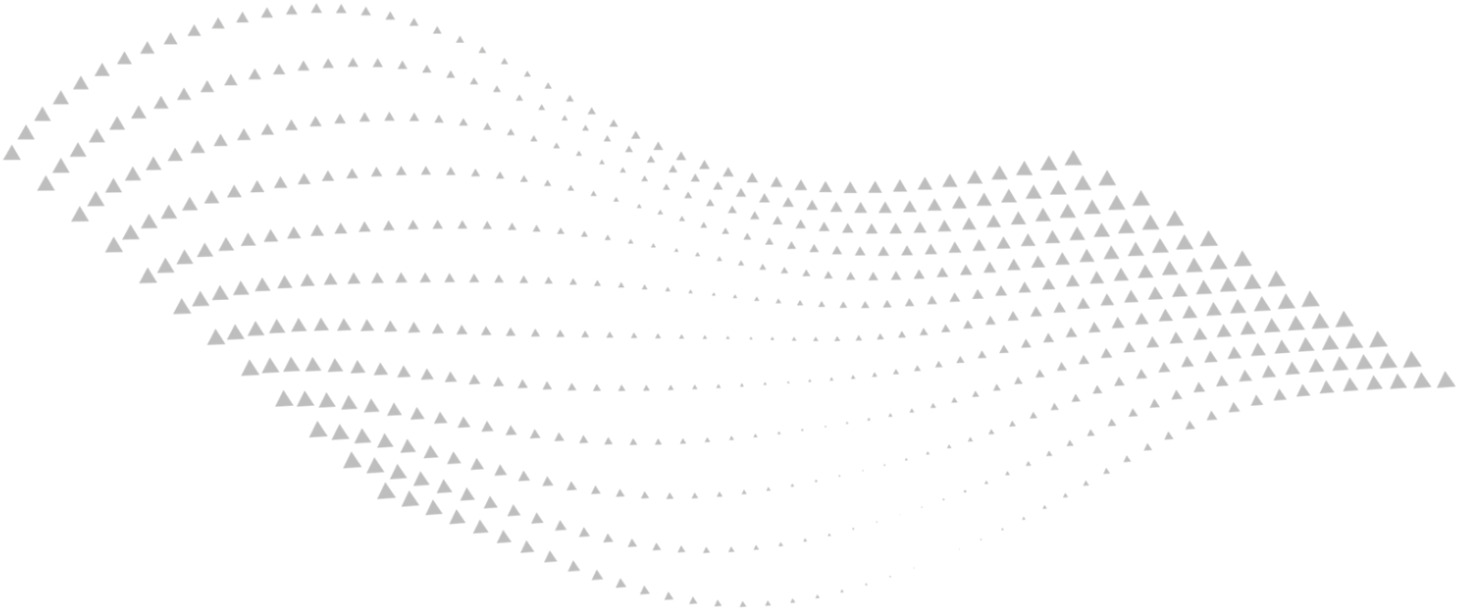
BIMM UNIVERSITY | A university for the creative industries

Quality Handbook



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INTRODUCTION

Foreword

BIMM University, as a degree awarding body, is responsible for the academic standards of awards made in its name and for ensuring that the quality of learning experiences is appropriate to enable students to achieve those standards. This Quality Handbook contains information about the range of processes that the University uses to protect the student experience and to ensure that provision is designed, developed, approved and monitored to meet the expectations of the Office for Students (OfS) and the Frameworks for Higher Education Qualifications (FHEQ), and the Quality and Qualifications Ireland's (QQI) National Framework for Qualifications.

This document is published with a view to making it easier for students and the wider public to access information published about the University's Higher Education courses and particularly how quality and standards on those courses are assessed and maintained. The guidance is not intended to replicate information held elsewhere and should be read in conjunction with other documents which are noted throughout and linked to as appropriate.

The processes in this handbook apply to every course which leads to a BIMM University award (i.e., one which has been approved using our own Taught Degree Awarding Powers [TDAP]). A full list of provision is linked in Appendix 1. Courses have been approved in accordance with the Higher Education Course Approval & Modification Procedures and the Higher Education Course Approval and Modification (Policy & Procedures) document.

Some students at the University are also enrolled on courses which are awarded by our Academic Partners. While students enrolled on these courses are also bound by partner regulations, there are a number of processes and quality mechanisms at the University which apply to all students, and these are highlighted in the Handbook as appropriate. Partner provision is also listed in Appendix 1.

This is an evolving document containing processes and procedures which are reviewed annually by **Quality Assurance & Compliance Committee** (QACC) to ensure a continual process of reflection and enhancement; the **Quality Assurance and Regulatory Compliance** (QARC) Team (within Academic Services) is responsible for maintaining and updating it on QACC's behalf.

BIMM University Schools are responsible for the implementation of the Quality Handbook at campus-level, under the leadership of the Heads of School.

For queries relating to the guidance outlined in this handbook, or general queries relating to QARC processes please contact qualityassurance@bimm.co.uk.

See also our Quality Assurance and Regulatory Compliance SharePoint site.

Karyn Woolcock
Associate Director of Academic Services: Quality Assurance & Regulatory Compliance

Maddie Carver
Quality Assurance & Enhancement Manager

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1. CHAPTER 1 – QUALITY FRAMEWORK

1.1. The Designated Quality Body

The University's Quality Framework is based on guidance from the Office for Students (OfS) Regulatory Framework and the Designated Quality Body (DQB) for England. The methods used to ensure ongoing quality of courses are the same implemented by the Quality Assurance Agency (QAA) at the point of receiving our degree awarding powers and those principles are still currently used by the OfS.

For this reason, the content of the Quality Handbook takes cognisance of the QAA's UK Quality Code (UKQC) for Higher Education in England (2024), in particular the following **sector-agreed principles**, when developing and reviewing its procedures and processes.

