BIMM UNIVERSITY

A university for the creative industries

Quality Handbook
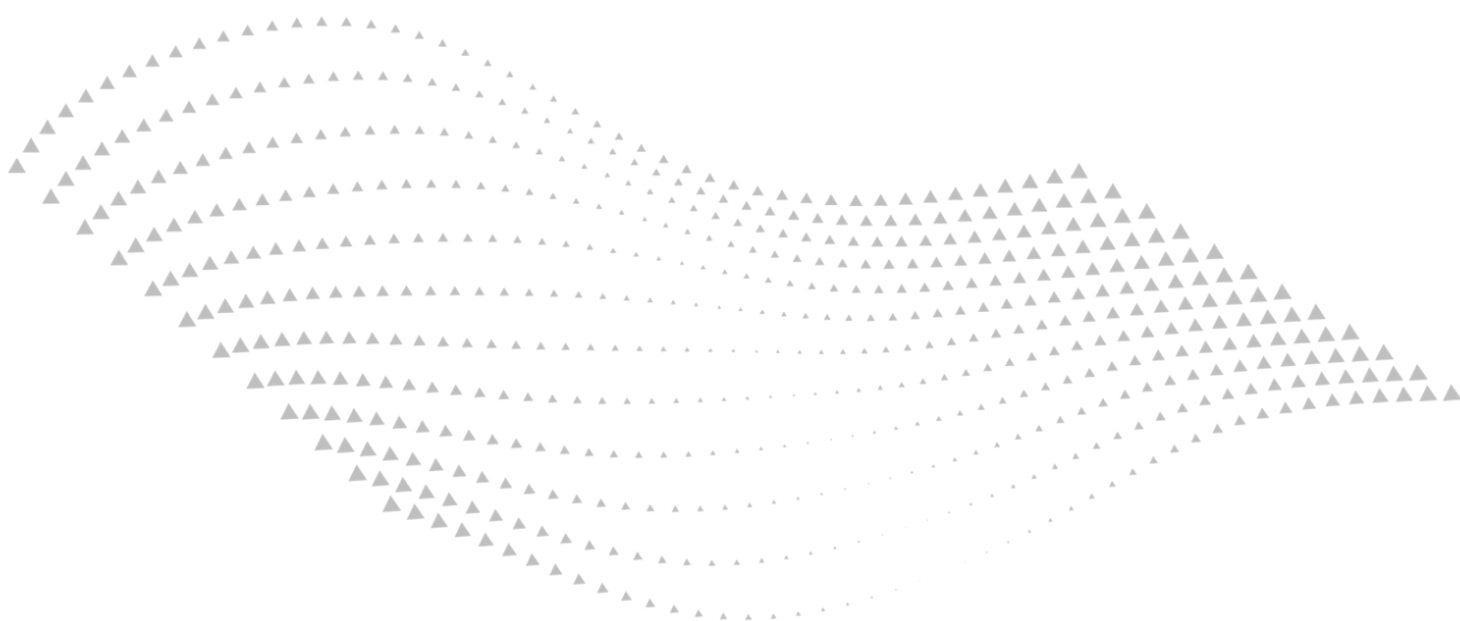
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INTRODUCTION

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 listed in Appendix 1. Courses have been approved in accordance with the Higher Education Course Approval & Modification Procedures and Course Rollout Process (See Chapter 8).

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 Enhancement** (QAE) 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 QAE processes please contact qualityassurance@bimm.co.uk.

See also our Quality Assurance and Enhancement SharePoint site.

Karyn Woolcock
Head of Quality Assurance and Enhancement
December 2023

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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 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 revised UK Standing Committee for Quality Assessment's (UKSCQA) UK Quality Code (UKQC) for Higher Education in England, in particular the following **core practices** when developing and reviewing its procedures and processes.

Expectations for Standards:

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

Expectations for Quality:

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider supports all students to achieve successful academic and professional outcomes.

The University also uses the following **common practices** of the UKQC to inform process:

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance, and enhancement of the quality of their educational 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 2022/23 academic year will be considered at the start of session 2023/24 (further detail on each of the processes is provided throughout this Handbook). A comprehensive timeline can also be found on the Quality Assurance and Enhancement SharePoint site.

START – Semester 1 2023/24
- Module Evaluation Survey (students) (S1) (December 2023)
- Module Delivery Survey (Staff) (December 2023)

March 2024
- External Examiner Assessment Board feedback (S1)
- Student Assessment and engagement data (S1)

END - Semester 1 2024/25
Academic Board summary of Quality Assurance and Enhancement Activities
EE Action Plan

2023/24 Quality Cycle

April 2024
- Module Evaluation Survey (students) (S2)
- Module Delivery Survey (Staff) (S2)
- Course Evaluation
- Publication of B3 student outcomes data

August 2024
- Faculty Consideration of Course Enhancement Plans
- Responses to EE reports

July 2024
- External Examiner Assessment Annual Report
- NSS 2023 Data
- Graduate Outcomes Survey Data

July 2024
- External Examiner Assessment Board feedback (S2)
- Student Assessment and engagement data (S2)

CHAPTER 2 – OFFICE FOR STUDENTS CONDITIONS OF REGISTRATION COMPLIANCE

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

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: i. is up-to-date; ii. provides educational challenge; iii. is coherent; iv. is effectively delivered; and v. requires students to develop relevant skills.	
What does compliance look like?	• High quality, academically rigorous, up-to-date courses. • Skilled/qualified staff. • Facilities/learning resources/student support. • Effective Partnership arrangements where appropriate.
What we need to do to comply	• Annual Complaints and Appeals Report to Academic Board. • External Examiner reports and Institutional Summary. • Annual Reports on Course Review and Enhancement.

