



BIMM
INSTITUTE



INSTITUTE FOR
CONTEMPORARY
THEATRE

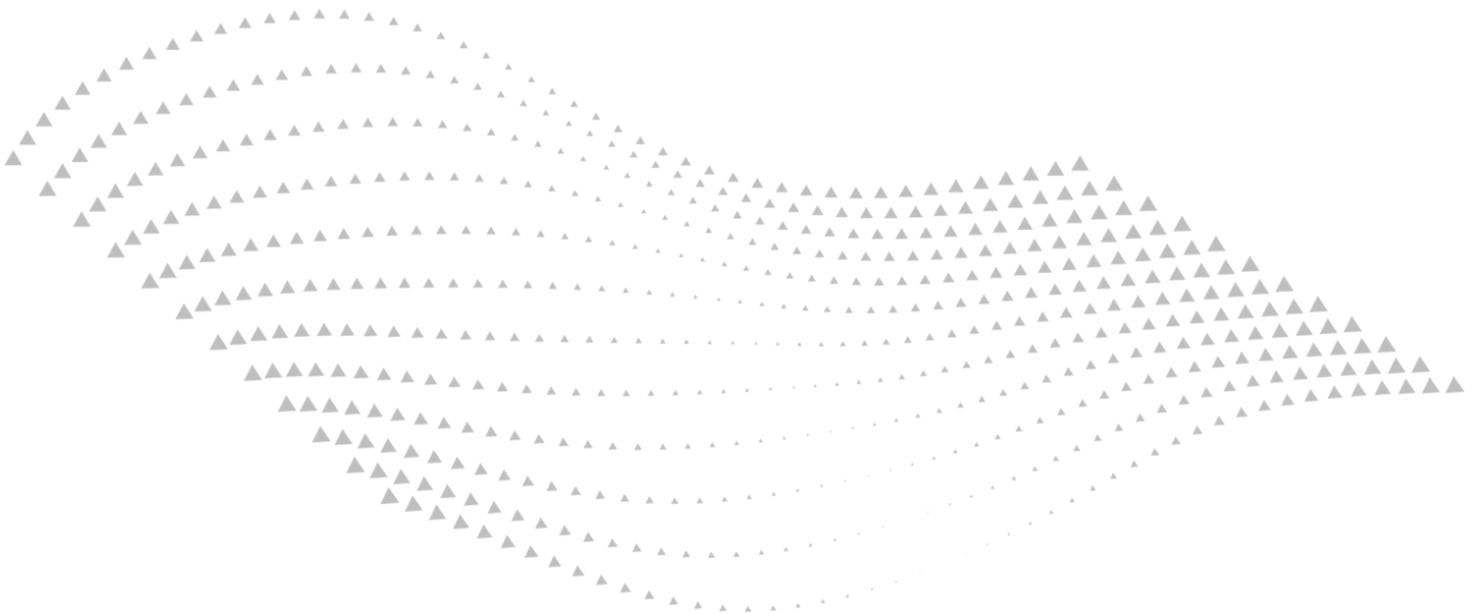


PERFORMERS
COLLEGE



SCREEN AND
FILM SCHOOL

Quality Handbook



Last approved: September 2021

Approved by: Academic Board

Next review due: September 2025

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INTRODUCTION

Foreword

This Quality Handbook contains information about the range of processes that we at BIMM Institute, Performers College, ICTheatre and Screen & Film School (collectively referred to as the Institute) use to protect the student experience and to ensure that provision is designed, developed, approved and monitored to meet the expectations of our external stakeholders such as our awarding bodies, the [Office for Students \(OfS\)](#) and the [Quality Assurance Agency \(QAA\)](#). This document is published with a view to making it easier for students and the wider public to access information published about the Institute's courses and particularly how quality and standards on those courses are assessed and maintained.

The processes in this handbook apply to every course which leads to a BIMM 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 Centre Approval Procedure (See Chapter 8).

Some students at the Institute are also enrolled on courses which are validated 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 Institute which apply to all students, and these are highlighted in the Handbook as appropriate. Partner provision is also listed in Appendix 1.

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 Quality Handbook should also be read in conjunction with the [Higher Education Quality Assurance & Enhancement Policy](#).