Sector-agreed principle		Definition
1	Taking a strategic approach to managing quality and standards	Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.
2	Engaging students as partners	Providers take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience. Engagement happens individually and collectively to influence all levels of study and decision making. Enhancements identified through student engagement activities are implemented, where appropriate, and communicated to staff and students.
3	Resourcing delivery of a high-quality learning experience Evaluating quality and standards	Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body
4	Using data to inform and evaluate quality	Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.
5	Monitoring, evaluating and enhancing provision	Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and

		involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.
6	Engaging in external review and accreditation Implementing the approach to quality enhancement and standards	Providers engage with external reviews to give assurance about the effectiveness of their approach to managing quality and standards. External reviews offer insights about the comparability of providers' approaches and generate outcomes that providers can use to enhance their policies and practices. Reviews may be commissioned by providers, form part of a national quality framework or linked to professional recognition and actively include staff, students and peers. They can be undertaken by representative organisations, agencies or professional, statutory and regulatory bodies (PSRBs) with recognised sector expertise according to the provision being reviewed.
7	Designing, developing, approving and modifying programmes	Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for The European Higher Education Area.
8	Operating partnerships with other organisations	Providers and their partners agree proportionate arrangements for effective governance to secure the academic standards and enhance the quality of programmes and modules that are delivered in partnership with others. Organisations involved in partnership arrangements agree and communicate the mutual and specific responsibilities in relation to delivering, monitoring, evaluating, assuring and enhancing the learning experience.
9	Recruiting, selecting and admitting students	Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their

		provision, enabling students to make informed choices about their studies and future aspirations.
10	Supporting students to achieve their potential	Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.
11	Teaching, learning and assessment	Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.
12	Operating concerns, complaints and appeals processes	Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.

1.2. The Quality Cycle

Quality Assurance and Enhancement at the University follows a Quality Calendar which is closely tied to the Academic year. The Quality Cycle effectively lasts longer than one year, as the reporting for the previous academic session will normally take place upon commencement of the following academic session. This means that key data from the 2024/25 academic year will be considered at the start of session 2025/26 (further detail on each of the processes is provided throughout this Handbook). A comprehensive timeline can also be found on the Quality Assurance and Regulatory Compliance SharePoint site.

Please see the following page for the quality cycle diagram for 2025/26 (please note some timings may be subject to change).

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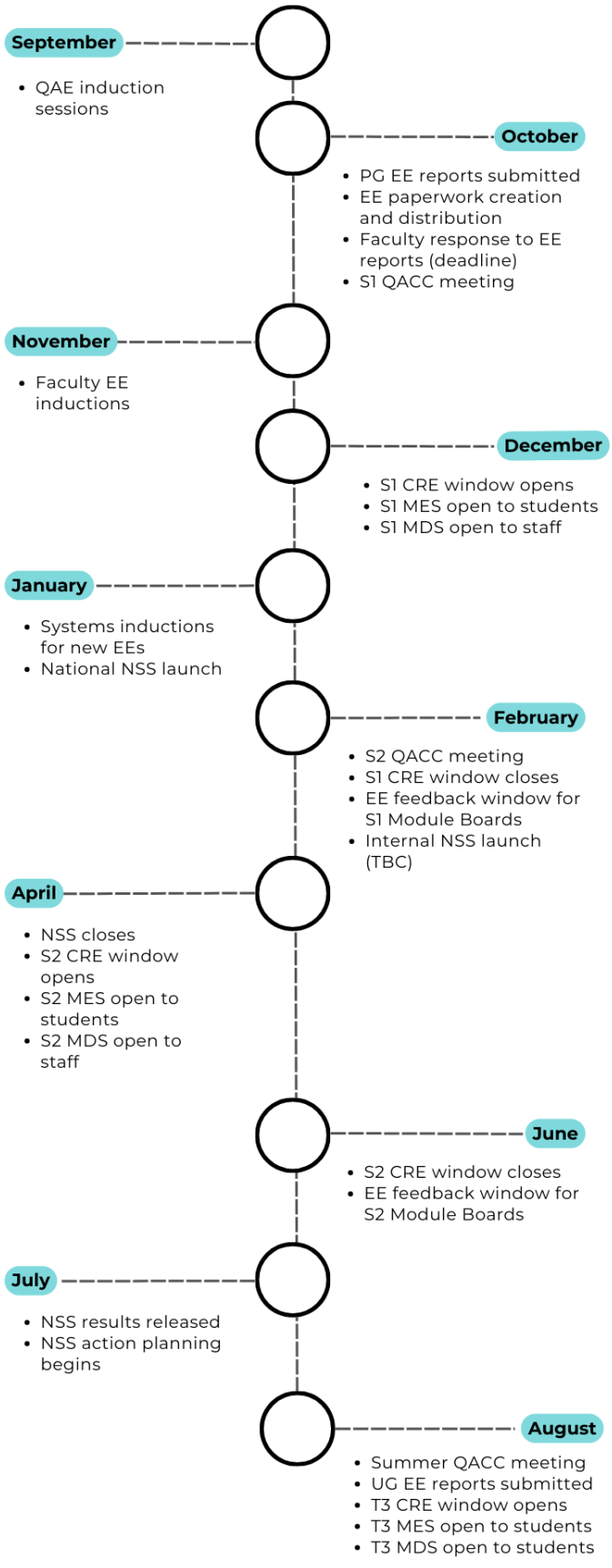
QUALITY CYCLE 2025/26



2. CHAPTER 2 – OFFICE FOR STUDENTS CONDITIONS OF REGISTRATION

2.1. Introduction

It is important that English Higher Education delivers a high-quality academic experience for all students and that qualifications awarded are credible. This means that providers need to meet the requirements of the Office for Students (OfS) for the quality and standards of the courses they offer. To register, and stay registered, with the OfS, providers must show that they offer high quality higher education. The OfS conditions of registration are designed to make sure high standards are maintained. There are three types of conditions of registration:

- **Initial conditions.** These are the conditions providers must meet to become registered.
- **General ongoing conditions**. These are the conditions providers must meet to stay registered. Most conditions apply to all registered providers.
- **Specific ongoing conditions.** Specific ongoing conditions are those that the OfS may decide, based on a risk assessment, to impose on an individual provider in order for it to register or to remain registered with them. They vary between providers but might, for example, require a provider to take a particular action to remain financially sustainable, or improve its student outcomes, or work on a particular aspect of access and participation. Specific conditions may change if the level or type of risk changes.