B2 - Resources, support and student engagement

The provider must take all reasonable steps to ensure:

   i.   students registered on a higher education course receive resources and support to ensure:
          a.   a high-quality academic experience for those students; and
          b.   those students succeeding in and beyond higher education; and
   ii.   effective engagement with students to ensure:
          a.   a high-quality academic experience for those students; and
          b.   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 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
       j.   This is because the OfS does not hold any data showing the provider's numerical performance against the indicator or split indicator; and/or
       k.   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:

i. students are assessed effectively;
ii. each assessment is valid and reliable;
iii. academic regulations are designed to ensure that relevant awards are credible;
iv. 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
v. 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):

i. any standards set appropriately reflect any applicable sector-recognised standards; and
ii. 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 TEF - 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.

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. This cycle allows for timely, informed enhancement to be approved within the University's semesterised academic calendar.

- The CRE SharePoint site contains updated information and timelines.
- A repository of key CRE data and templates can be found here.

3.2   The CRE Process

CRE consists of two main elements:

1) *Module Review*

Module Review takes place towards the end of each semester / trimester (or each year if a module is delivered over two semesters).

Module Review is student-informed - students have the opportunity to give feedback on their current modules via a Module Evaluation Survey (MES) – the Quality Handbook for further details. This survey is available for students to complete between week 10 and week 11 each semester / trimester.

During Module Review, lecturers give feedback via an individual Module Delivery Survey (MDS). This survey is available to complete between week 10 and week 11 each semester. Production of MDS templates will be overseen by the QAE team and they will be made live from week 10 of each Semester.

Data from MES and MDS will be shared with Heads of School / Postgraduate Course Conveners following completion who will then cascade to Course Leaders to inform their Local Course Reports (LCRs). These will then in turn inform a Faculty review of the course via the Course Action Plan. For Postgraduate Courses, University oversight will be managed by the Postgraduate School

Element	Tool	Informed by:	Output
Module Review	Module Delivery Surveys. Module Evaluation Surveys	• Feedback from students. • Feedback from lecturers. • Student rep forum meetings.	Course Enhancements Course Modifications *Facilitated by the Course Modification Committee (CMC)*

2) *Course Enhancement*

CRE encourages university-wide reflection of courses at the end of each semester of delivery, between all Course Leaders responsible for delivering the course at each location.

The data from module review and the Course Action Plans will inform enhancements to the courses including proposed modifications to the curriculum, reviewed and approved by CMC, a subcommittee of the Learning, Teaching and Enhancement Committee (LTEC). ([a detailed timeline can be found here).](#)

Two enhancement cycles take place each academic year to review and approve proposed modifications to the curriculum – these are following delivery of Semester 1 and Semester 2 modules[1].

Element	Tool	Informed by:	Output
Course Enhancement	• Local Course Report • Course Action Plan (Faculty Level)	• Module Delivery Survey • Course Enhancement Survey (CES) • Module Evaluation Survey (MES) • National Student Survey (NSS) • External Examiner Reports (including Module Board comments) • Submission, pass rate, achievement, continuation data.	Course Enhancement Planning. Course-level modifications. *Facilitated by CMC / Periodic Review.*

CRE Timeline

The below CRE timeline of activities can be repeated each Semester / Trimester, and how these fit in with student activities (this is not a full detailed timeline [which can be found here).](#)
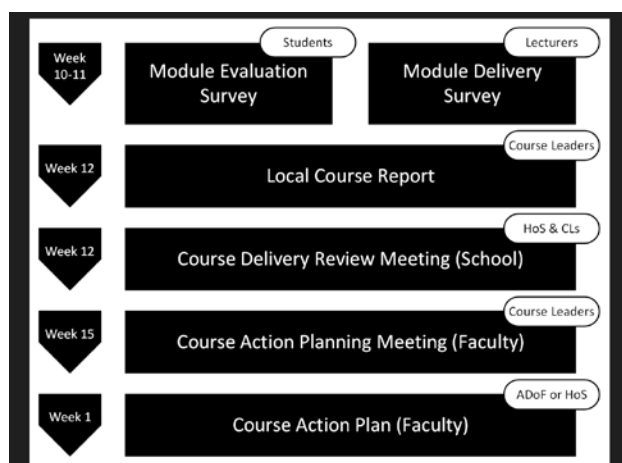
For postgraduate courses, Course Leaders do not need to meet with Heads of School in week 12, but should report the findings from their Local Course Reports directly to the Course Action Plan meeting in Week 15.

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[1] Trimester 3 PG module modifications will fall into the following academic year's semester 1 modification cycle.

3.3   Data and the CRE SharePoint site

3.3.1   All details relating to CRE will be held on the CRE SharePoint site. This will include completed MDS, as well as MES, CES and NSS results, links to EE reports and assessment data (at Module and Course level).

