating how the mark has been arrived at.

(iii) Marker B reviews at least 10% of the scripts plus firsts and failures, in order to ensure that Marker A has applied the criteria: (a) consistently and (b) at the right pitch. For small batches of scripts enough scripts should be reviewed in order to assess the actions of Marker A.

(iv) If Marker B finds a problem of consistency, then all scripts are second marked and the marks are agreed and recorded on the moderation coversheet. Only the moderation coversheet will be returned to students.

(v) If Marker B finds a problem with pitch (i.e. consistently over or under marking) the two markers agree a recalibration in consultation with the external examiner but do not need to second mark all scripts. The recalibration is annotated on the moderation coversheet and this is the only coversheet that is returned to students.
Appendix 5: Submission of Coursework for Assessment

Submission dates for coursework are final and not open to negotiation with module tutors or the Course Leader.

You will not be able to get an extension (unless you have a registered disability – see below) because this is not considered an equitable system for staff or students. We expect you to approach your assessments in a well-organised way, allowing good time for the possibility of minor illness and the range of other normal hurdles in life.

To reflect the expectations that work will be submitted on time, even if that means battling through some difficulties, the University and BIMM operate a system of graduated penalties for lateness, which works like this:

<table>
<thead>
<tr>
<th>Late hand in:</th>
<th>Penalty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 24 hours late after the submission date</td>
<td>Deduction of 5 percentage points</td>
</tr>
<tr>
<td>After 24 hours and up to 7 days late after the submission date</td>
<td>Deduction of 10 percentage points</td>
</tr>
<tr>
<td>After 7 days</td>
<td>Fail with zero mark</td>
</tr>
</tbody>
</table>

All hard copy coursework should be handed in as specified by this course manual (also posted on the BIMM VLE). Ensure you sign the submission form in the presence of the person collecting the work (you will need your candidate number and student ID card). Work is recorded as submitted when the last item is handed in, so there is no benefit to submitting bibliographies, appendices, etc. separately and later.

Electronic Submission (BIMM VLE)

If submitting work electronically, make sure that you are understand which format is required and what file size restrictions are in place.

Marks may be reduced by allowed-lateness penalties to, but not beyond, the pass mark. This means, for instance, that allowed lateness penalties cannot in themselves prevent progression. Specifically it also means that such penalties may not cause the failure of an assessment unit that is a progress prerequisite, nor can students be required to Re-sit assessments that they have actually academically passed, as a result of allowed-lateness penalties.

There are, however, no limits to the assessment, progression or classification consequences of zero marks that result from missing both the original deadline and the expiry of the period of allowed (but penalised) lateness. Unless mitigating evidence for this degree of lateness is accepted, the zero mark will stand and may indeed affect progression and require Re-sitting of the assessment units in question.

Important: Delays in typing or failure of word-processing facilities will not constitute acceptable reasons for non-submission or late submission of work.
Appendix 6: Extensions for Students with Registered Learning Difficulties

Students with Learning Difficulties must provide external evidence of such from a registered practitioner in the first term of the academic year. This is to be given to Head of Student Services. Subsequent written work extension requests should be made to the Head of Student Services who will inform the relevant Course Leader, Head of Education and HE Administrator.

Extension requests must be made pre-emptively, in advance of the work deadline as published in the relevant course manual. This will normally be three weeks, although requests can be made up to the hand in date at the discretion of 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 MEC procedures.

Head of Student Services is to confirm the extension request with the Course Leader and Head of Education and let the student know the result. Extensions can only refer to written 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.
Appendix 7: Anonymity in the Marking of Assessed Work

Candidates should submit written work identified only by candidate number and not candidate name. It is the candidate’s responsibility to remember and use their number. The marking of assessed work will then be conducted anonymously via this candidate number as far as reasonably practical, although examiners cannot guarantee that they will not recognise the work, particularly where tutorial support has been given. Candidate numbers will be also be used in the marking of unseen examinations.

In performance assessments, where anonymity is impractical, students will be marked by name and then, the mark will be recorded by candidate number.

Students should use their candidate number on all written and notated submissions. Submissions that contain the candidate’s name may be returned for removal. Candidate numbers will also be used to return marks via notice boards and email.
Appendix 8: Return of Marks and Feedback to Students

BIMM aims to inform students of 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/ performance date. Please note that this period will be extended by a week over the Xmas break to reflect the fact that BIMM closes completely for this length of time, thus losing these working days.

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.

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 Progression and Award Board.
Appendix 9: Failure of Modules or Failure of ‘Pass Required’ Assessments

If a student fails a module or a pass required assessment (pass required assessments are clearly marked in the study guides) the student will probably be required to Re-sit the assessment(s) the student has failed (unless the student has mitigation in which case the student may be offered the opportunity to Re-sit without penalty, this is called a sit). These decisions are taken by the exam board according to the assessment regulations laid out in this document.

Re-sits and sits are conducted in August and students will be expected to attend as they may not be able to progress to the next stage of the course without passing these modules/assessments.
Appendix 10: Mitigating Evidence

Criteria for making an individual mitigating evidence claim

Individual mitigating circumstances is the University's description of circumstances which are sudden, unforeseen and temporarily prevent a student from undertaking assessment, or significantly impact on student performance in assessment in general, including late submission: as such the measure of severity is not about the impact on the student but the impact on the assessment.

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.

A claim can only be submitted for the current academic year. Late claims may be permitted via an Appeal following Progression and Award Boards within the 21-day period allowed.

Pre-existing conditions and other long term conditions or disability (not mitigation)

If your circumstances are not sudden, unforeseen or temporary in nature then you cannot claim individual mitigating circumstances but may be supported by ‘reasonable adjustments’. Students with a declared disability (such as dyslexia) or a pre-existing condition (such as anxiety, depression, ME, cardiovascular or respiratory disease) may register with BIMM Student Services Department for an evaluation of their needs which may lead to a change to existing assessment arrangements (including extensions to deadlines, alternative assessment modes and in-person exam arrangements). Student Support staff will contact your Course Leader who will consult with academic colleagues including the Head of Education to ensure the ongoing academic integrity of the module assessment.

Reasonable adjustments may also be made for cases of pregnancy or related maternity needs, and/or cases of evidenced ‘temporary illness’ expected to last for greater than 3 weeks duration, such as anticipated medical treatment, including hospitalisation.

Student Services will require appropriate evidence (such as medical or dyslexia assessment) and a few weeks to evaluate your support needs and arrange an individual ‘reasonable adjustment’. Therefore you are advised to register early.

MEC evidence to be submitted

The evidence submitted to support a claim must be independent and robust and cover the period related to the assessment date(s).

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 Psychological and Counselling Services with consultation dates and statement of impact on assessment
• A letter from Student Services confirming that ‘reasonable adjustments’ were not yet in place or in need of revision due to acute flare up of a long term stable condition such as asthma. 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’.

Statement of impact on assessment

In making a Mitigating Evidence Claim you need to describe how the **sudden, unforeseen and temporary** circumstances **significantly impacted** on your performance in assessment. Your personal statement on the claim form should describe how your 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 you personally but on your ability to perform in assessment.**

Timeline for submission of a claim

Your statement should be completed 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 21 days of the assessment deadline. An early submission of your claim may also speed up an assessment of entitlement to additional support should your circumstances indicate ongoing health or support issues. Claims may be made ‘in advance’ for known absence/non-submission (for example a scheduled operation) but you must ensure that the period that you cite is covered by the evidence supplied. A claim for an impaired assessment cannot be submitted in advance.

Possible outcomes of an accepted mitigating evidence claim against an Individual Assessment:

1. **Removal of a late penalty** for work submitted up to 7 days late **under the authority of the Mitigating Evidence Committee.**
2. **Discretion for the progression and award board (PAB) to offer a ‘sit’** of the ‘Re-sit mode of the module’ (that is taking the Re-sit mode at the next opportunity without capping at the pass mark). The mark achieved on the ‘sit’ will then be scaled for the proportion of the marks with accepted mitigation in relation to non-submission/absence/impairment (see above). If a student takes the offer of a Sit the marks achieved at the first attempt (module mark or element of assessment with accepted mitigation) will be removed from the student record and will be replaced with the mark achieved at the Sit (even where a lower mark is achieved). If a student does not take the Sit then the existing mark (including any zeros) will be used by the next PAB for progression and award decisions.
3. **Discretion for the PAB to confirm the marks array** without the offer of a ‘Sit’ in cases where the impact of the accepted claim is not apparent on the overall module mark as evidenced by the small weighting of the assessment affected and/or the module mark being consistent with the students' performance on other unaffected modules. This decision does not question the legitimacy of the accepted claim, but seeks to avoid the over assessment of such students who may be required to take a ‘Sit’ unnecessarily. In all cases the PAB must ensure that the academic standards of the award or decision to progress a student is upheld in accordance with BIMM’s Examination and Assessment Regulations.

**Right of appeal if evidence is rejected**

Evidence will be judged to be: **accepted; rejected; or inadmissible** (such as loss of computer files). If the evidence is rejected you 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.