The OfS regulatory framework provides the detail in respect to both the initial and general ongoing conditions. Quality processes at BIMM University align to the OfS regulatory framework and it is recommended that this Handbook is read alongside the regulatory framework, with especial reference to the B Conditions – Quality, reliable standards and positive outcomes for all students.

2.2. Conditions of Registration mapping

<table>
<tr><td colspan="2">B1 - Academic experience
The provider must ensure that the students registered on each higher education course receive a high-quality academic experience. A high-quality academic experience includes but is not limited to ensuring that each higher education course:
a) is up-to-date;
b) provides educational challenge;
c) is coherent;
d) is effectively delivered; and
e) requires students to develop relevant skills.</td></tr>
<tr><td>What does compliance look like?</td><td>• High quality, academically rigorous, up-to-date courses.
• Skilled/qualified staff.
• Facilities/learning resources/student support.
• Effective Partnership arrangements where appropriate.</td></tr>
<tr><td>What we need to do to comply</td><td>• Annual Complaints and Appeals Report to Academic Board.
• External Examiner reports and Institutional Summary.
• Annual Reports on Course Review and Enhancement.</td></tr>
<tr><td colspan="2">B2 - Resources, support and student engagement
The provider must take all reasonable steps to ensure:</td></tr>
</table>

a) students registered on a higher education course receive resources and support to ensure: i. a high-quality academic experience for those students; and ii. those students succeeding in and beyond higher education; and b) effective engagement with students to ensure: i. a high-quality academic experience for those students; and ii. those students succeed in and beyond higher education.	
What does compliance look like?	• Experienced and highly qualified teaching staff. • Excellent facilities and resources, suited to the courses provided. • Fair admissions system. • Transparency information demonstrates fair access. • Engagement with students, including collecting feedback. • Support for student outcomes (all students). • Good record of continuation/completion, reliable and fair admission system. • Fair and transparent complaints procedure.
What we have in place to comply	• Teaching staff are experts in industry. • The University offers world class facilities and buildings. • The admissions process is described on the University website, accompanied by admissions statistics, access facts and transparency data. • The University provides consistent student support. • The University meets the thresholds with regards to continuation, completion and progression. • There is a fair and transparent complaints procedure in place.
B3 – Student outcomes The provider must deliver positive outcomes for students on its Higher Education courses. This means that either: a) In the OfS's judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds; or b) To the extent that the provider does not have outcome data for each of the indicators and split indicators that are at or above the relevant numerical thresholds, the OfS otherwise judges that: i. The provider's outcome justifies the outcome data; and/or ii. This is because the OfS does not hold any data showing the provider's numerical performance against the indicator or split indicator; and/or iii. This is because the OfS does hold this data but the data refers to fewer than the minimum number of students.	
What does compliance look like?	• Outcomes meet baseline standard (OfS). • Students from all backgrounds succeed.
What we have in place to comply	• The University meets the thresholds with regards to continuation, completion and progression. • The University encourages graduates to participate in the Graduate Outcomes survey. • Student outcomes are reviewed annually via our committee structure, and inform our strategic KPIs.
B4 Assessment and awards The provider must ensure that:	

a) students are assessed effectively; b) each assessment is valid and reliable; c) academic regulations are designed to ensure that relevant awards are credible; d) academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the course; and e) relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.	
What does compliance look like?	• Award threshold levels comparable to those elsewhere. • External expertise input & assessment and classification processes reliable. • Partnership arrangements in place where appropriate.
What we have in place to comply	• Academic Framework appropriate to range of awards. • Academic regulations and supporting policies and procedures including student and staff assessment handbooks. • External Examiner system in place. • Calibration and modetration processes. • Course Review and Enhancement (CRE) and Periodic Review.
B5 - Sector-recognised standards: The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body): a) any standards set appropriately reflect any applicable sector-recognised standards; and b) awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.	
What does compliance look like?	Threshold standards accord with FHEQ.
What we have in place to comply	Courses approved in line with our Course Approval and Modification Policy and designed based on the Framework for Higher Education Qualifications (FHEQ)and QAA Subject Benchmarks.
B6 Teaching Excellence Framework: The provider must participate in the Teaching Excellence and Student Outcomes Framework (TEF).	
What does compliance look like?	Must participate in the TEF.
What we need to do to comply	BIMM University currently holds a bronze TEF award.

3. CHAPTER 3 – COURSE REVIEW AND ENHANCEMENT

3.1. Introduction

The University regularly reviews its provision to evaluate the effectiveness of its provision. This is done via many means, e.g., as a result of External Examiner Feedback (see Chapter 5) and via Periodic Review.

Course Review and Enhancement (CRE) is a cyclical process reflecting on the performance of modules and courses at university-level, informed by feedback from students, lecturers and other key data. A CRE report should be submitted at the end of each academic year to reflect on module and course performance.

- The CRE SharePoint site contains guidance for all staff taking part in CRE activities, alongside general information and timelines.
- A repository of key CRE data and templates can be found in the QARC SharePoint.

A number of changes have been made to CRE in 2025/26 due to amended Course Modification Committee (CMC) timelines and the introduction of the Faculty Action Plan. All changes to CRE processes are outlined in this chapter.

3.2. Course Review & Enhancement throughout the academic year

CRE should be considered cyclically throughout the academic year, with any relevant data gathered via module review or any other relevant workstream addressed via the Faculty Action Plan. A CRE summary should then take place at the end of the academic year via the newly-introduced annual CRE report.