3.3.2   Always check the CRE 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 teams via the QAE team.

3.4   CRE Institutional Summary

3.4.1   A Faculty Summary of themes arising from CRE should be prepared by each Dean of Faculty, 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.
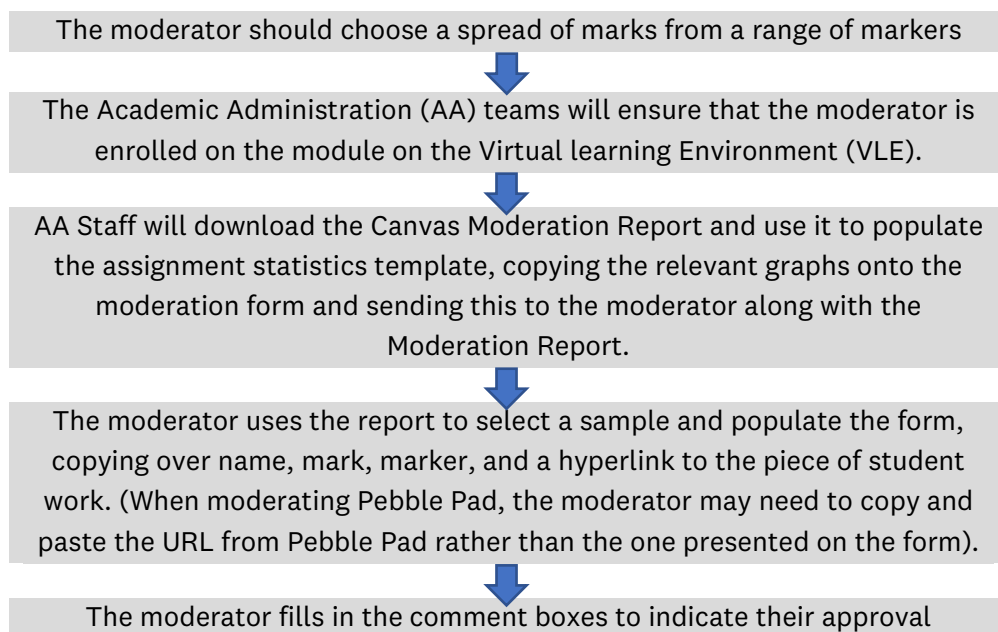
CHAPTER 4 – MODERATION

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   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:

The moderator should choose a spread of marks from a range of markers

⬇

The Academic Administration (AA) teams will ensure that the moderator is enrolled on the module on the Virtual learning Environment (VLE).

⬇

AA Staff will download the Canvas Moderation Report and use it to populate the assignment statistics template, copying the relevant graphs onto the moderation form and sending this to the moderator along with the Moderation Report.

⬇

The moderator uses the report to select a sample and populate the form, copying over name, mark, marker, and a hyperlink to the piece of student work. (When moderating Pebble Pad, the moderator may need to copy and paste the URL from Pebble Pad rather than the one presented on the form).

⬇

The moderator fills in the comment boxes to indicate their approval

4.2.2   More guidance and support materials can be found on the QAE 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 this and how the moderation will be shared can be found on the QAE SharePoint site along with the current moderation forms.

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 External Examining at BIMM University

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 Enhancement 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 Head of Quality Assurance and Enhancement.

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 Enhancement team. The new EE will be sent:
- External Examiner Service Agreement (EESA) – the EE's contract which covers the length of their tenure.
- An 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, exam boards and visits.
- Course documentation, i.e. Course Handbooks and Module Specifications (including assessment details).
- 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 one 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 be submitted to the Partner for final approval. Consideration by QACC will ensure that the nominee has undergone our Quality Processes. Tenure times may vary.]]

5.3   External Examiner Assessment Board Process (BIMM University Awards)

This section relates to BIMM University Award External Examiners only. The External Examiner for our partner, TU Dublin, is managed in accordance with our 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 Enhancement 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 Enhancement 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 QAE SharePoint site. These outline the key exam 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:

QAE *and* Academic Administration (AA) teams | Academic Administration (AA) teams | QAE team | External Examiners

Moderation form tracker (in use all year)

Provides an overview of all core and optional modules, at all levels, that will be reviewed by an External Examiner in S1 and S2 (retrievals separate), along with assessment (i.e., A1 & A2) detail.

Delays with moderation forms should be logged on the tracker, to keep the QAE team and EEs aware of delays and facilitate communication between the QA and AA teams.

AA teams prepare moderation forms, as per guidance given.

All moderation forms should be quality-checked and uploaded to SharePoint by the end of the day prior to sample release to EEs.

EEs return their feedback forms by this date.

Assessment board invites sent to EEs.

As soon as marking has taken place – **moderation form preparation**

Moderation form upload deadline

EE feedback form deadline

Board invites

1

2

3

4

5

6

7

As soon as moderation forms complete – **moderation form quality checks**

Samples released to EEs

Feedback form

AA teams to check:

- Links work correctly (lead to the right piece of work; are hyperlinked)
- Link to A/V part of submission is included (if required).
- Correct Panopto access has been given to EEs.
- Form is legible and clear from an EE perspective.

EEs are instructed that samples are available to them at this point, and they can start accessing moderation forms in SharePoint on this date.

QAE team supports EEs during the sample period and liaises with AA teams regarding delays or other issues with samples and moderation forms.

Moderation form delays to be logged on tracker by AA teams.

QAE team uploads completed EE feedback forms to the QAE SharePoint, ready for use at Boards.

For specific dates, please see the EE timeline in this document (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(s). The Quality Assurance and Enhancement Team will make all of the previous year's reports available via the Quality Assurance SharePoint site.