Examples of **inadmissible as evidence** (no further opportunity to submit evidence)

- circumstances that you could have 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 printer problems
- jury service

Examples of **rejected evidence** (opportunity to submit additional evidence)

- your statement indicates you have an acute medical condition but no medical evidence is submitted or medical certificate lacks detail to support claim 'retrospective' medical note – consultation dates do not support the claim
- long term events and conditions which have already been claimed for and Student Services Department has offered to review and/or consider reasonable adjustments.

Claims that appear to relate to ‘on-going’ issues, and thus potentially generate repeat claims, will be referred, as a matter of course, to your Student Support Officer who will contact you with information about appropriate services at BIMM and/or the procedures for consulting a disability advisor.

**Notification of Outcome of Claim**

If you provide all the required documentation and your case is supported with dated, robust evidence, your claim may be accepted by the Chair of the Mitigating Evidence Committee (MEC). The Chair of the MEC has the power to remove any lateness penalties in most cases but referral to the
MEC may be required for some claims. In all other cases you may be notified that your evidence has been accepted but that the decision to offer a 'Sit' of the 'Re-sit mode' lies with the Progression and Award Board (scheduled to meet at the end of the academic year and September each year).

Where the Chair of MEC does not feel able to make a decision, it will be referred to the MEC, which meets regularly.

If you are a student with identified support issues, have disclosed a disability or have registered with BIMM, and if your 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 to the PAB, your existing 'reasonable adjustments' will be reviewed, and any further anticipatory adjustments will be made in discussion with you, your disability advisor and the Head of Student Services.

**General advice and guidance**

If you are concerned with your academic progress you should contact your Course Leader without delay to discuss how you may obtain additional support.

For non-academic advice the Student Support Officers can provide guidance on the MEC process and may help you to understand the form you need to complete and any relevant BIMM rules or processes. However, it is not their role to write your statement or complete the form for you, nor to indicate the possible outcome of any claims.

**Confidentiality**

Your Course Leader and tutors do not have access to the details of your 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 documents kept securely.

**Attendance Procedure**

Students must attend all lessons and other timetabled commitments throughout their course. Whenever a student is absent s/he must be prepared to explain the reasons for absence upon their return to college, and to produce satisfactory evidence to justify it. All absences should be notified on forms available from your Student Support Officer.

**Implementation**

It is the responsibility of tutors to record all absences and to check their registers regularly. All absences should be followed up upon the student’s return to the College. The student services team record all absences and authorised absences and these computerised records are available to Course Leaders and tutors on request.

On the first occasion the student will receive an informal warning via email. On the second occasion, a formal warning will be issued via a standard letter, and the student may be asked to attend a tutorial with their Student Support Officer. Subsequent concern over attendance will result in further tutorials.

At this stage, students will be warned that any further unauthorised absence may result in the permanent withdrawal from the module(s) in question and/or the course.
With respect to longer continuous periods of unauthorised absence, a student may be withdrawn from the course, if they are continuously absent from BIMM without reason or contact with BIMM for a period of three weeks.
Appendix 11: Arrangements for Intermission

Students who wish to intermit between Stages 1 and 2 will be required to have fulfilled the progression requirements before intermission.

Any student who has intermitted will be classified in accordance with the weighting scheme and assessment criteria, which relate to the year/stage in which the student is finally assessed and classified (and not the scheme in operation when the student initially registered).

A student may be allowed intermission from study at any point in the academic calendar. However, because most BIMM modules are year-long, re-admission is normally only possible at the start of an academic year. We would prefer, therefore, that students intermit only after completing the year of study on which they are registered, i.e. at the end of Year Two/Level 5, in order that, all modules from that year are completed, appropriate credit achieved and progression requirements satisfied. In the case of genuine hardship or illness BIMM will endeavour to be as flexible as possible and may (at BIMM’s discretion) allow a student to resume studies at any point after assessing the individual case and the level of additional support required to ensure that the student is not unduly disadvantaged.

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. This will ensure any unforeseen circumstances, such as changes to the course structure, will not hinder successful progression through the remainder of the course.

Appendix 12: External Examiners

Appointment is by the University’s Teaching and Learning Committee. Nominations are submitted on a standard nomination from the Partnership Office. Criteria for appointment are to be found in the universities External Examiner Handbook:

http://www.sussex.ac.uk/adqe/standards/externalexaminers

Nominations are considered in detail by the Collaborative Provision Committee, which then makes a recommendation to the University’s Teaching and Learning Committee. Nominations must be put forward at least four months before the expiry of the previous examiner’s tenure.

New External examiners are invited to visit BIMM to review course documents, meet staff, observe teaching and meet with students.

The College Head of Higher Education is responsible for briefing external examiners and overseeing the action plans prepared in response to external examiner reports.

Work Samples provided to External Examiners

L4: All Fails with feedback, plus a 10% sample of final module marks across a range of grade bands (3rd; 2:2; 2:1, 1st) with a minimum of 4 and a maximum of 8 scripts per assessment (not including Fails).

L5: All Fails with feedback, plus a 10% sample of final module marks across a range of grade bands (3rd; 2:2; 2:1, 1st) with a minimum of 8 and a maximum of 20 scripts per assessment (not including Fails).
L6: All Fails with feedback, plus a 25% sample of final module marks across a range of grade bands (3rd; 2:2; 2:1, 1st) with a minimum of 8 and a maximum of 25 scripts per assessment (not including Fails).

L7: All Fails with feedback, plus a 25% sample of final module marks across a range of grade bands (P, M, D) with a minimum of 8 and a maximum of 25 scripts per assessment (not including Fails).

Notes:

- Work sampled will be taken from the students’ final module marks, which may be conflated for modules with multiple assessments
- Fails with zero marks (i.e. non-submissions or non-attendance at assessments) are not included in either individual or conflated samples
- Assessments involving musical performance work should include a variety of instrumental disciplines within the sample where appropriate
- Further work in all grade bands is to be made available to Externals if this is requested.
Appendix 13: Academic Misconduct

Academic misconduct

It is an offence for any student to be guilty of, or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work that is submitted for assessment.

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 a dissertation, essay or any other assessment exercise will be considered by the examiners to be a declaration that it is the candidate’s own work.

Collusion

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.

Where joint production or joint preparation and production of work for assessment is specifically permitted, this must be published in the appropriate course documentation. Assessments in this handbook are clearly marked as individual or group work, please consult your tutor or module leader if you are unsure about group or individual assignments.

Plagiarism

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one’s own in written work submitted for assessment.

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.

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.

Personation

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.

Students who attend an examination without their student ID-card of other acceptable form of photo-ID will not have their examination script marked until their identity has been confirmed.
The College takes personation extremely seriously and any suspicion of personation will result in an investigation of potential academic misconduct.

**Misconduct in unseen examinations**

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 official university bodies. 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.

**Fabrication of results**

All instances of plagiarism, collusion, fabrication of results, or misconduct in an unseen exam are serious failures to respect the integrity and fairness of the examination process.

**Non-Contributory Work**

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.

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.

**Investigation of misconduct**

If a member of staff has sufficient reason to suspect that misconduct has taken place, an investigation into the case will be held. Candidates must be available, if required, to attend an academic misconduct hearing at BIMM. The BIMM assessment procedures are designed to enable the identification of plagiarism, personation and collusion, and the college may make use of electronic means in reviewing student work. Where there is evidence indicating that there may be a case of collusion or plagiarism or personation the assessment is referred to the Investigating Officer who will investigate the case in detail.

The hearing will adhere to the following procedures.

**Investigating Officer**

An Investigating Officer is appointed for each course. Investigating Officers may also act as Misconduct Panel members in cases where they have not determined the prima facie case. Where Investigating Officers believe misconduct has occurred in work done by students they have taught or by their personal tutees, they will pass the consideration of allegations to the Investigating Officer of another course.

**Types of Misconduct**

**Determination of minor and major cases of misconduct**
The Investigating Officer should bear in mind the following when defining misconduct as either major or minor:

a) The assessment impact is not a relevant issue. For example, cheating will not be condoned just because the work in question is not heavily weighted in terms of the overall mark for the unit, or the module itself is not a significantly weighted module within the course. Level of study is not germane to the decision;

b) The extent of the misconduct is a key factor: a piece of work, which has been downloaded verbatim from the internet will inevitably be regarded as a prima facie case of major misconduct whereas the lack of proper citation in one or two articles or where it is incorrectly formatted might be seen as a minor case of misconduct;

c) Consideration of the extent of the pre-meditated intention involved in the misconduct. Where the evidence suggests the student has been sophisticated in their use of unattributed material, e.g. deliberate minor editing of plagiarised text to give the impression that it is their own work, what appears initially to be a quantitatively minor breach might instead be deemed major. Conversely, a large but single and un-edited example of non-attribution within an essay, which is otherwise properly referenced, might justify deeming an apparently major case as minor.