1. Module Review

The Module Review element of CRE takes place towards the end of each semester / trimester (or each year if a module is delivered over two semesters). Module Review is both staff- and student-informed.

Students have the opportunity to give feedback on their current modules via the Module Evaluation Survey (MES) (please see the MES page on the QARC SharePoint site for further information). This survey is available for students to complete between week 10 and week 11 each semester / trimester.

Staff members responsible for module delivery at campus-level give feedback via an individual Module Delivery Survey (MDS). The MDS is available to complete in week 15 each semester/trimester. Production of MDS templates will be overseen by the QARC team, and the survey will be made live from week 15 of each semester.

Data from MES and MDS will be shared with Faculty Deans, Heads of School, Postgraduate Course Conveners, Course Enhancement Leads, and Course Leaders following completion. Data arising from the MES and MDS should then be addressed via the Faculty Action Plan.

Element	Tool	Informed by (not exhaustive):	Output
Module Review	• Module Delivery Surveys. • Module Evaluation Surveys	• Graduate Attributes Survey (GAS) • Module Learning Tracker (MLT) pilot • Feedback from students. • Feedback from lecturers. • Student rep forum meetings.	• Course Enhancements • Course Modifications *Facilitated by the Course Modification Committee (CMC)*

2. CRE tracking via the Faculty Action Plan

The previous Local Course Reports (LCR) and Course Action Plans (CAP) have been retired following the changes to CMC timelines and the introduction of the Faculty Action Plan.

As such, there is no longer a requirement for faculties to submit LCRs in week 12 of each semester, or CAPs in week 1 of each semester. Instead, faculties should ensure that any data arising from module review (MES or MDS) is addressed via the Faculty Action Plan.

3. Course-level annual CRE report

Previous semesterly CRE submissions have been replaced by one single annual submission in 2025/26. These reports are due for submission to the Annual Monitoring Group in early September for undergraduate courses, and in early November for postgraduate courses. These reports should reflect on module review data, as well as other CRE actions and responses captured in the Faculty Action Plan. A template is available via the QARC SharePoint.

As with previous CRE documentation (LCRs and CAPs), these annual reports will inform and support enhancements to courses, including proposed modifications to the curriculum. Curriculum modifications are overseen by the Education team, and are reviewed and approved by the CMC, a subcommittee of the Learning, Teaching and Enhancement Committee (LTEC).

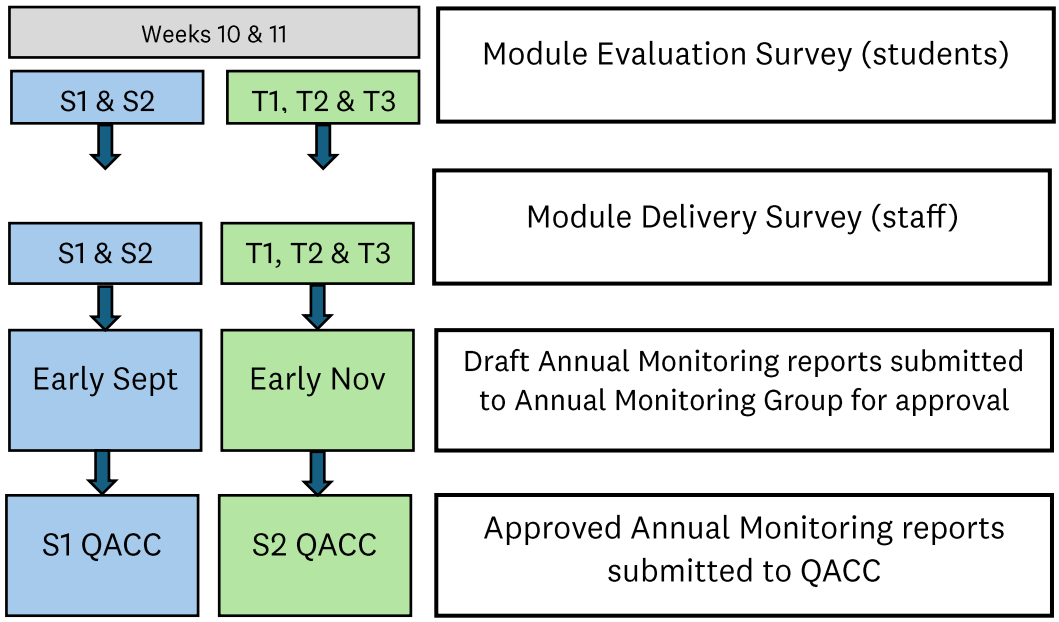
Two enhancement cycles take place each academic year to review and approve proposed modifications to the curriculum. As of 2025/26, in-year modifications are no longer possible, and all proposed enhancements will be implemented in the following academic year. CMC meets twice a year, once in November and once in March. For more information, please see the Course and Curriculum Development SharePoint.

Element	Tool	Informed by (not exhaustive):	Output
Course Enhancement	• Annual CRE report	• Module Delivery Survey • Graduate Attributes Survey (GAS) • Module Learning Tracker (MLT) pilot	• Course Enhancement Planning. • Course-level modifications.

		• Module Evaluation Survey (MES) • National Student Survey (NSS) • External Examiner Reports (including Module Board comments) • Submission, pass rate, achievement, continuation data.	*Facilitated by CMC / Periodic Review.*

3.3. CRE Timeline

The below timeline of CRE activities shows the CRE process, as undertaken in each Semester / Trimester.



3.4. CRE Data

3.4.1. All details relating to CRE will be held on the CRE page on the QARC SharePoint site. This will include completed MDS data, as well as internal survey and National Student Survey data, links to EE reports, and assessment data (at module and course level).

3.4.2. Staff should consult the CRE page on the QARC SharePoint site for the most up to date information relating to CRE, which will be published in accordance with the timeline. If there is an unavoidable delay in any of the processes, this will be communicated to course teams by the QARC team.