5.4.2   Following receipt of External Examiner Annual Reports, an External Examiner Action Plan will be created by the Quality Assurance and Enhancement team. This action plan will incorporate all essential and advisory recommendations, as made by EEs within their Annual Reports. The action plan will be separated out at Faculty-level and course-level as appropriate. In addition to acting as an internal tracker for EE recommendations, the action plan will function as a channel to provide responses to EE recommendations directly to EEs.

5.4.3   Responses to EE recommendations, via the EE action plan, are the responsibility of the relevant Deans of Faculty, 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).

5.4.4   Responses to all formal recommendations will be shared with EEs by 31st October of each year (or as soon as possible thereafter), facilitated by the QAE team. Responses will also be recorded on the EE Action Plan, which will be submitted to and considered at the Semester 1 meeting of QACC annually.

5.4.5   EE annual reports are combined into an institutional summary report by the QAE team. This report is risk-rated into Red, Amber, and Green (RAG) categories depending on the nature of EE comments. 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.

5.4.6   Actions arising from the EE reports should also inform the Course Enhancement Plans (CEP) and other operational plans as appropriate.

5.4.7   The processes for managing the University's External Examiner processes, including detail of institutional responsibilities, are fully outlined in the External Examiners Handbook and the Assessment Board 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. The Head of QAE will contact Faculty Deans regarding visits for 2023/24; requests may also be made to the QAE team.

CHAPTER 6 – STUDENT SURVEYS

6.1   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.

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6.2   Induction Surveys

6.2.1   New for 2023, all students, new and returning, are invited to complete an "Induction Survey" which relates to their experience of re-enrolment and induction. The report is available for the QAE team upon request.

6.2.2   This survey is via MS Forms and is made available to students via the Virtual Learning Environment, Canvas, from the close of enrolment until the end of week 4.

6.2.3   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 Surveys

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.[2] The questions can be found here and vary slightly for postgraduate and undergraduate, to take into account the different student cohorts.

6.3.2   Lecturers should inform students about the purpose of and the process for carrying out MES, about how their feedback is utilised and for facilitating completion of the surveys during class time. Course teams will consider MES results when writing their Course Enhancement Plans[3].

6.3.3   Where can students access the survey?

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[2] 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.

[3] In a change from previous years, Lead Lecturers / the person responsible for the module at School-level will not be required to reflect upon MES in the Module Delivery Survey (MDS). However, the data will be made available to them.

- Students will be able to access the survey on the VLE from the relevant module page, under the 'Surveys' section.
- They can also access them from https://bimm.evasys.co.uk when surveys are live in weeks 10-11 of each semester (or at the end of the second semester of delivery if the module is "long-thin".
- Lecturers may also wish to access the survey using a QR code – this can be found here on SharePoint and lecturers may wish to share this for students to complete in class, along with the above link.
- Students will be sent emails from surveys@bimm.co.uk – these will be personalised to the student and will list any surveys they have yet to complete – by following the link this will lead them to their own "student portal" (accessed via single sign on), listing all surveys available for completion. The emails will be managed by the Quality Assurance and Enhancement team.

6.3.4   The validity of the results is dependent on there being a high uptake of students undertaking the survey. Therefore, promoting MES in-class is the most effective way of increasing engagement with the Survey. Lecturers should introduce the survey 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 5 minutes in class while surveys are live, to complete the MES for their module. These should be built into schemes of work between weeks 10 and 11 of each semester.

6.3.5   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. Students will have access to a single survey which accounts for each module they are studying.

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

6.3.7   Course Leaders, via their Course Enhancement Plans, should monitor the quality and effectiveness of these responses. 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 included in the University's Academic KPI report. All MES results will also be shared here as soon as they are available.

6.3.8   For more details on surveys please also visit the QAE Team's SharePoint site.

6.4   Course Experience Surveys

6.4.1   MES are intended to gather feedback from students regarding their experience on a certain module. Whilst these can be aggregated to course level, it is important to gauge students' experiences regarding their course in its entirety and for that reason, the University also runs Course Experience Surveys (CES). These are Course-Level End of Year Surveys, delivered at the end of each academic year to ensure that detailed feedback on the whole course can be gathered from students. Details of the questions asked during CES can be found on the Quality Assurance and Enhancement SharePoint site where the timescales for completion can also be found.

6.5   Annual Student Voice Cycle

Our surveys feed into our overall Annual Monitoring cycle, with MES directly informing Module Review and our Quality Assurance and Enhancement processes overall. See our Quality Cycle in Chapter 1.

6.5   National Student Survey

6.5.1   NSS 2024 will open on 8th January 2024. In line with previous academic years, we will start internal promotion later – this will be week commencing 5th February to allow students to settle back into semester 2. Promotion will be carried out by Ipsos Mori according to the following fieldwork schedule:

Activity	Date
Email 1 initial invitation	08-Feb
Email 2 -first reminder	12-Feb
SMS	15-Feb
Telephone	20-Feb
Email 3 second reminder	26-Feb
Email & telephone follow-up	22 Feb-30 Apr

Dates may be subject to change – please see the Quality Assurance and Enhancement NSS site for all details regarding the NSS.

6.5.2   In line with the indicative survey schedule, the Quality Assurance and Enhancement team will communicate with key contacts in each campus, annually 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 Enhancement SharePoint site.