**Minor misconduct**

Minor misconduct is where a small proportion of a piece of assessed work is found to be plagiarised or has been subject to minor collusion (for example, where two students work together on producing a small section of an assessment or where minor examination room infringements occur). Minor misconduct may also be used where students are inexperienced and the misconduct relates mainly to the poor use of referencing protocols. Multiple instances of minor misconduct are likely to lead to a charge of ‘major’ misconduct.

**Major misconduct**

Major misconduct is where a significant proportion of a piece of work is found to be plagiarised, where there is substantial collusion or fabrication of results or abuse of examination room protocols, where there is evidence of serial minor misconduct, or where personation has occurred.

Misconduct is more likely to be considered ‘major’ where the work contributes to the classification of an award, or where the student has experience of UK higher education. Students found guilty of submitting work which they describe as their own but, which has been produced on their behalf by another person, or found guilty of soliciting another person to undertake an assessment on their behalf (for example by commissioning someone to write an essay for them), or of undertaking to solicit or prepare an assessment on behalf of someone else shall be guilty of personation.

Students guilty of personation are likely to receive a more severe penalty. Where the Investigating Officer is unable to decide whether a case is either major or minor misconduct they should refer the case to the Misconduct Panel.
No Case

If the Investigating Officer believes that the evidence presented does not constitute a prima facie case, they will return the material to the examiner with a request for more information. If this is not forthcoming, the Investigating Officer will not proceed with the case.

Procedures for determining allegations of misconduct

Where it is suspected that a student has committed misconduct in the preparation and/or presentation of their work, the examiner should take appropriate steps to identify all instances of misconduct in the assessment exercise and highlight these for easy reference.

The Course Leader will be responsible for ensuring that the Investigating Officer receives appropriate assistance in undertaking the initial determination in relation to reviewing the submitted assessment (which may be of particular relevance where the examiner who raised the concern is not a permanent member of faculty).

If the suspected assessment is coursework undertaken, submitted, and returned during the course, the Module Leader should photocopy the exercise, retain the original, give the copy to the student with coversheet etc. and inform the student and the College Principal that the work is being investigated for possible misconduct.

Where the allegation is plagiarism, the examiner 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.

Where the allegation is another form of misconduct, the assessment should be given a mark which reflects the examiner’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 Investigating Officer by the Module Leader, together with the course handbook and a summary of any study skills information given to students.

The Investigating Officer may consult with course or module leaders, examiners, relevant subject examination board officers, invigilators (where allegations relate to unseen exams), and will determine whether or not a prima facie case for suspecting a student of misconduct has been presented.

If a prima facie case has been presented, the Investigating Officer shall determine whether the alleged misconduct is either a minor or major case of misconduct.

Once the Investigating Officer has made a determination that the case is either minor or major, BIMM will send a letter to the student to inform them that their work is under investigation, and what will happen next.

Procedure for a first case of plagiarism

Where plagiarism is identified in work submitted for assessment, and there is no previous incident of plagiarism logged on the student’s record, the student will be referred to an Academic Practice tutorial. This will apply whether the case is determined to be minor or major.
The evidence file will be forwarded to the Investigating Officer who will make the usual determination whether the case is minor or major. The Module Leader will be responsible for arranging to see the student to explain why the work is problematic, and will refer the student to an Academic Practice tutorial.

The student should be seen within 10 working days of the case being identified. The Module Leader will tell the student the proportion of the work judged to be plagiarised, and that it has been marked on that basis.

The student may accept the referral to the Academic Practice tutorial, or decline, or choose to challenge the allegation. Challenging the allegation of plagiarism would involve electing to go through the relevant standard procedure for minor or major cases (see below).

The plagiarism incident will be recorded against the student’s assessment record; attendance and satisfactory engagement at the Academic Practice tutorial will be recorded and will be checked if a second incident of plagiarism occurs.

After seeing the student, the Module Leader will return the evidence file to the BIMM Office for retention.

Where a second case of plagiarism related misconduct occurs, the full Academic Misconduct Procedure, as set out below will be applied.

NB: Where the evidence file alone is not sufficient for the Investigating Officer to be able to define the suspected misconduct precisely (e.g. where a case might be plagiarism or personation; or plagiarism or collusion) the Investigating Officer may refer the case directly to the Academic Misconduct Panel for a fuller investigation into the facts.

**Procedure for minor misconduct (other than a first case of plagiarism)**

For minor misconduct, the Investigating Officer shall send the details to the Secretary of the Misconduct Panel who will then send the case to the College Principal for consideration and determination.

The College Principal may nominate another member of academic faculty to undertake the task of dealing with all minor misconduct cases. The College Principal (or nominee) will consider the case presented and interview the student about the allegation.

The College Principal may dismiss the case or may apply a penalty as set out below.

The application of penalties, which would result in, the overall failure of the course are reserved for major breaches and must be administered by Panels. If the College Principal (or nominee) feels minded to apply such a penalty, they must refer the case to the Misconduct Panel.

The way that the range of penalties open to the College Principal (or nominee) relate to those available to Panels is outlined above. The student may also be directed to undertake some form of remedial academic skills coaching.

The Secretary to the Misconduct Panel will formally inform the student of the outcome, and record the penalty on the marks database. A formal record will file.

The evidence file from the case will be returned to the Panel Secretary for archiving.
Where the case is not proven, the College Principal (or nominee) will dismiss original copy of the suspected exercise will be returned to the student.

**Procedure for major misconduct (other than a first case of plagiarism)**

For major misconduct, the Investigating Officer shall send the details to the Secretary of the Misconduct Panel who will inform the Chair of the subject examination board. A provisional mark will have been entered on the array. The Secretary of the Misconduct Panel will organise a misconduct hearing, which will comprise a Chair and two members of staff from the membership of the Board of studies.

The Module Leader will normally act as Presenter at the hearing. In cases where the Module Leader cannot be the Presenter they will be asked to identify an appropriate substitute Presenter, which may be the original examiner or the Investigating Officer, or another appropriately briefed member of the Staff.

The student shall be informed in writing by the Secretary of the date and purpose of the misconduct hearing, which will be at least 5 days (including weekends) from the date of the letter. The student will be provided with notice of the allegation made against them stated in broad terms and shall be directed to the relevant sections of this handbook. The student has a right to be accompanied at the hearing by a member of faculty.

Students are entitled (but not required) to attend a hearing. The student shall notify the Secretary at least 48 hours in advance of the hearing whether they will attend the hearing and who will accompany them. If the student does not attend they may submit a written statement. The evidence file will be available at an appropriate place for inspection by the student and their representative prior to the hearing and copies of the evidence will be provided to the student on request. Hearings may proceed in the absence of the student.

Panel members are required to familiarise themselves with the evidence before the panel in advance of the hearing the hearing must not depend entirely on the presentation of the case on the day of the Hearing. At the hearing, panel members will establish the facts and come to a conclusion as to whether or not misconduct has taken place.

**Conduct of the hearing**

The hearing will be conducted as follows:

a) The Chair will explain to the student the procedure of the hearing. It will be made clear that the panel will seek, initially and as far as possible, misconduct has occurred or not, and will reach a decision on that point a legitimate factor in considering mitigation or aggravation;

b) The Chair will read out the accusation, including the relevant definitions of misconduct, and will then ask the student whether they admit or deny the accusation;

**Admission of accusation**


c) If the student admits the accusation, the hearing will be concerned with assessing the gravity of the offence and considering any evidence in mitigation. The presenter will
be invited to assess the extent of the misconduct. The student will be invited to respond with the help of their representative.

Denial of accusation

d) If the student denies the accusation, the hearing will first be concerned to establish whether misconduct has taken place. The presenter will make the case against the student. The student will defend their case with the help of their representative. Members of the panel may intervene from time to time to raise a question;

e) Where the Chair of a misconduct panel considers it to be beneficial in resolving a case (either in advance of a hearing or during a hearing), the Chair may invite an academic from the relevant department (but not the person responsible for marking the work) or the external examiner or other person of independent status and of equivalent expertise to attend the misconduct hearing and to question the student on the academic content of the work under investigation.

The purpose of the questioning will be to establish the students' knowledge of the work in question, knowledge of the methods used to produce the work, and knowledge of the sources (cited or otherwise) informing the work. In the case of this requirement emerging during a hearing, the meeting will be adjourned and a new date established.

f) Once the Chair deems that all the relevant evidence has been heard, the chair will ask the presenter to withdraw, while the panel members reach a conclusion (by simple majority vote in the absence of unanimity). The Chair will then invite the student, their representative and the presenter to return to hear the panel’s conclusion and whether the student has been found guilty or not guilty;

Not guilty

g) If the student is found not guilty, the provisional mark awarded will stand and be used for progress and classification purposes. The student will be told, at the end of the hearing, the outcome and the Secretary to the hearing will so inform the student, in writing, within ten working days from the date of the hearing.