3.5. CRE Institutional Summary

3.5.1. A faculty-level summary of themes arising from CRE should be prepared by each Faculty Dean, following completion of the annual quality cycle. These will be considered at the Semester 1 meeting of the Quality Assurance and Compliance Committee annually, and inform the institutional summary of annual monitoring to be reported to Academic Board.

4. CHAPTER 4 – MODERATION

4.1. Introduction

4.1.1. Moderation exists to ensure that assessments have been carried out in an appropriate, valid, fair and sufficient way. In line with the Assessment Handbook for Staff, all formally assessed work at levels 5, 6 and 7 is to be systematically internally moderated (or double marked where appropriate), based on a sample across the full spread of grades, to verify overall marking standards.

4.1.2. Level 4 modules will be moderated as necessary in accordance with the Assessment Handbook for staff. Faculties should confirm the list of L4 modules requiring moderation with the QARC team in time for submission to the Summer QACC meeting. An annually-updated list of L4 modules requiring moderation can be found on the Moderation page in the QARC SharePoint site.

4.1.3. The policy and procedure surrounding the requirements for selection of samples including criteria and selection of sample sizes can be found in our Assessment Handbook for Staff.

4.2. Moderation process

4.2.1. Flowchart:

Moderation form creation and population

Campus-based moderation form to be created and populated, including sample and links, by campus Academic Administration (AcAd) team.

The sample selection should be done in line with the Staff Assessment Handbook, and should be made up from a spread of marks from a range of markers.

↓

Sample access for moderators

AcAd teams to ensure that the moderator is enrolled on the module on the Virtual Learning Environment (VLE), and has the necessary permissions to view the submissions within the sample. Permissions should also be updated to ensure External Examiners also have the required access.

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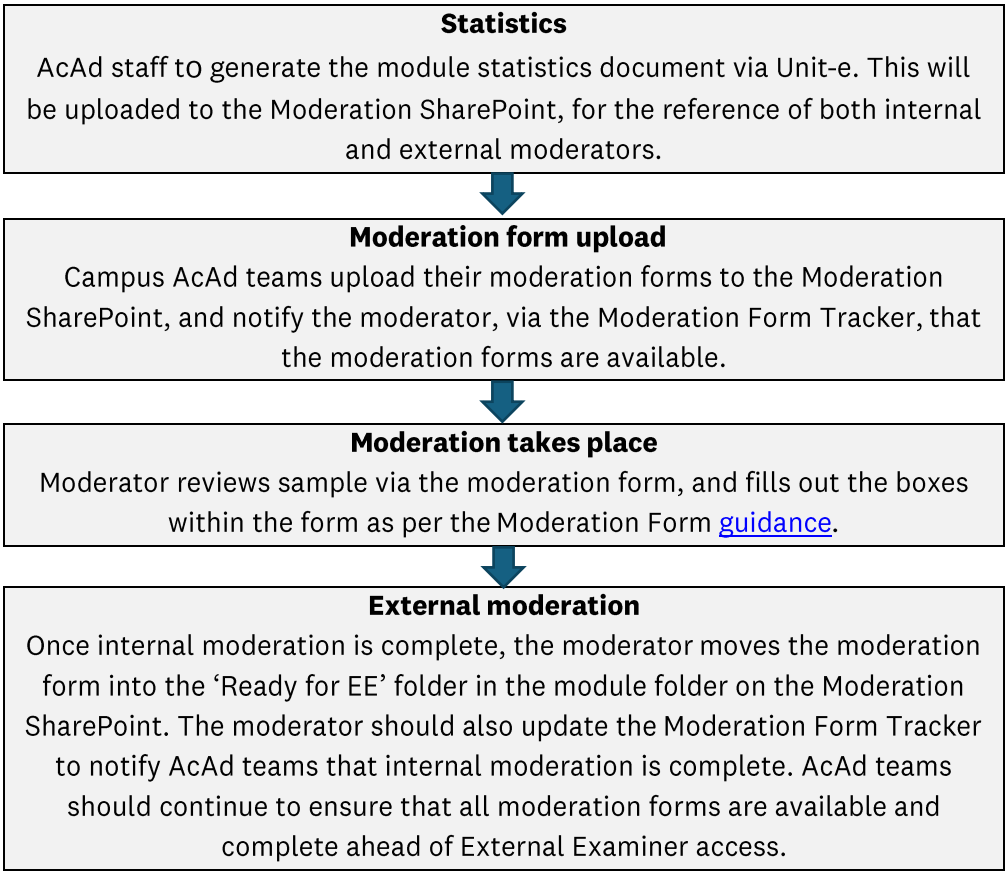


4.2.2. Moderation templates, guidance, and support materials, including naming conventions, can be found on the QARC SharePoint site.

4.3. Cross-Campus moderation

4.3.1. Because the University's provision is delivered across different sites, it is important to maintain parity of standards across all equivalent courses. For this reason, moderation is not undertaken "in-house" but across the University. Full details of cross-campus pairings can be found on the QARC SharePoint site.

4.3.2. Cross-campus moderation continues to be the University method for moderation, following the conclusion of the 2024/25 Centralised Moderation working group that this method could not yet be implemented.

5. CHAPTER 5 – EXTERNAL EXAMINERS

This External Examiner (EE) guidance is aimed at EEs which are appointed for courses leading to a BIMM University Award.

5.1. Introduction

5.1.1. External Examiners (EEs) play a key role in the review of courses. Their primary responsibility is to act as an independent and impartial adviser to the University. In doing so they are expected to provide informative comment and recommendations upon whether:

- The threshold academic standards set for the University's awards in accordance with the FHEQ and OfS Sector Recognised Standards are being maintained.
- The assessment process is a valid and reliable measure of student achievement against the intended outcomes of the course(s) and is conducted in line with the University's policies and regulations.
- The academic standards and the achievements of students are comparable with those in other UK Higher Education Institutions offering equivalent level qualifications.