6.6   Other Surveys

6.6.1   End of degree Survey (Germany and Dublin only) – As the NSS is for UK based students only, to ensure that comparable data can be sought for students on its non-UK campuses, exiting students are able to partake in a "final year survey" which is based on the same questions as the NSS. Internally, this data is used similarly to the NSS data.

6.6.2   Studentsurvey.ie (BIMM Dublin only) – eligible BIMM Music Institute Dublin students who undertake this survey are franchise students of TU Dublin. The results for TU Dublin as a whole can be found here.

CHAPTER 7 – STUDENT EXPERIENCE REVIEWS

7.1   Introduction to Student Experience Reviews

7.1.1   The University is dedicated to reviewing its provision, via Course Review (See also Chapter 3) or via Periodic Review of its provision (as outlined in the Periodic Review Policy). Additionally, the University is committed to the continual enhancement of the student experience, and as part of this process Student Experience Reviews (SER) may be undertaken each year.

7.1.2   The main aim of the SER is to improve the student experience at the University by identifying areas of good practice which can be shared across the University and making recommendations for the improvement and enhancement of the student experience.

7.1.3   The SER is a thematic review which takes place across the entire student body over all schools and campuses of delivery. The reviews may comprise of one overarching theme, with smaller sub-themes; or may look at several different but connected themes. This may vary each year and will depend on the strategic priorities of the University at the time.

7.1.3   To form the basis of the review, the Quality Assurance and Enhancement team will review relevant data which should include, but not be limited to:
- NSS results and student feedback (including the broader categories therein.)
- Attendance and retention.
- Examination board outcomes.
- Progression rates.
- Non-submission rates.

7.2   The Review

7.2.1   The review will be undertaken flexibly, and due to its thematic, cross-campus nature will mostly be undertaken virtually (though some visits may be undertaken if deemed appropriate). This will be led by the Student Experience Committee (SEC) – a Chair of the review will be determined by the Chair of SEC, and support will be provided by Academic Services. In some cases, some reviews will not require more than a deep dive into the data, and interviews with certain staff to contextualise this and inform the report and actions.

7.2.2   As the nature of the review is to assist the student experience, then depending on the theme, students may be asked questions about their experiences in these areas, and this may be via surveys, local feedback or via online focus-groups if necessary. This will be determined when the theme is approved for review.

7.3   Outcomes

7.3.1   The purpose of the review is to provide the University with the opportunity to strengthen the student experience. As such, outcome of the review will be a report which will outline main findings, as well as the following:

Good Practice: Things that the University is doing well, should continue to do well and should be shared with colleagues in the wider University community as appropriate.

Areas for Development: These are recommendations, based on the evidence presented to the Chair, which each campus should aim to implement.

Affirmations: The Chair may identify areas which require attention but which the campuses are already aware of and working towards.

7.3.2   A summary report of findings is prepared by the Review Chair and submitted to the summer meeting of SEC. An institutional action plan addressing the Areas for Development and Affirmations will also be developed and considered by SEC. A revised report and action plan will then be submitted to the Summer Meeting of Academic Board.

7.3.3   Progress towards the achievement of the action plan will be overseen by SEC.

7.4   Timeline

Date	Event
Week 6 (normally early November)	**Institutional Enrolment Data released**: Chair of SEC and Head of QAE review data for themes (alongside NSS and other data including any annual monitoring data and EE reports). Using the data, and depending on other activity being undertaken across the university, it will be determined whether a theme should be put forward for SER.
Semester 2 (March)	**SEC**: Proposal for SER theme considered and approved by SEC. Chair of review determined.
Semester 2 (May)	**Academic Board**: Notified of SER theme and timeline.
Semester 2	**SER "Event":** Takes place over Semester 2/ Summer – Summer / following S1 meeting.
Semester 1 of following Academic Year	**SEC:** Receives report and recommendations inc. action plan.
Semester 1 of following Academic Year	**Academic Board**: Receives final report and action plan.

CHAPTER 8 – NEW TEACHING LOCATIONS (INCLUDING "COURSE ROLLOUTS")

8.1   Introduction

In order to protect the student experience and ensure appropriateness of a new delivery location for the University's provision, the following process should be followed.

8.2   Scenarios

There are several scenarios whereby a new delivery location may be required.

No.	Scenario
1	**New Course(s)** Where a new course is being approved, then the approval Panel will consider the appropriateness of the course at the proposed delivery location(s). They will consider the facilities, resources and staffing, and approval of any sites in conjunction with a new course will be noted in the course approval report. Where more than one site is proposed, it is at the Panel's discretion whether or not to approve all sites. Where not all sites are approved, these additional site(s) may be referred to "Existing Courses – Rollout" (section 7.3).
2	**Existing Course(s) – "Rollout"** (See section 7.3) When a course has already been approved (and in some cases already being delivered) a decision may be made to expand delivery of this course (rollout the course).
3	**New Mode of delivery** (See section 7.3) There may be situations a new mode of delivery is added to a course at a particular campus – e.g., the part-time version of a Master's course where a full-time version is being delivered. This will be managed under the Course Approval and Modification Procedures.
4	**New Premises** (See section 7.4) Where a new building is being proposed (either as an extension of an existing University location or a completely new campus). This may include the leasing an external venue for teaching purposes. This procedure must be used in conjunction with the **New Building Compliance Checklist**.
5	**Periodic Review** When a course is under periodic review, the Panel will consider the re-approval of a course for the location(s) under review; as this is a continuation of the provision at the location(s), no form will be required but this will be noted in the report. Should there be a request from the subject team that the course(s) within the subject area under review be rolled out to a new campus of delivery, these should be treated as an existing course which is to be rolled out (noting that these would have to be undertaken within the appropriate timelines to ensure recruitment to the new site(s)).