Guilty

h) If the student is found guilty the panel will then hear evidence and once the student and presenter have left the room, the panel will agree an appropriate penalty.

i) The student will be told, at the end of the hearing, the penalty to be applied. The panel reserves the right to defer its decision for a short period but the student will be informed informally as soon as possible once a decision has reached. The Secretary to the hearing will formally inform the student, in writing, within ten working days from the date of the hearing of the penalty (if any) and will give the student a copy of the report sent to the subject examination board.
j) The decision of the panel will then be sent to the subject examination board for application and will not be open for revision.

Second offence

k) If a student is found guilty of a second offence of misconduct, the hearing will, in determining the penalty for the subsequent offence, take into account any previous offence(s) and reserve the right to disqualify the student from the award of a degree.

Penalties to be applied

1. The following penalties are available to the College Principal or a Misconduct Panel:

   I. A caution, and referral to guidance on referencing (usually reserved for a first offence where improvements to referencing would be sufficient to avoid a charge).

   II. Require student to correct the referencing in order to receive the mark for the assessment (usually reserved for a first offence, or where mitigation applies).

   III. Require the student to repeat (i.e. re-submit) the assessment unit (or equivalent) in order to receive an uncapped mark.

   IV. Require the student to repeat (i.e. re-submit) the assessment unit (or equivalent) in order to receive a capped mark (the capping must be at the level required for the student to progress on their course).

   V. Reduce the mark for the assessment by n%, short of causing module failure.

   The requirement to repeat an assessment (iii and iv) is more likely to be the penalty where the mark contributes to classification or determination of an award.

   Note: a record of the minor misconduct decision and penalty will be held on the student record.

2. The following penalties, which may be applied singly or in combination, are available only to a formal Misconduct Panel:

   (Note: loss of credit under the following rules cannot be compensated via general credit mechanisms)

   I. Reduce the mark for the assessment unit to 0. Where this results in the loss of credit and consequently to failure to progress or to qualify for an award the student will be able to re-sit under normal examination board regulations.

   II. Reduce the mark for the module to 0. Where the resultant loss of credit leads to failure to progress or to qualify for an award the student will be able to re-sit the assessment under normal examination board regulations.
III. Require the student to repeat (i.e. resubmit) the assessment unit (or equivalent) to pass level in order to obtain credit, but record a mark of 0 for the assessment unit.

IV. Require the student to repeat (i.e. resubmit) the assessment unit (or equivalent) to pass level in order to obtain credit, but record a mark of 0 for the module as a whole.

Reduction of grand mean for the course by up to 10% (value to be specified by the misconduct panel) [Note: this penalty is not available for first year undergraduates].

V. Reduce classification by one or more class [Note: this penalty is not available for first year undergraduates]

VI. The requirement to repeat the assessment is to ensure that the learning outcomes are met, which may be in doubt where a student is guilty of major misconduct.

VII. Disqualify from honours [Note: this penalty is reserved for undergraduate final year students].

VIII. Disqualify from award.

(a) in the case of undergraduate finalists where no resit opportunity exists the reduction of a mark to 0 with no possibility of general credit being awarded will result in the student being precluded from receiving classified honours. Misconduct panels must therefore exercise caution in using options (i) and (ii).

(b) in the case of students who are given penalties requiring a repeat of the assessment there may not be an opportunity to repeat until the next main cycle of assessment. Misconduct panels must therefore exercise caution in using options (iii) and (iv), particularly for those students who would otherwise be at the point of graduation (undergraduate and postgraduate) or who are registered as visiting students.

Examination Boards

Examination boards will not proceed to confirm progress or determine classification whilst an allegation of academic misconduct is outstanding in relation to a student.

Appeals

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 students 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.

Operationally, the appeals will operate according to the procedures for all academic appeals.

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 from http://www.bimm.co.uk/academic-complaints-appeals/
Appendix 14: Complaints & Appeals Procedures

Complaints:

Level 1

Wherever possible complaints should be raised immediately with the member of staff responsible, or with a member of the Student Support team, with the aim of resolving the problem directly and informally. This will generally be an oral process and a written record will not be made.

If you remain dissatisfied with the response to your complaint at Level 1 you should use Level 2 of the process.

Level 2

Where it has not been possible to resolve matters at Level 1 you may submit a formal complaint by returning the appropriate form to cap@bimm.co.uk. Complaints forms can be found at http://www.bimm.co.uk/academic-complaints-appeals/.

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

Formal (Level 2) complaints should be lodged within 90 days of the conclusion of the informal (Level 1) phase. Complaints received later than this will not normally be considered. You should expect to receive an acknowledgement of the receipt of your complaint within five working days.

Type of complaint

- 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.

If the College Principal has already been involved at Level 1, The Executive Principal (or nominee) will deal with the Level 2 stage.

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

You will be informed, in writing, of the outcome of your complaint. It is our aim to resolve most complaints at Level 2 within 28 days. You will be informed if, for any reason, there is likely to be any delay in the process. This letter is termed a Completion of Procedures letter.

Internal Review

For non-academic Complaints 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.

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

The Dean of Higher Education (DoHE) will investigate the case in the first instance. In the event that the DoHE has had prior involvement with the case it may be considered by the Executive Principal or Director of Academic Development and Quality Assurance.

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

- There existed circumstances, or new evidence has come to light, which affects the student’s complaint which could not reasonably have been made known to the investigators at the time the complaint was considered.
- There existed a procedural error in the complaints process such that it is likely the outcome would have been different had the error not occurred.
- There exists evidence of bias in the complaints procedure such that it is likely the outcome would have been different 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 BIMM. This could include referring matters to different procedures where appropriate.
- To uphold the original decision issued by BIMM.

Awarding Institution Review

If your complaint is of an academic nature and you are dissatisfied at the end of Level 2 when the BIMM complaints procedure has been exhausted the validating or awarding institution will consider your complaint under their own complaints procedure provided you lodge a request for a review of the BIMM decision within one month of receiving the BIMM Completion of Procedures letter the awarding institution will initially ascertain that all the correct procedures have been followed by BIMM and if, after considering the case against the criteria set, the awarding institution decides to undertake further investigation, s/he will consult senior officers at BIMM as well as the relevant awarding institution officers.

As stated above, note that you would enter this process at Level 3.

You will be informed of the result of the awarding institution Level 3 investigation in writing. Should you still be dissatisfied, there is the option of an independent review by the Office of the Independent Adjudicator.

Option for Independent Review
The Office of the Independent Adjudicator (the OIA) provides an independent scheme for the review of student complaints or appeals. When all procedures investigating the complaint have been exhausted, the University of Sussex or BIMM 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, which, has not previously been considered under all the procedures available within UoS/BIMM, 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.

Further details about the OIA are available from the Office of the Independent Adjudicator at http://www.oiahe.org.uk/ or:

OIA
Third Floor
Kings Reach
38 – 50 Kings Road
READING
RG1 3AA
0118 959 9813
Email: preferably use the online form. Alternatively use: enquiries@oiahe.org.uk

For further advice about contacting the OIA please contact the Head 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 awarding institutions’ procedures and not those of BIMM.

General Principles

As a general principle BIMM 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.

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

You 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 University's expectation that the confidentiality of any documentation generated by a complaint will be respected by all parties. If you wish for BIMM to communicate with a representative throughout this process we must have written permission from yourself to do so. It should be noted, however, that the complaints procedure is an internal process and BIMM will not communicate or meet with legal representatives as part of the proceedings.

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

- Student Support Officer at BIMM
- Your Course Leader
- The Head of Student Services
- The College Principal
• One of your 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 service, academic or non-academic
• Inadequate facilities
• The behaviour of a member of BIMM staff

The following are not covered by the procedure:

A request for a review of a decision of an academic body (e.g. Examination Board) regarding student progression, assessment and award. This is defined as an Appeal and is dealt with under the separate Appeals Procedure.

Complaint against another student. These are dealt with under the separate Student Disciplinary Procedures.

It is important to remember that complaints will not always produce the 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 BIMM’s control may affect the level of service provided. However, whatever the decision, you will be informed of the result of your complaint in writing and will be provided with the reasons for the outcome.

Appeals:

Purpose of the Appeals Procedure

The appeals procedure is intended to provide a formal means for reviewing a decision made on student progression, assessment and awards, and 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, relating to teaching provision or other services, for example. If you need advice about whether the matter you wish to raise is a complaint or an appeal, please consult either the College Principal or Head of Student Services.

Principles of the 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 Examination Boards. The appeal will be considered, in the first instance, by the College Principal, who may appoint a member of BIMM staff as the Investigating Officer for the case. The appeal will be considered in accordance with BIMM’s Equality and 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 examiners were not aware when their decision was taken, and which could not reasonably have been presented to the examiners
BIMM recognises that sometimes situations will arise that prevent you from submitting a piece of work on time, or that might affect the standard of work that you are able to submit. The usual procedure for dealing with such circumstances is to apply to the Mitigating Evidence Committee (MEC) as and when the situation arises.

Students intending to lodge an appeal on these grounds should note that, for an appeal to succeed, you 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 particular pieces of assessed work that were affected. *of which the examiners were not aware when their decision was taken* ...