5.1.2. At least one external examiner must be appointed to each course or subject area that leads to a University award. QACC retains responsibility for the appointment of all external examiners across the University and its partners.

5.2. External Examiner Nomination and Appointment

5.2.1. The Quality Assurance and Regulatory Compliance team will monitor BIMM University EE vacancies and seek suitable candidates where appropriate, normally via the Jisc External Examiners mailing list. Subject/ Faculty staff may also be consulted.

5.2.2. If a suitable nominee is identified (following consultation with the Faculty Dean or Associate Dean, or Director of Postgraduate Studies for Postgraduate EEs) the nominee will be asked to complete a nomination form. The completed nomination form should be sent to externalexaminers@bimm.co.uk or directly to the Quality Assurance & Enhancement Manager.

5.2.3. Nomination forms will be considered and approved by QACC. No person may act in any capacity as an External Examiner until their appointment has been approved by QACC. Equally, no EE nomination will be approved by QACC unless the relevant Faulty Dean or Associate Dean has been consulted to ensure appropriateness.

5.2.4. Once approved, the EE will be formally notified of their appointment by the Quality Assurance and Regulatory Compliance team. The new EE will be sent:

- External Examiner Service Agreement (EESA) – the EE's contract which covers the length of their tenure.
- External Examiner Annual Agreement (EEAA) – this document is updated annually and outlines the exact modules for that academic year, as well as details of their fees and expectation of samples, assessment boards and visits.
- Course documentation, i.e. Course Handbooks and Module Specifications (including assessment details).
- Marking schemes
- Moderation documents
- The University's Undergraduate and Postgraduate Academic Regulations.
- The University's External Examiner Handbook.
- Guidance on how to access samples.

5.2.5. External Examiner tenure is normally for a 4-year period – however, this can be extended by 1 year in exceptional circumstances, determinable on a case-by-case basis. Tenure extensions will be considered and approved by QACC prior to the end of the 4-year period.

5.2.6. For EEs where the course is awarded by a partner institution, QACC will consider the appropriateness of the EE via the partner institution's nomination form. The nomination will then be given "approval to proceed" to the Partner for appointment. Consideration by QACC will ensure that the nominee has undergone our Quality Processes. Tenure times may vary.

5.3. External Examiner Assessment Board Process

This section relates to BIMM University Award External Examiners only. The External Examiners for our partners are managed in accordance with Partnership arrangements.

5.3.1. External Examiners will be required to review samples prior to the module boards at the end of each Semester (or the end of Semester 2 if the module is "long-thin"). Access to samples is provided to EEs via links on each moderation form. EEs provide their comments via the External Examiner Module Feedback Form. Once received, the Quality Assurance and Regulatory Compliance team is responsible for making EE comments available to Heads of School and Academic Administration teams via the Quality Assurance SharePoint site.

5.3.2. Heads of School are responsible for addressing any areas of concern in the EEs' feedback. Concerns will be communicated by the Quality Assurance and Regulatory Compliance team to Heads of School, and these can be categorised in two ways:

- URGENT – there is an issue which requires addressing prior to the module board (and without being addressed may mean the marks cannot be ratified).
- Advisable – there is some general developmental feedback which should be shared with course teams but does not require to be urgently implemented prior to Boards.

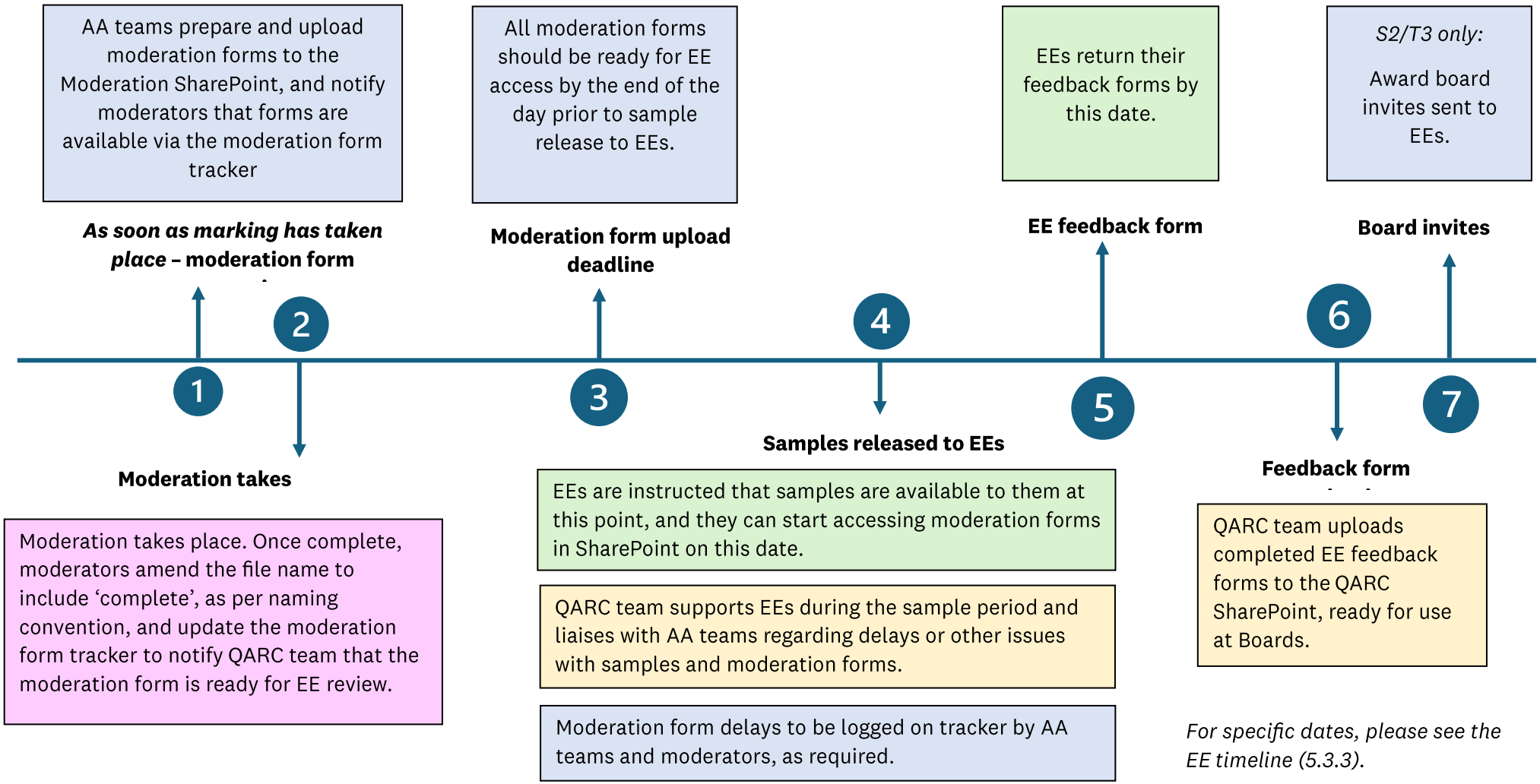
5.3.3. Key dates for the External Examiner Board Process can be found on the QARC SharePoint site. These outline the key assessment board dates (module, progress and award boards) and the key dates which samples should be made available to EEs, as well as returned to exams teams by EEs.