8.3   Course Rollout Procedure

8.3.1   Introduction

This process will apply where a Faculty Dean wishes to "rollout" an existing, approved course. For example, a course which is already being delivered at another BIMM University location.

Any decision to rollout an existing course to a new campus should be made at least one year in advance of delivery, and up to 18 months to ensure that the location can be included in the course details on the relevant prospectus, as well as on the website.

8.3.2   Stage 1 – Course Rollout form

- The Faculty Dean (or delegate) should complete the Course rollout form. This form will ask about the course to be delivered, as well as whether there is market demand and whether the campus has the facilities and staffing expertise to deliver the course. It is important that the person completing the form reads the original course approval documentation so that they can be certain that the course, as originally approved, can be delivered at the new location – and if not, what will be required to enable this.
- The Director of Postgraduate Studies must be consulted prior to a Master's course being proposed for rollout. Delivery of a Master's course will normally only be permitted at a campus which has delivered a full cycle of an undergraduate course in the same subject area, unless it can be demonstrated that they have either the staffing expertise in place to deliver the course, or that there is a strong market demand for the course in their geographical location.
- Where the decision is taken to delay the rollout of a Masters course, this may be added to the course rollout for a future intake – this will depend on the reasons for delaying (e.g.; to wait for completion of the undergraduate course within the same subject area) and will be subject to consideration by the Director of Postgraduate Studies before being submitted for approval to by the Commercial and Academic Planning Committee (CAPC).

8.3.3   Stage 2 – Executive Management Group (EMG) consideration and CAPC approval

- Completed forms are received by the Servicing officer to the Commercial and Academic Planning Committee (CAPC) which ultimately decides whether the course can be delivered at the new location.
- The Servicing Officer to CAPC will share the completed form with the relevant Pro-Vice Chancellor – Business Development for each Faculty, to ensure that they are aware of the proposal to deliver the course and receive clarification, in writing that the appropriate costings have been taken into consideration. More evidence may be requested at this stage.
- The Form will be submitted as a paper to the next meeting of CAPC, which will give final approval for the course rollout to proceed.
- One of the following two decisions will be reached:
    1) Course rollout not approved.
        - CAPC will advise the Faculty Dean and provide guidance as to the next appropriate launch date of the course rollout.
    2) Course rollout approved.

- The approval is recorded in CAPC minutes.
- The new location of the course is added to the "Product Roadmap" which lists all current and forthcoming courses.
- The course can now be advertised on the website and can be added to the prospectus[4], and offers can be made at the appropriate point in the cycle. The CAPC minutes will act as evidence of approval of the course rollout, and courses can only be added to the Roadmap at this point – this will support the Marketing team to be able to advertise the course, and for Admissions to enable applications via UCAS etc.

8.3.4   Monitoring

- If there are any outstanding actions, these will be noted as an action and will be monitored via CAPC. This means the University is assuring itself that the relevant campus of delivery will have evidence the appropriate facilities / staffing in place prior to teaching, but that this won't hold up the approval of the rollout.
- CAPC will receive evidence of any outstanding Actions in the Summer meeting prior to the first intake of students (or as soon as these are met – which may be at an earlier meeting).
- If there are any concerns around meeting these, mitigating actions will be required - for example, a temporary teaching location or staffing – until the original actions can be met. These should be submitted to CAPC to provide assurances that any potential effect on the student experience will be minimal.
- The Chair of CAPC reserves the right to raise any major concerns, which may impact the student experience, if actions are not met and there are no mitigating actions in place.

8.3.5   Removing a course from the roadmap

- Occasionally, there may be a situation where the rollout of an existing course is halted. For example, where recruitment figures fall short of expectations and would significantly impact the student experience.
- When this decision is taken, the decision will be submitted, via a paper, to CAPC by the relevant Faculty Dean with input from the relevant Pro-Vice Chancellor Business Development. This decision will then be approved by CAPC and recorded in the minutes. This will then trigger the removal of the course from the product roadmap.
- Relevant stakeholders will be made aware of this decision following the meeting of CAPC.

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[4] The Deputy Provost must approve all prospectuses prior to publication.