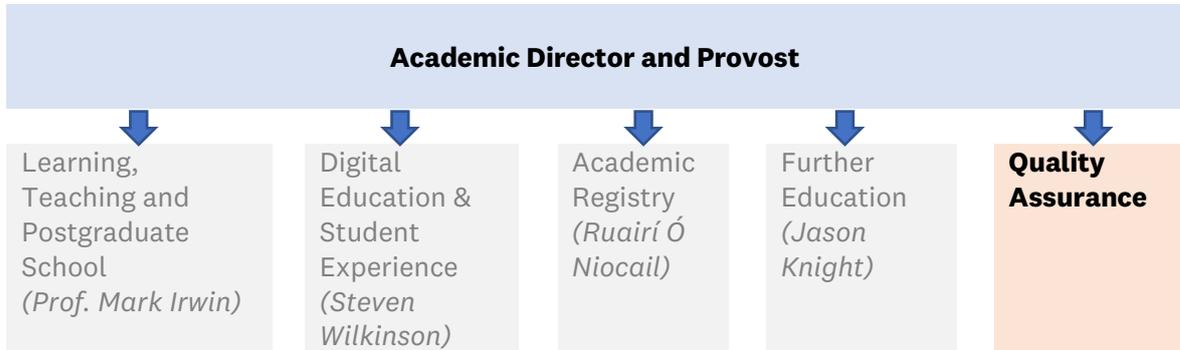
This Handbook has been developed for the Institute and approved by Quality Assurance & Compliance Committee (QACC); the Head of Quality Assurance is responsible for maintaining and updating it on QACC's behalf. This is an evolving document, containing processes and procedures which are reviewed annually by QACC to ensure a continual process of reflection and enhancement.

For queries relating to the guidance outlined in this handbook, please contact:
qualityassurance@bimm.co.uk

Karyn Woolcock
Head of Quality Assurance
September 2021

The Quality Assurance Team

The Quality Assurance Team sits within the remit of the Institute’s Academic Director & Provost, alongside the following central academic services:



The Quality Assurance Team is headed by Karyn Woolcock, Head of Quality Assurance and includes:

Name	Title	Areas of Responsibility (not exhaustive)
Will Renwick	Senior Quality Assurance Officer	Student Surveys Complaints and Appeals
Nick Wright	Quality Assurance Officer	Further Education (all FE QA) Consumer Protection Compliance Committee Annual Monitoring Output (HE)
Maddie Carver	Quality Assurance Officer	External Examiners Module Review Quality Assurance and Compliance Committee

The main Quality Assurance SharePoint site, accessible to all staff at BIMM, can be found [here](#).



Key to Common Acronyms & Initialisms

ACRE	Annual Course Review & Enhancement
AMR	Annual Monitoring Report
BoS	Board of Studies
CEP	College Enhancement Plan
CP	College Principal
DLT	Digital Learning Team
EE	External Examiner
GCR	Group Course Report
GMR	Group Module Report
HELTEC	Higher Education Learning, Teaching & Enhancement Committee
HELTS	Higher Education Learning & Teaching Strategy
HoE	Head of Education
HoLT	Head of Learning & Teaching
HoQA	Head of Quality Assurance
LCR	Local Course Report
LMR	Local Module Report
QA	Quality Assurance
QACC	Quality Assurance & Compliance Committee
QAO	Quality Assurance Officer
SQAO	Senior Quality Assurance Officer
SRF	Student Representation Forum
UKQC	UK Quality Code
UKVI	UK Visas & Immigration

CHAPTER 1 – QUALITY FRAMEWORK

The BIMM Quality Framework is based on guidance from the [UK Quality Code](#) (UKQC). The content of the BIMM Quality Handbook and accompanying Higher Education Quality Assurance and Enhancement Policy take cognisance of the revised Code.

The QAA states that “Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.”

Therefore, in line with the guidance in the UK Quality Code, the Institute aims to ensure that it meets all the expectations for quality, via the following **core practices**:

- The provider has a reliable, fair and inclusive admissions system. 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 Institute also aims to meet of the following **common practices** of the UKQC:

- 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.



CHAPTER 2 - THE QUALITY CYCLE

Quality Assurance at the Institute follows a Quality Calendar (see section 2.3), a cyclical timeline 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 the External Examiner Reports and Annual Monitoring Reports for 2019/20 will be considered at the start of session 2021/22 (further detail on each of the processes is provided throughout this Handbook). A comprehensive timeline can also be found in [Appendix 2](#).