2. An appeal will not have strong grounds where the examiners were already aware of the circumstances described, and made their decision in the knowledge of those circumstances. *which could not reasonably have been presented to the examiners*

3. 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 that 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 or mark is incorrect because BIMM has made an error. It is not enough to show that an error has taken place - it will be necessary for you 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 on the part of an examiner**
   An appeal brought on these grounds should clearly identify the particular individual(s) considered to have shown prejudice or bias against you, and should be supported by evidence.

**Grounds for Non-Academic Appeals**

Students may not appeal the professional judgement of a decision making panel but may 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 examiner's decision.

**Withdrawal:** If you wish to appeal against the fact that you have been required to **withdraw** from a course at BIMM, you 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, appeals must be submitted within **21 days** of being notified of the decision in writing.

All appeals should be submitted to **cap@bimm.co.uk**. Appeals forms are available from [http://www.bimm.co.uk/academic-complaints-appeals/](http://www.bimm.co.uk/academic-complaints-appeals/)

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 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

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

- Academic Misconduct Panel Decisions
- Mitigating Evidence Committee
- Decision to refuse to allow an alternative mode of assessment

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 from [http://www.bimm.co.uk/academic-complaints-appeals/](http://www.bimm.co.uk/academic-complaints-appeals/)

How the Appeal will be Considered

Receipt of your appeal will be acknowledged within 7 days. Relevant information will then be gathered. This will 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. You may also be asked for clarification of statements in your appeal or for further evidence.

Please bear in mind, however, that it is the student’s responsibility to ensure that you have provided full information and supporting evidence to substantiate your grounds for appeal. Students must
ensure that BIMM can contact you quickly about an appeal, by keeping BIMM informed of any changes to contact details.

Once this information has been gathered together, a decision will be taken as to whether the appeal is admissible. It may be, for example, that the grounds of appeal are that there were circumstances of which the examiners were unaware, but on investigation, it is evident that those circumstances had been considered by the Examination Board. Another example might be that the grounds for appeal are a procedural error, but there is no evidence that any error has taken place. If the appeal is considered to be inadmissible, a letter will be sent to the student, confirming that decision.

Admissible appeals are then considered further to establish whether they can be decided without a hearing of an Appeals Panel. This will only be the case if it is clear that the appeal should be upheld (i.e. the decision should go in the student’s favour) because all parties consulted are in agreement. Students will be notified in writing if an appeal has been upheld.

Where there is any doubt, the appeal will be decided at a hearing of an Appeals Panel.

**Appeals Panel Hearings**

If it has been decided that an appeal is admissible and is to be considered at a hearing, members of the central administration who are independent from the running of assessment operations, will first prepare a detailed report on the nature of the appeal, the evidence, and the outcomes available under your course 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, with a copy by email, so that the student has a minimum of seven days’ notice of the hearing. A copy of the report and any other information that is being sent to members of the Appeals Panel will be sent to the student by post (or by airmail if the student is abroad).

**The Appeals Panel**

The composition of the Appeals Panel is as follows:

- A BIMM Director or BIMM 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

**Before the Hearing**

Students should contact the person who wrote to them from BIMM immediately if:

- The student does not intend to be present at the hearing;
- The student wishes a friend to attend with them; and if so, whether the student wishes them to answer questions from the Panel on your behalf;
- The student has any special needs (e.g. due to a disability).

If the student intends to be accompanied, please let BIMM 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. We will not contact them on your behalf. The student cannot be accompanied by legal representation.
If the student does not intend to attend the hearing, they may send in written comments in response to the papers that have been sent to them, if they wish. Such comments must be received at least four days before the day of the hearing.

If any of the information in the papers that have been sent to the student are unclear, the student should contact the writer of the letter inviting them to the hearing or the Head of Student Services.

**What Happens at the Hearing**

The Panel members will have read the appeal papers that have been 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.
- The student will be invited to make any 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 you 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 any additional statement on the student's behalf.
- The student (and, if applicable, their friend) will be asked to leave the room and to wait nearby, while the Panel considers the evidence and the discussion with them.
- The student will be invited to re-join the Panel, so that they can give the student their 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 copied to the Panel and to the student.

The decision will subsequently be confirmed in writing within seven working days of the hearing; this outcome will be summarised in a Completion of Procedure letter.

**Internal Review**

For non-academic Appeals 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.

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

The Dean of Higher Education (DoHE) will investigate the case in the first instance. In the event that the DoHE has had prior involvement with the case it may be considered by the Executive Principal or Director of Academic Development and Quality Assurance.

A review of the original decision can only be made on the following grounds:
• There existed circumstances, or new evidence has come to light, which affects the student’s appeal which could not reasonably have been made known to the investigators at the time the appeal was considered.
• There existed a procedural error in the Appeals process such that it is likely the outcome would have been different had the error not occurred.
• There exists evidence of bias in the Appeals procedure such that such that it is likely the outcome would have been different 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 BIMM. This could include referring matters to different procedures where appropriate.
• To uphold the original decision issued by BIMM

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 Procedures

If an appeal is not upheld by BIMM and the student remains dissatisfied, they may invoke the awarding institutions appeal procedures. A student must write to the awarding institution within 21 days of the notification of the outcome of the appeal at BIMM. 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

Where the student is not satisfied with the outcome of the procedure, s/he 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.

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 the Head of Student Services.

Alternatively, the form can be downloaded from the OIA website or requested by telephone or letter: www.oiahe.org.uk

OIA
Third Floor
Kings Reach
38 – 50 Kings Road
READING
RG1 3AA
0118 959 9813
Email: preferably use the online form. Alternatively use: enquiries@oiahe.org.uk
The Academic Framework of the University of Sussex

1. **Preamble**

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).

1.2 Course specific regulations may, following approval through the University’s curriculum approvals process, set specific requirements for the award of named degrees, diplomas and certificates and for which the requirements may be more stringent than those set out in this document for example to meet the requirements of a Professional, Statutory and Regulatory Body (PSRB).

2. **Credit**

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.

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 University of Sussex undergraduate and postgraduate modules between QCF Level 3 to FHEQ Level 7 shall be weighted as 15 credits or multiples thereof. Exceptions to this rule are limited to University externally validated provision delivered by affiliated partners of the University.

3. **Undergraduate and taught postgraduate degree structures**

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.

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.

NB: It is a requirement that for Sussex University undergraduate honours and integrated masters awards, at least two stages of study must have been undertaken at the University, or on a course validated by the University, to qualify for a Sussex award.

PhD/DPhils are not typically credit rated under the FHEQ framework\(^2\).

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<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QC Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum(^3) Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>8</td>
<td>n/a</td>
<td>n/a</td>
<td>2yrs FT</td>
<td>This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 80,000 words in length.</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD by Published Works)(^4)</td>
<td>8</td>
<td>n/a</td>
<td>n/a</td>
<td>1 yr FT</td>
<td>This award requires the submission of a portfolio of published works.</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>8</td>
<td>540</td>
<td>360</td>
<td>3yrs FT</td>
<td></td>
</tr>
<tr>
<td>Master of Philosophy</td>
<td>7</td>
<td>n/a</td>
<td>n/a</td>
<td>1 yr FT</td>
<td>This is a research degree, the completion of which requires the submission of a thesis, typically of no more than 40,000 words in length.</td>
</tr>
<tr>
<td>Master of Laws by Research (LLM by Research)</td>
<td>7</td>
<td>180</td>
<td>180</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period), comprising a supervised research dissertation. Taught modules will not form part of the award</td>
</tr>
</tbody>
</table>

\(^3\) The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate and plus 1 year for postgraduate irrespective of f/t or p/t mode of study. The maximum period of registration is not extended for any time spent on temporary withdrawal.