5.3.4. The workflow below shows key parts of the External Examiner Board Process, including key responsibilities for internal teams:

QARC, Academic Administration (AA) teams and moderators | Moderators | Academic Administration (AA) | QARC team | External Examiners

Moderation form tracker (in use all year)

Provides an overview of all core and optional modules, at all levels, that require external moderation. Upload of, and delays with, moderation forms should be logged on the tracker as per the below process, to keep all stakeholders informed.



For specific dates, please see the EE timeline (5.3.3).

5.4. External Examiner Reporting

5.4.1. EEs should complete an Annual Report, which provides an independent and objective appraisal of the standard and quality of the University's provision. Report templates are provided to EEs at the start of the year, and completed reports should be submitted 3 weeks after the relevant award board. The Quality Assurance and Regulatory Compliance Team will make all reports available via the Quality Assurance SharePoint site.

5.4.2. Following receipt of External Examiner Annual Reports, the Quality Assurance and Regulatory Compliance team will create a register of all essential and advisory recommendations made within the reports. Faculties should ensure that External Examiner feedback is captured within action planning as relevant and appropriate.

5.4.3. The previous External Examiner Action Plan has been retired and merged with the 'global action plan' (formal title TBC). This newly introduced approach to action planning aims to reduce the administrative burden on staff by minimising the amount of action plans in use and streamline action planning by doing so. Actions arising from the EE reports should also inform other operational plans as appropriate.

5.4.4. All External Examiners should receive a formal response to their annual report from the relevant faculty by 31st October each year. Responses to EE reports and recommendations are the responsibility of the relevant Faculty Dean, who may delegate this to an appropriate member of staff, determined at the start of the Academic Year (e.g., Head of School or Associate Dean).

5.4.5. In lieu of the presentation of the retired External Examiner Action Plan to QACC, the committee should now receive:

5.4.5.1. S1: Annual summary of UG and PG EE activity from each faculty, including faculty response to this (This should function as a 'wrap-up' of activity from the previous AY) with a RAG-rating of EE comments.

5.4.5.2. All meetings: Faculty action planning updates, based on EE feedback.

5.4.6. An annual institutional summary report, covering all faculties, is produced by the QARC team. The Institutional EE Report is considered by QACC and Academic Board at University-Level, and confirmation of standards of awards is reported to BIMM University Ltd Board (BULB) annually. A copy of this report is made available to External Examiners alongside their Annual Agreement.

5.4.7. Further information on the University's External Examiner processes, including detail of institutional responsibilities, are fully outlined in the External Examiners Handbook and the Staff Assessment Handbook.

5.5. External Examiner Visits

5.5.1. It is good practice for External Examiners to visit BIMM University Campuses to oversee practices and meet with students. It may also be more appropriate for some assessments to be moderated in-person. Requests for visits can be made to the QARC

team by contacting qualityassurance@bimm.co.uk **in advance** of discussing this with the EE.

5.6. External Examiner Induction

5.6.1. The Quality Assurance and Regulatory Compliance team deliver training sessions for all new External Examiners in January of each year, and offer refresher training as required to returning External Examiners. These sessions cover the University's External Examiner processes and systems.

5.6.2. As of 2025/26, faculties should ensure that faculty-level External Examiner inductions take place. Faculty inductions should cover an introduction to the course, changes to the course (e.g. as the result of major or minor module modifications/periodic review), key staff introductions, and any other faculty or course specific matters. A draft agenda should be shared with the QARC team ahead of the induction taking place.

5.7. External Examining posts held by BIMM University staff

5.7.1. To ensure that the University's External Examiner Handbook stipulations regarding reciprocal external examining arrangements, a register of External Examiner posts held by BIMM University staff will be kept by the QARC team. This register will be circulated by the QARC team each September to BIMM University staff for completion.

CHAPTER 6 – STUDENT SURVEYS

6. Introduction

6.1.1. Student involvement is wide-ranging, and the University provides a wide variety of activities to engage its students. In relation to quality assurance processes, the University seeks to involve students:

- Pro-actively in the development of its courses, policies, and procedures through consultation.
- Concurrently through participation and representation on key decision-making bodies, including:
    - via a formal course committee through the Student Representation Scheme;
    - as members of Academic Board and its subcommittees;
    - non-standing committees, such as approval and review panels and Student Experience Reviews (see also Chapter 7).

6.1.2. The Student Voice is one of the most important ways in which the University can affect change and improve the students experience, and as such surveys form a key element of the University's Quality Assurance processes. The effects are far reaching and as such survey results can help influence the University's Key Performance Indicators and targets. There are several surveys which students at the University are involved in, which are outlined in this chapter.