Academic Year 2021/22													
Semester 1 2021/22 27/09/2021 – 21/01/2022					Semester 2 24/01/2021 – 21/05/2021				Summer Semester (MA Semester 3)				
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	May	Jun	Jul	Aug	Sep
UG Progress / Award Boards// 2020/21 Sussex EE Responses // 2020/21 EE reports submitted//	2020/21 BIMM ACRE Course Reports submitted// Colleges to liaise with HoQA to complete Institutional Sussex AMR//	All UG Course Reports considered at Subject-Level BoS// Institutional ACRE Report – End of ACRE Process// S1 QACC (consider 2020/21 EE reports and actions) // MES S1 go live.	2020/21 Institutional Sussex AMR to AcBd // 2020/21 Institutional Sussex AMR to Sussex // 2020/21 Sussex EE Summary to AcBd // 2020/21 Institutional ACRE Report submitted to AcBd //	Complete Semester 1 module reports 2021/22 // MES S1 close // NSS goes live//	NSS Opens //	S2 QACC//	NSS Closes // S2 HELTEC - Consider S1 module Review amends //	Complete Semester 2 module reports (BIMM) // MES S2 go live//		Analysis of MES results // BIMM UG Awards board// ACRE S2 Module Reports Finalised //	NSS results// BIMM UG retrievals board// Summer HELTEC – consider S2 Module Review amends//	UoS MLRs finalised //	Complete remaining MA module reports - (Course Leader) // PG Exams Board 2020/21 UG resits boards// NSS 2022 Results considered at AcBd//
CMA timeline for modifications													
	Course review/ monitoring reports (inc. any proposed changes), submitted to and approved by QACC subcommittee	2022/23 applicant pre-contract information drafted (1 st Nov)	2022/23 applicants' pre-contract information finalised (1 st Dec)	2022/23 Applicants sent pre-contract information (Jan/Feb)		Changes to courses / modules (based on AMR comments) considered and approved via HELTEC.	2022/23 Applicants sent revised pre-contract information (where applicable) – early May 2022						



Academic Year 2022/23¹			
Semester 1 2022/23			
TBC late Sept 2022 – End Jan 2023			
Sep	Oct	Nov	Dec
UG Progress / Award Boards //	2021/22 ACRE Course Review //	All UG Course Reports considered at Subject-Level BoS //	2021/21 Institutional Sussex AMR to AcBd //
2021/22 Sussex EE Responses //	Colleges to liaise with HoQA to complete Institutional Sussex AMR for 2021/22 (FINAL) //	Institutional ACRE Event – End of ACRE Process for 2021/22//	2021/21 Institutional Sussex AMR to Sussex //
2021/22 EE reports submitted//		S1 QACC (consider 2021/22 EE reports and actions) //	2021/22 EE Summary to AcBd //
			2021/22 ACRE Report submitted to AcBd //