8.3.6 Rollout of existing courses – Flowchart

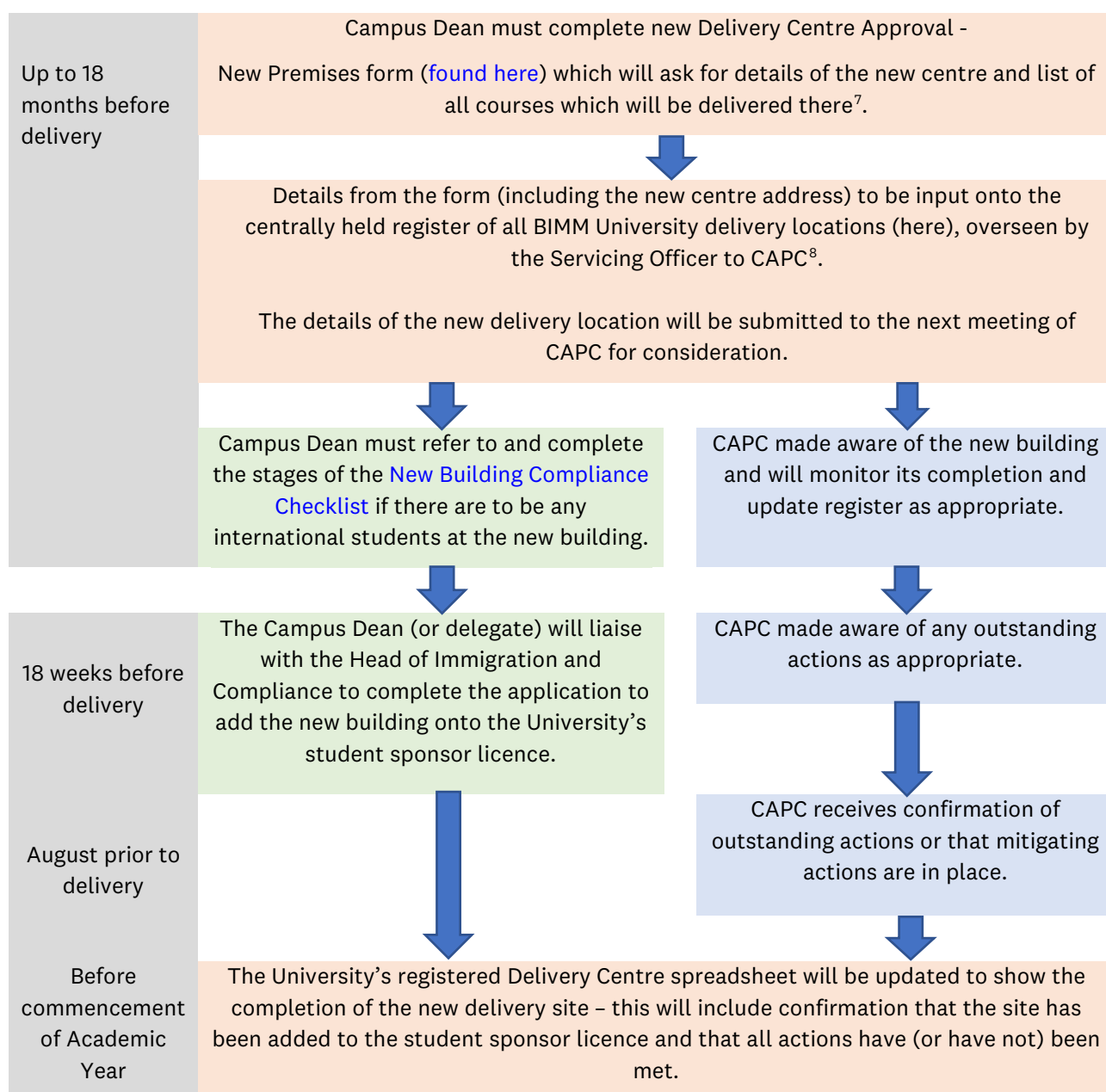|	
Up to 18 months before delivery	Faculty Dean (or delegate) completes course rollout form – approval regarding costings provided by relevant PVC Business Development[5].
	↓
	Proposal Submitted to CAPC for approval. → **Course rollout not approved – Faculty Dean and PVC Business Development Informed.**
	↓
	Decision to rollout course approved by CAPC
	↓
	Course added to "Product Roadmap" at the new delivery location
	↓
	Course can be advertised on website and on prospectus
13 months before delivery	CAPC oversees update of applicant information using roadmap
10-12 months before delivery	Admissions start making offers.
	CAPC made aware of any outstanding actions as appropriate.
c. 6 weeks prior to delivery	CAPC receives evidence outstanding conditions are met OR that mitigating actions are in place to support delivery of the course.

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[5] Director of postgraduate studies informed prior to course rollout of Masters Courses.

8.4   Centre Approval Procedure (New Premises)

This process should be used where a new building is being proposed– this may be under the following circumstances:

- an existing campus opening a new building (which either replaces or complements an existing site).
- an existing campus seeking a temporary venue to support teaching[6]
- a brand-new campus opening in a new location.

Up to 18 months before delivery	Campus Dean must complete new Delivery Centre Approval - New Premises form (found here) which will ask for details of the new centre and list of all courses which will be delivered there[7].	
	⬇	
	Details from the form (including the new centre address) to be input onto the centrally held register of all BIMM University delivery locations (here), overseen by the Servicing Officer to CAPC[8]. The details of the new delivery location will be submitted to the next meeting of CAPC for consideration.	
	⬇	⬇
	Campus Dean must refer to and complete the stages of the New Building Compliance Checklist if there are to be any international students at the new building.	CAPC made aware of the new building and will monitor its completion and update register as appropriate.
	⬇	⬇
18 weeks before delivery	The Campus Dean (or delegate) will liaise with the Head of Immigration and Compliance to complete the application to add the new building onto the University's student sponsor licence.	CAPC made aware of any outstanding actions as appropriate.
August prior to delivery	⬇	⬇ CAPC receives confirmation of outstanding actions or that mitigating actions are in place.
Before commencement of Academic Year	⬇ The University's registered Delivery Centre spreadsheet will be updated to show the completion of the new delivery site – this will include confirmation that the site has been added to the student sponsor licence and that all actions have (or have not) been met.	⬇

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[6] For example, a short-term venue. This must still be given consideration to international students.
[7] Only courses which have undergone course approval can be added to a new site. Any courses which are still pending approval can be added via the "Existing Courses (Rollout)" process.
[8] The Head of Quality Assurance and Enhancement Acts as the servicing officer to CAPC

8.5   Site visits

If premises are existing and established (e.g., when adding an existing course to a new campus), a visit will not always be required. The relevant Campus Dean or PVC Business Development will confirm appropriateness of the existing facilities for the new course. However, CAPC may commission a site visit if deemed necessary. Visits may be via video conferencing (e.g., Zoom). Where a course is approved at a course event, this may take place at the campus of delivery and can be carried out in tandem.