6.1.3. Guidance for students undertaking the role of student representatives can also be found in our Student Representative Handbook.

6.2. Induction Survey

6.2.1. All students, new and returning, are invited to complete an "Induction Survey" which relates to their experience of re-enrolment and induction.

6.2.2. A report based on the results from the Induction Survey will be discussed at the Student Experience Committee (SEC) and reported to Academic Board's Semester 1 meeting.

6.3. Module Evaluation Survey

6.3.1. For every module a student undertakes, the University will provide them with the opportunity to provide feedback. We use an online system for MES that allows us to collect information confidentially.[1] The questions can be found here. Separate questionnaires are used for postgraduate and undergraduate cohorts.

6.3.2. Students on the Trinity Professional Diploma course at Northern Ballet School and Performers College Essex undertake the Annual Unit Survey (AUS). This is a version of the Module Evaluation Survey that is adapted to the unit-based structure of Trinity Diploma courses. The AUS question set has a slight variation to the MES and can be found here, along with further information about the survey.

6.3.3. Lecturers should inform students about the purpose of and the process for carrying out surveys, about how their feedback is utilised and for facilitating completion of the surveys during class time.

6.3.4. From 2025/26 onward, the MES will be run via Unitu. Students will be able to access the survey (non-exhaustive):

- via Canvas
- via a direct link in an automated email sent from the Unitu platform
- via links and a QR code provided to staff

6.3.5. The validity of the results is dependent on there being a high uptake of students undertaking the survey. Therefore, promoting surveys in-class is the most effective way of increasing engagement. Lecturers should introduce surveys to students and inform them that this is their chance to have their voice heard (provide examples of "you said, we did" if these are available). Lecturers should give students time in class while surveys are live to complete the survey - this should be built into schemes of work between weeks 10 and 11 of each semester.

6.3.6. Students can complete the surveys online on their laptop, smart phone, or tablet. Students who do not complete the survey in class (e.g., if they are absent) can complete the survey online at any time during the period it is open.

6.3.7. Course Leaders should comment on MES data in their Local Course Reports (see Chapter 3, CRE). This could include a description of how they plan to respond to student feedback,

[1] Surveys are "non-anonymous" with data being held on remote servers; no student is identifiable by tutors, and students will never be identified unless comments in the survey lead the University to believe there is a serious safeguarding or wellbeing concern.

or they may provide a rationale where it has not been possible or desirable to act on issues raised by a significant number of students in their feedback. In so doing, they should ensure that it is not possible to identify individual students.

6.3.8. The headline results from MES may also be shared at Boards of Studies (where appropriate) and will also be shared with the Student Experience Committee (SEC) and reported to other committees as appropriate. All MES results will also be shared here as soon as they are available.

6.3.9. For more details on surveys please also visit the Student Voice page within the QARC Team's SharePoint site.

6.4. Course Experience Survey

6.4.1. The Course Experience Survey is not running in 2025/26. Please see section 7.5 for more details.

6.5. Educational Gain survey pilot 2025/26

6.5.1. A pilot survey that aims to track and monitor student educational gain is running in 20225/26. Educational gain is, briefly, a measure of whether learning has taken place over a period of time. It is evaluated through a number of proxy measures, one of which is summative assessments. Assessment results on their own, however, do not give a complete picture, and must be supplemented with additional measures. By measuring educational gain – as opposed to student satisfaction – we hope to generate better and more actionable data in relation to students' learning over the course of any given semester or academic year, and throughout their time at BIMM.

6.5.2. The pilot proposes replacing both the current Module Evaluation Survey (MES) and Course Experience Survey (CES) with re-designed surveys that measure educational gain using the SEER Method. The SEER Method for measuring educational gain takes a baseline measurement of a student's self-assessed level of confidence in relation to the module learning outcomes, aspects of the assessment brief, and/or core competencies at the beginning of the module, and then asks the student to self-assess against those same criteria at the end of the module (a mid-point measurement may also be taken.) The distance between the two measurements for any given student represents their educational gain.

6.5.3. The module-level survey in this pilot will be known as the Module Learning Tracker (MLT). Two courses will participate in the initial pilot phase in 2025-26: BA Filmmaking and BA Music, Sound and Production. This survey will be live in Week 1 of teaching.

6.5.4. The course-level survey in this pilot will be known as the Graduate Attributes Survey (GAS). The GAS will be rolled out to all undergraduate students during induction, with the intention that all years complete the survey once per year throughout their degree. This will allow us to track progress against the graduate attributes over time. This survey will be live during Welcome Week.

6.6. Annual Student Voice Cycle

6.6.1. Our surveys feed into our overall Course Review & Enhancement cycle, with Student Voice mechanisms, including surveys, directly informing Module Review and our Quality Assurance and Enhancement processes overall. See our Quality Cycle in Chapter 1.

6.7. National Student Survey

6.7.1. The opening date for the 2026 National Student Survey (NSS) has not yet been confirmed by the survey organiser Ipsos Mori. Once the timeline has been released to providers, this will be shared via the NSS section of the Quality Assurance and Regulatory Compliance SharePoint site, and will be communicated to all staff.

6.7.2. In line with the indicative survey schedule once released, the Quality Assurance and Regulatory Compliance team will communicate annually with key contacts in each campus to ensure that they are provided with up-to-date guidance and materials. This will include support materials for the NSS. NSS marketing and support materials can also be found on the Quality Assurance and Regulatory Compliance SharePoint site.

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APPENDIX 1 - Higher Education Courses and Campuses of Delivery

Please see the Academic Portfolio for full details of the following:

1. Courses currently delivered and their delivery locations (BIMM University and academic partners)
2. Courses approved for future delivery and their planned approved delivery locations (BIMM University and Academic Partners)

This document is live and will be updated following each meeting of the Commercial and Academic Planning Committee (CAPC).