CHAPTER 3 – ANNUAL COURSE REVIEW AND ENHANCEMENT

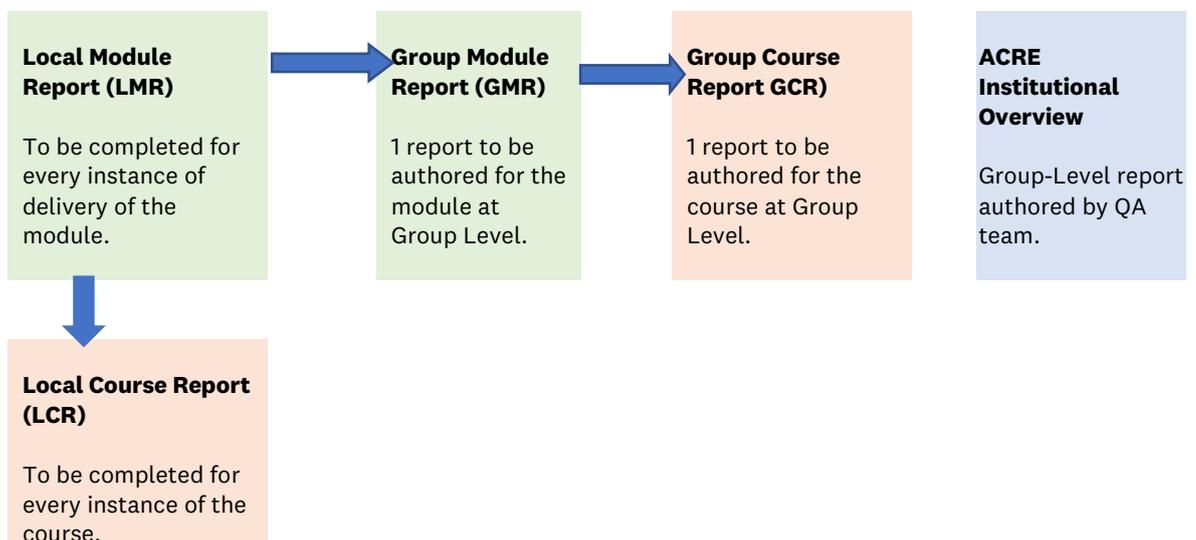
*This Annual Monitoring guidance applies to the reflection of the **2020/21 Academic Year** (for reporting in session 2021/22). This guidance does not relate to courses awarded by any of the Institute’s partner institutions.*

3.1 Introduction

- 3.1.1 The Institute 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](#). Annual Course Review and Enhancement (ACRE) is a continual cycle of review and enhancement, operating semesterly and culminating in an end of year institutional oversight. It supports other review mechanisms operating across the Institute.
- 3.1.2 ACRE allows the Institute to:
- Consider evidence to confirm the academic standards of its awards.
 - Gather evidence to consider students’ learning opportunities and experience.
 - Identify good practice.
 - Strengthen accountability.
 - Take informed action to enhance its modules and courses.
- 3.1.3 ACRE is an ongoing process which provide a reflection of the performance of modules and courses at group-level. It is a continual cycle of review and enhancement, allowing for enhancement within year, at module level, designed to fit into the Institute’s semesterised academic calendar (moving away from the traditional annual reflection on performance and feedback on the Institute’s courses).
- 3.1.4 Although the Institute’s provision is delivered across a variety of distinct delivery locations, ACRE considers the delivery of all modules / courses across all locations. The rationale in support of a centralised approach to annual monitoring is to look holistically and coherently at the student experience. This approach also allows a more local perspective to be taken on course and modular issues, encouraging colleagues to reflect on all aspects of provision and support with a view to continuous improvement.

3.2 The ACRE Process

3.2.1 Reporting structure:



3.2.2 As outlined in the figure above, ACRE consists of two main elements – Module Review (where review is according to set criteria and is undertaken locally before being considered at Group Level) and Course Review. Teams will review a variety of evidence including external examiner reports, student progression and award data, student feedback and survey outcomes (including the NSS and MES), Boards of Study minutes, professional body reports, and any internal or external review reports (see diagram below).

3.2.3 ACRE culminates in an institutional event at the end of the review cycle. This is a peer-based event, consisting of at least one representative from each course. This will be an opportunity for good practice to be shared and actions proposed to enhance the course in the next year of delivery (see section 3.4 for 2021/22 variation).

3.2.4 All report templates, completed reports and supporting information relating to ACRE can be found on the [Annual Course Review & Enhancement \(ACRE\) SharePoint](#) pages of the Quality Assurance SharePoint site. [Templates can be found here.](#)²