\(^4\) The maximum period of registration for a PhD by Published Works is 1 year if attendance is full time and 2 years if attendance is part time.
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QC Level</th>
<th>Minimum Credit Requirement</th>
<th>Minimum Credit Requirement at the level of the award</th>
<th>Minimum Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters (MA/MSc/MFA/ MEd/ LLM/MBA)</td>
<td>7</td>
<td>180</td>
<td>150</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 60 credits.</td>
</tr>
<tr>
<td>MRes</td>
<td>7</td>
<td>180</td>
<td>150</td>
<td>1yr FT</td>
<td>Typically delivered over a single academic year (12-month period) and incorporating a research dissertation normally of 90 credits.</td>
</tr>
<tr>
<td>European Masters</td>
<td>7</td>
<td>240</td>
<td>210</td>
<td>1yr FT</td>
<td>Typically delivered over two years (24 months) and normally incorporating a research dissertation ≥60 credits.</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>7</td>
<td>120</td>
<td>90</td>
<td>1yr FT</td>
<td>These awards may be approved as stand-alone awards or as exit awards embedded within a Masters 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'.</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>7</td>
<td>60</td>
<td>45</td>
<td>1yr FT</td>
<td></td>
</tr>
<tr>
<td>Integrated Masters Degree (MEng, MChem, MPharm, MPhys, MMath, MSci)</td>
<td>7</td>
<td>480</td>
<td>120</td>
<td>4yrs FT</td>
<td>A 4-stage degree course normally incorporating an embedded exit route at Honours Level 6. Students typically decide during stage 2 whether to continue on the 4-stage pathway or to transfer to the 3-stage Honours route, subject to minimum levels of academic achievement. Students failing to achieve the progression threshold at the end of stage 3 on the 4-stage route may be eligible to exit with the Honours award.</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QC F Level</td>
<td>Minimum Credit requirement</td>
<td>Minimum Credit requirement at the level of the award</td>
<td>Minimum Period of Registration</td>
<td>Award rules</td>
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</tr>
<tr>
<td>Graduate Diploma</td>
<td>6</td>
<td>90</td>
<td>90</td>
<td>1yr FT</td>
<td>A professional 'conversion' course, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline.</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td></td>
<td>45</td>
<td>45</td>
<td>1yr FT</td>
<td></td>
</tr>
<tr>
<td>BA/BSc/LLB (Hons) Single Honours</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>3yrs FT</td>
<td>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.</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QL Level</td>
<td>Minimum Credit requirement</td>
<td>Minimum Credit requirement at the level of the award</td>
<td>Minimum Period of Registration</td>
<td>Award rules</td>
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</tbody>
</table>
| BA/BSc/LLB (Hons) Single Honours (with named exit pathway) | 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. The pathway shall incorporate at least 60 credits (with 30 credits at level 5).

The named pathway does not constitute a named entry route as it is designed to facilitate student choice after entry. Where students successfully complete a 60 credit pathway alongside their single honours, the subject of the pathway will not appear in the degree title. The pathway will usually be recognised on the degree certificate outside of the degree title in the form '<Major element> (with <pathway name> studies)'.

Where students successfully complete a 90 credit pathway alongside their single honours, the subject of the pathway will appear in the degree title in the same form as that specified for a BA/BSc/LLB Hons Single Major (with Minor). |
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum³ Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc/LLB Hons Single Major (with Minor)</td>
<td>6</td>
<td>360</td>
<td>60 (major) 30 (minor)</td>
<td>3yrs FT</td>
<td>This is a degree comprising two main areas of study. The major component shall consist of 270 credits with a minimum of 60 credits at Level 6. The minor component shall consist of a coherent element of study to the value of 90 credits of which 30 shall be at level 6. The Minor element shall be formed by the completion of a 90-credit pathway. The Minor element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word ‘with’ in the degree title.</td>
</tr>
<tr>
<td>BA/BSc (Hons) Fast-track (available within Partner Institutions only); Single Major, Single Major (with Minor), Joint Major</td>
<td>6</td>
<td>360</td>
<td>90</td>
<td>2yrs FT</td>
<td>Each year consists of 180 credits, otherwise these degrees follow the framework of the standard delivery.</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QC F Level</td>
<td>Minimum Credit requirement</td>
<td>Minimum Credit requirement at the level of the award</td>
<td>Minimum Period of Registration</td>
<td>Award rules</td>
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</tr>
<tr>
<td>BA/BSc (Hons) Joint Major</td>
<td>6</td>
<td>360</td>
<td>90 (of which a minimum of 30 credits shall be in each major)</td>
<td>3yrs FT</td>
<td>This is a degree comprising two main areas of study each of which shall consist of 180 credits. At least 90 credits shall be at Level 6. A minimum of 30 credits in each major shall be at this level. Each Major element of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be linked by the word 'and' in the degree title.</td>
</tr>
<tr>
<td>Award with Voluntary Placement Year</td>
<td>(5)</td>
<td>(120)</td>
<td>(120)</td>
<td>1 year</td>
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</table>

A **voluntary** Placement Year (professional/industrial[^5]) outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Masters Degree respectively) on entry or via transfer to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The Placement Year will usually take place between the second stage and the final stage of a course.

A voluntary Placement Year is not guaranteed but the University will support students via the Placement Preparation Programme in identifying/gaining access to a Placement Year. Support in identifying/gaining access to an Industrial Placement Year will be provided by the Placement Preparation Programme and by the School. Students wishing to access a voluntary Placement Year once on a course shall register on the Placement Preparation Programme normally by Term 2 of Stage 1.

Students cannot normally undertake both a voluntary Placement Year and a Study Abroad Year.

When taken and passed the voluntary Placement Year shall be recognised on the degree certificate in the format – Degree title (with Professional/Industrial Placement Year).
5 The exact nomenclature for the award title is determined at the point of validation of the course. Schools can select whichever option most accurately describes the placement experience that their students will undertake.
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QCF Level</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award with Integrated Placement Year</td>
<td>(5)</td>
<td>(120)</td>
<td>(120)</td>
<td>1 year</td>
<td>An integrated Placement Year is incorporated into some of the University’s 3 and 4 stage courses. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. The Placement Year will usually take place between the second stage and the final stage of a course. The following types of integrated Placement Years are permitted:</td>
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<tr>
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<td></td>
<td>• Professional practice placements which require students to undertake an integrated Placement Year for a recognised and accredited qualification.</td>
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<tr>
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<td>• Research placements which require students to undertake an integrated Placement Year.</td>
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<tr>
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<td></td>
<td></td>
<td>• Specialist industrial placements which require students to undertake an integrated Placement Year in an explicitly discipline-relevant context.</td>
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<td>The University guarantees that a placement will be made available to student studying on the above courses.</td>
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<tr>
<td></td>
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<td></td>
<td>Students cannot normally undertake both an integrated Placement Year and a Study Abroad Year.</td>
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<tr>
<td></td>
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<td></td>
<td>When taken and passed the integrated Placement Year shall be recognised on the degree certificate in the format – Degree title (with Professional/Industrial Placement Year) or Degree title (Research Placement).</td>
</tr>
<tr>
<td>Award Title</td>
<td>FHEQ/QCF Level</td>
<td>Minimum Credit requirement</td>
<td>Minimum Credit requirement at the level of the award</td>
<td>Minimum Period of Registration</td>
<td>Award rules</td>
</tr>
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</tr>
<tr>
<td>Award with Study Abroad Year (voluntary/integrated)</td>
<td>(5)</td>
<td>(120)</td>
<td>(120)</td>
<td>1 year</td>
<td>A voluntary Study Abroad Year outside the University may be incorporated into an existing 3/4 stage course (Bachelors or Integrated Master's Degree respectively) to facilitate student choice. This will be an additional year of study equivalent to 120 credits leading to a course duration of 4/5 stages respectively. A voluntary Study Abroad Year is not guaranteed but the University will support students via the Sussex Abroad Office in identifying/gaining access to a Study Abroad Year. Students wishing to access a voluntary Study Abroad Year once on a course shall register with the Sussex Abroad Office normally by Term 2 of Stage 1. Some courses have an integrated Study Abroad year outside the University embedded into a 4 stage course structure. A Study Abroad Year integrated into the course structure requires that the University guarantees access to a Study Abroad Year for all students on that course. Students cannot normally undertake both a Study Abroad and a Placement Year (regardless of whether the Study Abroad or Placement year is integrated into a 4 stage course or voluntary). When taken and passed the voluntary/integrated Study Abroad Year shall be recognised on the degree certificate in the format – Degree title (with Study Abroad Year).</td>
</tr>
</tbody>
</table>
### Award Title

<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QC Level</th>
<th>Minimum Credit Requirement</th>
<th>Minimum Credit Requirement at the level of the award</th>
<th>Minimum Award Period</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Study Abroad / Placement Term</td>
<td>(5)</td>
<td>(60)</td>
<td>(5)</td>
<td>1 Term&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Incorporated within a 3 or 4-stage (360/480 credit) degree course to broaden student learning. Incorporating a study abroad/placement term warrants specific recognition on the degree transcript but does not constitute a named entry/exit route. Permissible in Term 1 and Term 2 as long as the curriculum has been explicitly approved to enable this. The one term placement/study abroad requires approval by the Chair of University Teaching and Learning Committee and is not open to all students.</td>
</tr>
<tr>
<td>Ordinary Bachelor degree (BA/BSc)</td>
<td>6</td>
<td>300</td>
<td>60</td>
<td>3yrs FT</td>
<td>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.</td>
</tr>
</tbody>
</table>

<sup>6</sup> This is the maximum period allowed
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QC F Level</th>
<th>Minimum Credit requirement</th>
<th>Minimum Credit requirement at the level of the award</th>
<th>Minimum³ Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercalated Year (IcYr)</td>
<td>5</td>
<td>120</td>
<td>90</td>
<td>1yr FT</td>
<td>A one year course of study in a named subject, validated as an academically coherent programme of learning.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The Intercalated Year allows students to study a specialist subject complementary to their primary course of study, with the aim of enhancing their career options.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>The Intercalated Year is available to students on specifically designated three year undergraduate degree course (single honours, joint honours or major/minor).</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Students may apply for admission to an Intercalated Year that has been designated as academically appropriate to their main course. The admissions requirements for the Intercalated Year are a 50% pass overall in year 2 of the undergraduate degree, with no failed credit.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>The Intercalated year is a standalone programme of study. It is assessed on a 0-100 scale as appropriate to the individual modules.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Credits gained during the year will not contribute towards the degree classification.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Students who successfully complete the Intercalated Year will have their achievement recognised on their award certificate by the addition of the words: ‘with an Intercalated Year in &lt;subject&gt;’. These words will not appear on the award certificate if the required number of credits is not achieved. Any credit awarded will however be recorded on the student transcript.</td>
</tr>
</tbody>
</table>