8.6   UKVI Approval of Sites

The importance of following the correct processes to ensure international students can be recruited cannot be underestimated. Every building used by any of the University's campuses must be approved by the Home Office to be able to recruit international students. The University would be in breach of its UKVI sponsor license if it were to teach students at a site which had not undergone approval. This applies to:

- Existing Buildings which have been in use for several years.
- External venues (where teaching is to take place).
- New buildings.

Campus Deans / delegates must use the New Building Compliance Checklist for ALL buildings including external venues which provides guidance to the requirements for UKVI approval. Please alert the Immigration and Compliance Team when new buildings are being considered. Teaching of international students must not take place until the University receives confirmation from the Home Office that the site has been added to our student sponsor licence.

8.7   Register of Approved sites

8.7.1   The University keeps a record of all teaching locations, maintained by the Head of Quality Assurance and Enhancement via CAPC, which can be found here.

Appendix 1 – Higher Education Courses and Campuses of Delivery 2023/24

Campus codes – BN = Brighton, BM = Birmingham, BL = Bristol, LN = London, DN = Dublin, HG = Hamburg, BE = Berlin, EX = Essex. <mark>Yellow</mark> = approved for delivery from 2024/25.

Faculty - MUSIC		Campus						
Course Title	Level(s)	BN	BM	BL	LN	MN	DN	BE
BA (Hons) Electronic Music Production	4-6	Y	Y	Y	Y	Y		
BA (Hons) Event Management	4-6	Y	Y	Y	Y	Y		
BA (Hons) Music and Sound Production	4-6	Y	Y	Y	Y	Y		
BA (Hons) Music Production	4-5							Y
BA (Hons) Music Business	4-6	Y	Y	Y	Y	Y	Y	Y
BA (Hons) Music Marketing, Media and Communication	4-6	Y	Y	Y	Y	Y		
BMus (Hons) Songwriting	4-6	Y	Y	Y	Y	Y		Y
BA (Hons) Popular Music Performance	4-6	Y	Y	Y	Y	Y		Y
BA (Hons) Music Business & Event Management	4-6	Y	Y	Y	Y	Y		
BA (Hons) Music Production & Music Business	4-6	Y	Y	Y	Y	Y		
BA (Hons) Popular Music Performance & Event Management	4-6	Y	Y	Y	Y	Y		
BA (Hons) Popular Music Performance & Music Business	4-6	Y	Y	Y	Y	Y		
BA (Hons) Popular Music Performance & Music Production	4-6	Y	Y	Y	Y	Y		
BA (Hons) Popular Music Performance & Songwriting	4-6	Y	Y	Y	Y	Y		<mark>Y</mark>
BA (Hons) Songwriting & Music Business	4-6	Y	Y	Y	Y	Y		<mark>Y</mark>
BA (Hons) Songwriting & Music Production	4-6	Y	Y	Y	Y	Y		
MA Popular Music Practice	7	Y	Y	Y	Y	Y	Y	Y
MA Learning and Teaching in the Creative Industries	7	Y		Y				
Foundation Diploma Professional Musicianship	4						Y	
Foundation Diploma Music and Audio Production	4						Y	
Foundation Diploma Music Business	4						Y	
BA (Hons) Commercial Modern Music (TU Dublin, Franchise)	6-8 [9]						Y	

PERFORMING ARTS		Campus				
Course Title	Level(s)	EX	BM	BN	MN	BE
BA (Hons) Musical Theatre and Dance	4-6	Y	Y			
BA (Hons) Acting for Stage, Screen and Digital Media	4		Y			Y [10]
BA (Hons) Performing Arts	4-6			Y	Y	
MA Performing Arts (New)	7	Y				

SCREEN AND FILM		Campus			
Course Title	Level(s)	BN	MN	BM	BE
BA (Hons) Filmmaking	4-6	Y	Y	Y	Y
BA (Hons) Film Business and Production	4-5	Y	Y		
BA (Hons) Production Design for Screen and Film	4-5	Y			
BA (Hons) Hair and Makeup for Screen and Film	4-5	Y			
MA Screen and Film Production	7	Y			

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[9] National Framework of Qualifications, QQI Ireland (equivalent to levels 4-6 FHEQ)

[10] Delivered via the Screen and Film Faculty in Berlin

Delivered to be approved from 2024/45

CREATIVE TECHNOLOGIES		Campus				
Course Title	**Level(s)**	**EX**	**BM**	**BN**	**MN**	**BE**
BA (Hons) Games Design and Development	4					**Y**
BA (Hons) Games Art and Technology	4					**Y**
BSc (Hons) Games Technology	4					**Y**