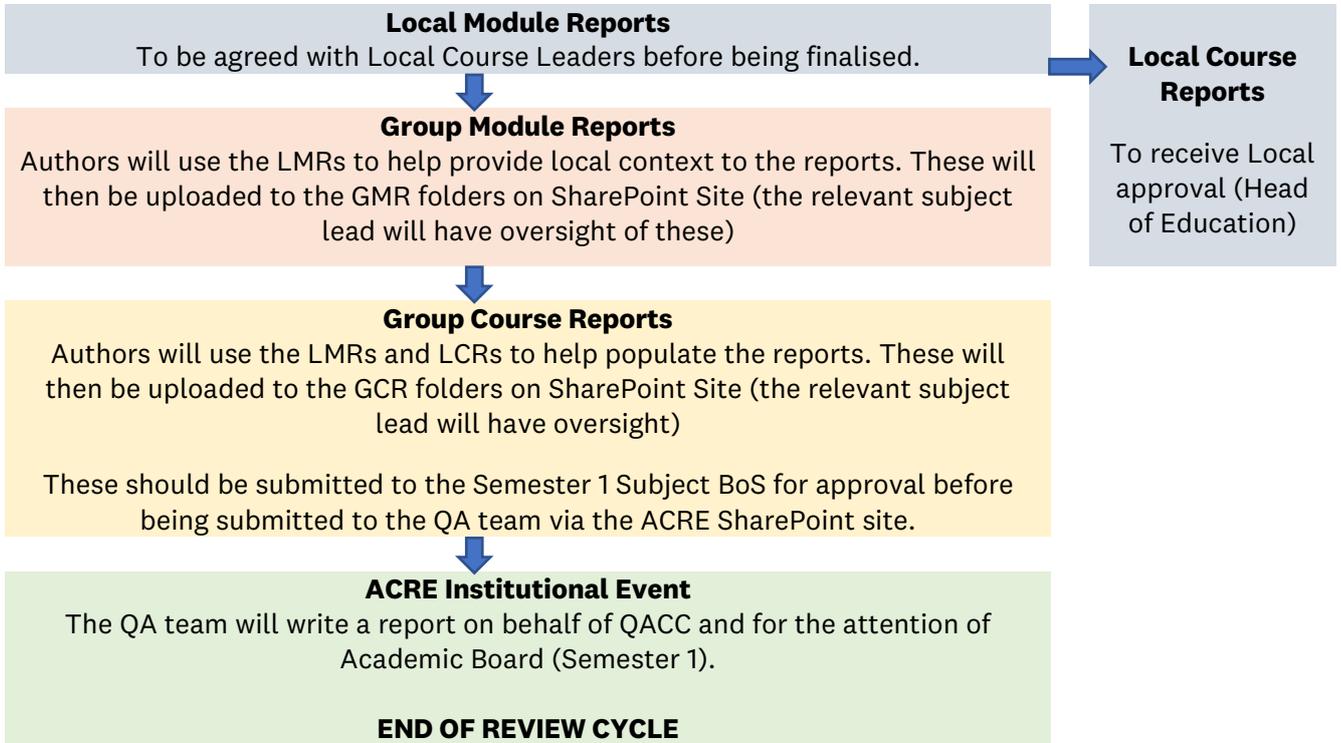
3.2.5 Reports (See Appendix 2 for detailed timeline for completion)

Report	Author	Key areas of consideration (see reports for full details)	When
<p>Local Module Report (LMR)</p> <p>This report will reflect upon delivery of the module at the specified college of delivery.</p> <p>That LMRs provide the relevant College of delivery with useful data and actions to enhance the student experience.</p>	<p>This will normally be written by the Lead Lecturer / Principal Lecturer / Module Leader (or equivalent).</p>	<ul style="list-style-type: none"> Local MES results / other student feedback (e.g., SRFs, Boards of Studies). Factors relating to student performance / attendance. Suggestions for module improvements. 	<p>End of each semester.</p>
<p>Group Module Report (GMR)</p> <p>This report will reflect upon the performance of the wider module across all locations of delivery.</p>	<p>These will be authored by a representative from the module. Each College is responsible for agreeing the author will be and providing the name to the QA team by 31st October annually.</p>	<ul style="list-style-type: none"> LMRs Factors relating to student performance / attendance. Module-Level EE Exam board comments. 	<p>End of each semester, following completion of LMR</p>
<p>Group Course Report (GCR)</p> <p>This report will reflect upon the performance of the wider module across all locations of delivery.</p>	<p>These will be a nominated person from the course across the group, or a subject specialist – tbd and HoQA advised.</p>	<ul style="list-style-type: none"> GMRs LCRs Course-Level EE Exam board comments EE Reports Achievement, satisfaction, progression data 	<p>End of each Academic Year – finalised following final resit boards and completion of LCRs</p>
<p>Institutional Report</p> <p>This report will be produced centrally by the Quality Assurance Team and summarise all Course Reports. For 2020/21 and 2021/22 this will encompass all course reporting across the group.</p>	<p>Quality Assurance Team</p>	<p>Group Course Reports</p>	<p>By Semester 1 AcBd each year.</p>

² Uploaded following S1 QACC 26th November 2021

ACRE Stages and Sign-Off

All completed forms should be uploaded to the ACRE SharePoint site, which also contains supporting documents and timelines. Authors of GMRs and GCRs will find completed LMRs and GMRs here for reference.