Approved by Academic Board 17/06/16
<table>
<thead>
<tr>
<th>Award Title</th>
<th>FHEQ/QC Level</th>
<th>Minimum Credit Requirement</th>
<th>Minimum Credit Requirement at the level of the award</th>
<th>Minimum Period of Registration</th>
<th>Award rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Degree</td>
<td>5</td>
<td>240</td>
<td>90</td>
<td>2 yrs FT</td>
<td>The course must include an assessed and credit-rated element of work experience comprising no less than 15 credits at Level 5.</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>5</td>
<td>240</td>
<td>90</td>
<td>2 yrs FT</td>
<td>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.</td>
</tr>
<tr>
<td>Certificate of Higher Education</td>
<td>4</td>
<td>120</td>
<td>90</td>
<td>1 yr FT</td>
<td></td>
</tr>
<tr>
<td>University of Sussex</td>
<td>(3)</td>
<td>120</td>
<td>90</td>
<td>1 yr FT</td>
<td>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.</td>
</tr>
<tr>
<td>Certificate of Education</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Foundation Year</td>
<td>3</td>
<td>120</td>
<td>120</td>
<td>1 yr FT</td>
<td>This entry route is for applicants who do not meet the threshold for direct entry into Year 1 of undergraduate courses. Following successful completion of the Foundation Year, students will transfer to a named undergraduate course. The name of the award shall be Degree Title (with a Foundation Year).</td>
</tr>
</tbody>
</table>

"BA Philosophy, Politics and Economics is a degree comprising three subject areas. It includes 360 credits with at least 60 credits in each discipline overall. There shall be 120 credits in the final stage, including 90 credits at Level 6, which will include 30 credits at Level 6 in two of the three subjects."
4. Credit and module status in undergraduate and postgraduate courses

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. For full-time undergraduate courses the usual pattern of delivery will be 60 credits in the Autumn Term and 60 credits in the Spring Term.

4.2 For full-time postgraduate courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Term, 60 credits in the Spring Term and 60 credits in the Summer Term. Exceptions to this may be explicitly approved, subject to the delivery of a maximum 75 credit in any term. Taught modules in the Summer Term will be limited to a maximum of 30 credits, normally where the dissertation/project is less than 60 credits.

4.3 Students can normally take up to 30 credits at the lower level as indicated by the credit requirements for the award above. On undergraduate language courses, students may exceptionally take 30 credits at QCF Level 3 during Stage 1 of their studies, to enable entry to study of a language at the ab initio level. Students are not permitted to take any credits at the higher level in any stage in an undergraduate course.

4.4 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.

4.5 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.

4.6 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 30 credits.

4.7 Undergraduate courses may designate modules in the following ways. The designations are course-specific and will be set out in relevant published course documents.

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7 The undergraduate final year project is normally expected to comprise 30 credits at Level 6
8 The postgraduate dissertation is normally expected to comprise 60 credits at level 7 but may be taught across two associated modules
<table>
<thead>
<tr>
<th>Module type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>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(^9) 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. All core modules shall be weighted as 15 credits or multiples thereof.</td>
</tr>
<tr>
<td>Option</td>
<td>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. All option modules shall be weighted as 15 credits or multiples thereof.</td>
</tr>
<tr>
<td>Elective</td>
<td>A module timetabled into the University Elective Timetable for Single Honours undergraduate courses. Electives are designed to enable students to broaden their learning beyond the core subjects of Single Honours. An elective may be positioned at either QCF/FHEQ level 3, 4 or 5 in the University’s Academic Framework. All electives shall be weighted as 15 credits. Electives may exist as an individual module or as part of a 60 or 90-credit Pathway. Electives may be taught in each teaching term, depending upon demand, and must be approved by the University Teaching and Learning Committee and timetabled to be delivered within the University’s Elective Timetable. Stage 1 students shall study QCF/FHEQ level 3/4 electives and Stage 2 students shall study FHEQ level 4/5 electives. Students may be offered a choice between an approved option or an elective.</td>
</tr>
</tbody>
</table>

\(^9\) Cross-school delivery requires exceptional approval owing to the additional burden upon the timetable created by allowing students from several Schools to be taught at the same time.
<table>
<thead>
<tr>
<th>Pathway type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-credit Pathway</td>
<td>A pathway that consists of 60 credits (4 elective modules x 15 credits). A 60 credit pathway consists of a cohesive course of study that provides academic progression between Levels 4 and 5, with at least 30 credits achieved at or 5. Optionality within pathways is not permitted. The aim of the 60-credit Pathway is to provide students with a focused degree of study an opportunity to broaden their learning and shall consist of sufficient academic credit to warrant specific recognition on the degree certificate but does not constitute an entry pathway. These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University's Elective Timetable. 60 credit Pathways can be designated as either Type 1 and Type 2: Type 1: a 60 credit pathway which is open to all students. Type 2: a 60 credit pathway with approved pre-requisites and/or exclusions as determined by the host School. This type is employed where the School is targeting a particular cohort by course of study. Elective modules that comprise a pathway must be delivered at the appropriate level of study. Stage 1 modules must be at Level 4 whilst Stage 2 modules must be at Level 5. Whilst the award certificate will record the achievement of a pathway, the subject of the pathway will not appear in the degree title. The pathway will usually be recognised on the degree certificate outside of the degree title in the form '&lt;Major element&gt; with (&lt;pathway name&gt; studies)'. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the exit title from Portfolio Approval Committee.</td>
</tr>
<tr>
<td>Language Pathways</td>
<td>Exceptionally, language elective modules forming part of a pathway may be delivered in Stage 3 where this complements a particular pattern of delivery, for example where a student is away from campus during a placement period or to enable entry to study a language at the ab initio level. In relation to languages the award certificate shall be recorded as “x with proficiency in ‘language’ (intermediate)” where the language has been taken at levels 3 and 4 and “x with proficiency in ‘language’ (advanced)” where the language has been taken at levels 4 and 5.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>90-credit Pathway</td>
<td>A pathway that consists of 90 credits (4 elective modules x 15 credits at Stages 1 and 2, together with a further 30 credits studied at Level 6). A 90-credit pathway consists of a cohesive course of study that provides academic progression with 30 credits achieved at levels 4, 5 and 6. Optionality within pathways is not permitted. The aim of the 90-credit Pathway is to provide students with a focused degree of study an opportunity to broaden their learning. The Pathway shall consist of sufficient academic credit to warrant specific recognition on the degree certificate as a minor component of a major/minor award. A 90-credit pathway will be recognised on the degree certificate in the form ‘&lt;Major element&gt; with &lt;pathway name&gt;’. Alternatively, another form of words may be used where the University considers this to be more appropriate. The School will obtain approval for the exit title from Portfolio Approval Committee. A 90-credit pathway must form part of entry route where it constitutes the minor element of study for a single honours major/minor course. Portfolio Approval Committee will have the authority to approve specific entry titles. These pathways shall be made available to students taking Single Honours degrees that opt into the Elective Scheme and shall be delivered within the University’s Elective Timetable for the first two Stages. For students not entering the University on a specified major/minor award title, progression into Stage 3 of the will be dependent on there being sufficient capacity within the relevant stage of their course. Portfolio Approval Committee will have the authority to approve new award titles in such circumstances, thereby ensuring the academic coherence of the proposed award.</td>
</tr>
</tbody>
</table>
5. Credit and module status in postgraduate courses

5.1 Credit is module specific and is available upon completion of the module. All modules contributing to an award must be credit-bearing.

5.2 For full-time postgraduate courses comprising 180 credits the usual pattern of delivery will be 60 credits in the Autumn Term, 60 credits in the Spring Term and 60 credits in the Summer Term. Exceptions to this may be explicitly approved, subject to the delivery of a maximum 75 credit in any term. Taught modules in the Summer Term will be limited to a maximum of 30 credits, normally where the dissertation/project is less than 60 credits.

5.3 Individual 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. Cross-school delivery of modules is permitted for postgraduate courses.

5.4 Two modules at different levels may rationalise resources by co-teaching. Where this occurs the shared teaching element, must be at the lower level and must be in addition to an equivalent proportion of teaching on both individual modules at their respective levels. In addition both modules must have differentiated titles, learning outcomes and assessments. Exceptionally, alternative arrangements may be approved by TLC.

5.5 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 30 credits.

5.6 Taught postgraduate courses will normally have 60 credits of modules that are aligned to the award title.
Appendix 6: BIMM Bullying and Harassment Policy
Section 19: 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 7: BIMM
Fitness to Study Policy
Section 21: 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 life generally 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 or personal conduct is not acceptable and is thought to be the result of an underlying physical or mental health problem.