3.2 Module Review

- 3.3.1 ACRE’s semesterly based model allows for module review to take place in-year. When writing a GMR, the author must identify areas for enhancement and propose these to the relevant Course Leader / Subject Lead who will present these changes for review in accordance with our [Course Approval & Modification Procedures](#).
- 3.3.2 It is important that students are consulted in the modification process by presenting module changes to students at Boards of Studies (Bos) meetings, which are grouped by Subject³. EEs must also be informed of changes and provide approval depending on the level of change.



3.4 2021/22 Adjustment

For 2021/22, the course reporting element will take place via a “top-down” approach to allow for high-level scrutiny of the courses across the group during their first year of implementation, led by the Quality Assurance team. This will allow a directed focus on achievement, progression, non-submission, student satisfaction and non-continuation across the entire suite of undergraduate courses in their first two years of delivery. Module Review will be carried out as planned and in accordance with the approve process.

The full ACRE process including groupwide Course Reporting will be implemented for the 2022/23 academic year to ensure there is a collective groupwide ownership of the process during the final year of our first full cohorts of undergraduate courses.

3.5 Enhancement Plans

3.5.1 Enhancement Plans are a key output from our review processes. These exist in the forms outlined below:

Level	Details:
College-Level E.g., <i>College Enhancement Plan</i>	These would include: <ul style="list-style-type: none"> • Actions arising from student surveys relating to the local student experience • EE comments relating to a specific college
Course-Level	These may include: <ul style="list-style-type: none"> • Actions arising from ACRE (only where these have not been resolved in-year as part of the Module Review process). • EE Action Plans (where recommendations are not directed at a specific college).
Institution-Level E.g., Action Plans relating to our awarding bodies.	These may include: <ul style="list-style-type: none"> • Actions which are more strategic in nature and would affect each or multiple colleges. • Actions relating to academic regulations and student-facing policies and procedures. • Any other actions relating to our awarding body’s processes are managed at institution-level.

CHAPTER 4 – MODERATION

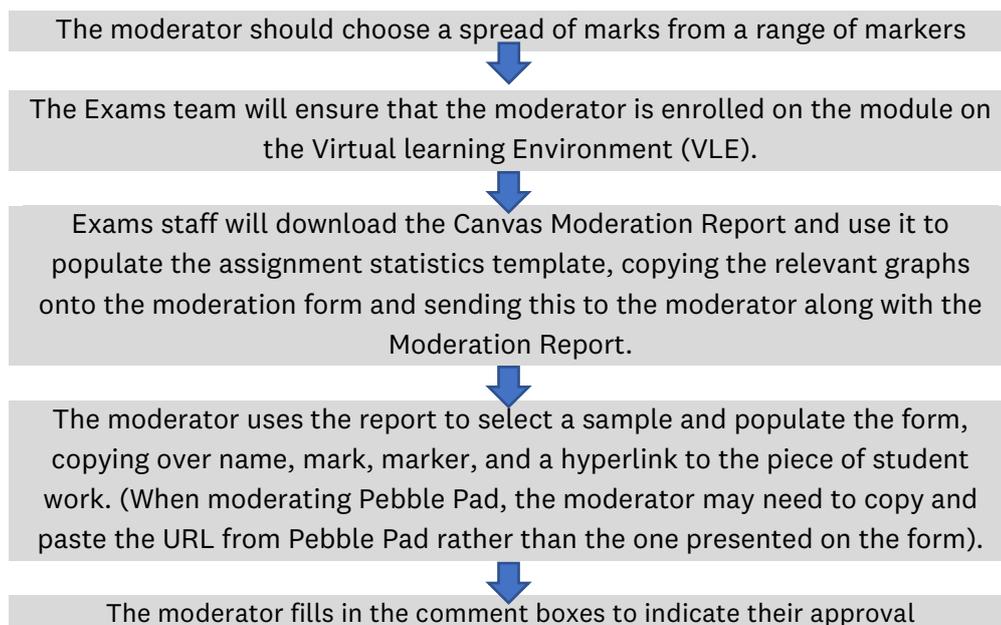
This Chapter does not intend to duplicate our existing Marking and Moderation policy and Procedure outlined in our [Academic Regulations](#) – instead, this guidance is designed to complement our existing documentation by providing more detailed direction on our processes.