Stages of action
The procedures can be entered at any stage depending on the level of concern and urgency although it is hoped that most situations can 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, which concerns about their fitness to study have emerged. This would ordinarily be a member of staff with knowledge of the student, such as their course leader or...
Student Support Officer. The member of staff should contact the head of Student Services and 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 behaviour that has caused the concern. The member of staff will attempt to resolve the matter by informal discussions with the student. The student should be encouraged to explain their views on the matter and should be encouraged to use one or more 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 to study more effectively.

It is anticipated that in most cases the concerns can be resolved informally at this stage and that the student will engage with this process and access the Student Support services that are available to them at BIMM. Any plans agreed between the member of staff and the student should be set out in a letter to the student so it is clear what has been agreed.

A review period should be established, by agreement between the student and member of staff if possible. Sufficient time should be given 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.

Further meetings may be scheduled to monitor the situation and progress made by the student. The member of staff should help the student access the support available to them to enable them to continue with their studies and engage in 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, the case can move on to the next stage of the process.

**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 of Student Services who will chair Panel, usually made up of the following:

- The students’ course leader
- The students’ Student Support Officer
- 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. 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 reasons for the 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 by the student’s school and faculty where appropriate 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 university 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 decide that the case is sufficiently serious and urgent to warrant an immediate referral without consideration of stage 1 and 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 students' course leader
- The students' Student Support Officer
- The Head of Student Services
- The College Principal

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

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

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

The Panel will make a recommendation to the College Principal. Possible recommendations may 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 BIMM to obtain further information. 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 a recommendation will be made to the College Principal that the student is permanently excluded or required to withdraw. This recommendation should only be made in the most serious cases.
• Any other action considered to be appropriate and proportionate.

Temporary Exclusion

The Head of Student Services may refer the case straight to the College Principal if it is considered that the risk to the student or BIMM is very high and an immediate temporary exclusion is the most appropriate course of action.

The College Principal 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 in writing. An exclusion order does not affect the student’s status as a member of the student body at BIMM.

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

Return to study

The Case Review Panel or Fitness to Study Panel that made the recommendation 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 programme. 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 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 the College Principal if it is satisfied that the student is fit to return.

If the College Principal made the decision to suspend or temporarily exclude under stage 3 on the recommendation of the Fitness to Study Panel, the Panel should reconvene to consider whether the student is fit to return to study and make a recommendation to the College Principal. The College Principal will make the final decision based on the Panel’s recommendation.

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 take personal responsibility for fully engaging with this support.
Crisis Situations

It is possible that if a situation requires stage 3 of the "stages of action" outlined in this policy (Point 4.3), that a 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 a situation where it is believed that a student's behaviour presents an immediate risk to themselves or others the Emergency Services should be contacted by dialling 999 or if appropriate the local Mental Health Crisis Team or equivalent 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 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:

1. Student Services have been informed that a student is presenting unusual/different behaviour that may indicate some form of physical/mental health difficulty.
2. Are they potentially an immediate threat to themselves or others? Are they likely to harm themselves or others?
   - Yes: Contact the relevant emergency services (Point 5.2 in this policy) and if appropriate inform the on-site security to make additional arrangements.
   - No: The relevant or an available Student Support Officer, Head of Student Services or Deputy should talk to the student about the support services available (such as support/treatment via their GP, Student Counsellor and relevant external agencies).
3. Has the student communicated that they are prepared to accept help and access support?
   - Yes: Document the incident and conversation, then leave the student with key contacts and information.
   - No: Are Student Services still concerned that the student may harm themselves or others?
     - Yes: Inform the Head of Student Services and provide a report of the incident. The case will then be reviewed, monitored and actioned appropriately in line with the Fitness to Study Policy and Safeguarding Policy as appropriate.
     - No: Document the incident and conversation, then leave the student with key contacts and information. Also, advise them to promptly make contact.
Exam Board Decisions

If a period of suspension results in a student being unable to complete exams or course work 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 will be able 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.

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

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

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

Nominees

References in these Regulations to the holders of any office shall be construed to refer either to the office holder or to their respective nominee.

Guidelines for Staff: Students & Mental Health

BIMM aims to create 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 student's behaviour, which may indicate a need for support.

These guidelines are to give practical and general guidance for staff, where there is concern that a student may be experiencing mental health related difficulties which are 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 the situation worse, or result in it 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 8: BIMM
Data Protection Policy
Section 22: BIMM Institute Data Protection Policy

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' individuals and which students provide by completing application and enrolment forms – as well as necessary information that we process while students are current, such as assessment results. All personal information provided by students, or about students, will be treated strictly in accordance with the Data Protection Act 1998. This means that student's confidentiality will be respected and that measures will be taken to prevent unauthorised disclosure.

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.

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.

BIMM keeps student records in an archive for a limited number of years after graduation in order to be able to 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 student’s studies, limited personal data will be retained for our Alumni records so that we can maintain contact with students.

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 students to student's parents, partner or other relative or external enquirer under any other circumstances, without having received student’s specific written consent.
Access to data

The Data Protection Act gives students certain rights of access to their personal data records held by BIMM and the University. Much of the key personal data held is provided to students at enrolment for them to check each year. Student’s confirmed assessment results will be forwarded to students on a transcript, after they have been agreed at the Examination Board. If students do want additionally to be notified of all the information that BIMM and the University holds about students, students should write to the Head of Student Services.

Accuracy

It is a requirement of the Data Protection Act that information processed about individuals is accurate. It is therefore essential that students keep the Student Support team informed if students change personal details such as address or name. We will need to write to students several times during their time as a student, for example to give students’ assessment results and to tell students about awards ceremonies.

Sensitive data

Some personal data is defined as ‘sensitive’ under the 1998 Data Protection Act, including the following:

- Race or ethnic origin;
- Physical or mental health;
- The commission or alleged commission of an offence, and any proceedings arising from this.

In signing the enrolment form, students are giving us consent to process this data. If students have any questions, or wish to withhold their consent to our processing ‘sensitive’ data, please contact the Student Services Manager. Students can be advised of the circumstances under which we are required to process ‘sensitive’ data, although the following paragraphs set out in some detail how we use this data.

Ethnic origin

We ask students to tell us student’s ethnic origin. BIMM will use this data only for the purposes of monitoring equality.

Health and disability

We ask students to tell us if they are disabled and also if they are in receipt of a disability allowance. Within BIMM, data about disability will be used for the purposes of monitoring equality. 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 students 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 Act recognises that it is not always possible to seek student consent to the release of sensitive data in an emergency.
Students may also disclose information about their health when completing a Mitigating Circumstances form.

**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.
Appendix 9: BIMM Student Code of Conduct
Section 31: 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.

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 10: BIMM Student Disciplinary Procedure
Section 32: 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
- Harassment & Bullying Policy
- Safeguarding Policy
- 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 whilst conducting their investigations, BIMM will have to respect these conditions with immediate effect, which may mean 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 the University;
   b) Explaining the penalties which are possible 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 verbal warning to the student indicating the consequences of future misconduct to be entered into the student’s file, removable after 6 months. A verbal warning will be issued by the Chair of the Panel.

2. Issue a written warning to the student indicating the consequences of future misconduct to be entered into the student’s file, 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.

Where the Panel decides to impose a penalty of suspension or exclusion on a student, the Chair will consult with the relevant awarding university to seek agreement on the course of action prior to contacting the student.

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 addressed to cap@bimm.co.uk and the burden of proof is on the student to establish grounds for appeal. Appeals forms are available from the BIMM website: http://www.bimm.co.uk/academic-complaints-appeals/

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. If the appeal is rejected, the student will be informed within seven days of their appeal being received.
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. Where an appeal is admissible the College Principal (or appointed investigating officer) shall gather all relevant information and conduct a full investigation.

2. 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 to a different senior member of staff to investigate or to reconvene a Disciplinary Panel and conduct a new hearing.

3. 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 who have not be involved in teaching the student
   c) A student – usually one of the student representatives for the course.

4. 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) That new witnesses may be called in support of the grounds of appeal and the University 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 an external organisation.

5. The conduct of the Appeal Hearing shall follow the process as outlined in the college's academic regulations.

6. 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.

7. The decision of the Appeal Panel will be sent to the student within nine 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)**

Where the student is not satisfied with the outcome of the procedure, s/he 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.
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 by telephone or letter:

www.oiahe.org.uk

OIA
Third Floor
Kings Reach
38 – 50 Kings Road
Reading
RG1 3AA

0118 959 9813

Email: preferably use the online form.
Alternatively use: enquiries@oiahe.org.uk
Appendix 11: Finance Information
Course fees: -
Fees are broken down into two categories, EU and non-EU. To be considered an EU fee payer an applicant need 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.

PGCert
Degree: -

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<th>Category</th>
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<th>Repeat module (Without attendance)</th>
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Appendix 12: Applicant Complaints and Appeals
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.