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 section 7 of our [Academic Regulations](#), 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 the [Academic Regulations](#).

4.2 Moderation process - Flowchart



4.3 Cross-College moderation

4.3.1 Because BIMM 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-college” but across the group. Full details of this and how the moderation will be shared can be found on the [Quality Assurance 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 Award.

EEs which are assigned to University of Sussex awards are subject to the guidance/forms outlined within the [University of Sussex Partner Handbook](#).

5.1 External Examining at BIMM

- 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 Institute. In doing so they are expected to provide informative comment and recommendations upon whether:
- The threshold academic standards set for the Institute’s awards in accordance with the FHEQ and applicable subject benchmarks are being maintained
 - The assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in line with the Institute’s policies and regulations
 - The academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience.
- 5.1.2 At least one external examiner must be appointed to each course or subject area that leads to an award of the Institute. 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 Head of Quality Assurance will monitor EE vacancies and seek suitable candidates where appropriate, normally via the JISC External Examiners mailing list. Relevant Course Leaders may be consulted and if a suitable candidate is found, they will be asked to complete a nomination form.
- 5.2.2 If suitable, the proposed EE can be nominated using the External Examiner Nomination Form. This should be completed and sent to externalexaminers@bimm.co.uk or directly to the Head of Quality Assurance.
- 5.2.3 Nomination forms will be considered by QACC, which will recommend EEs to Academic Board for approval. No person may act in any capacity as an External Examiner until their appointment has been approved by Academic Board upon recommendation by QACC.
- 5.2.4 Once approved, the EE will be formally notified of their appointment by the Head of Quality Assurance. 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.
 - The BIMM External Examiner Handbook.
- 5.2.5 External Examiner Tenure is normally for a 4-year period – however, this can be extended in exceptional circumstances, determinable on a case-by-case basis.

5.3 External Examiner Exam Board Process

- 5.3.1 External Examiners will be required to provide samples prior to the module boards at the end of each Semester (or the end of Semester 2 if long-thin). This is provided to EEs via links on the moderation form ([see also Chapter 4](#)). EEs provide comments on the External Examiner Module Feedback Form and the Quality Assurance team is responsible for making these available to Heads of Education and Exams teams via the [Quality Assurance SharePoint site](#).
- 5.3.2 The Heads of Education (via the Course teams) are responsible for addressing any areas of concern in the EEs feedback. 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 commented on at boards but does not require to be urgently implemented.

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 Institute's provision. These are provided to EEs at the start of the year and should be submitted 6 weeks following the relevant progression and awards boards. The Quality Assurance Team will make all of the previous year's reports available via the [Quality Assurance SharePoint site](#).
- 5.4.2 The Quality Assurance team is responsible for pulling together an action plan which will list all recommendation from EEs, providing an opportunity for an overall response as well as targeted actions. This process is overseen by QACC. Course teams must respond to the External Examiner reports, particularly to address any areas of concern arising from these. Any matters which require further attention should be highlighted on the course, college, or institutional action plan as appropriate.
- 5.4.3 EE report comments are combined into an institutional summary report, which 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 Institution-Level. There will be separate reports for Sussex and BIMM EE comments.
- 5.4.4 Actions arising from the EE reports should also inform the College Enhancement Plans (CEP) and other operational plans as appropriate ([see also Chapter 3](#)).
- 5.4.5 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 [Academic Regulations](#). The timeline of the above activities is detailed in [Appendix 2](#).

CHAPTER 6 – STUDENT INVOLVEMENT IN QUALITY

This Chapter is applicable to all courses and its students studying on any Higher Education course at BIMM, regardless of awarding body.

6.1 Introduction

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

6.2 Module Evaluation Surveys

6.2.1 Module Evaluation Surveys (MES) form an important part of the Institute’s quality processes - they are conducted each year to allow students to inform the Institute what they think about each module, including the opportunity to comment on its operation, the curriculum content, the tutor and assessment and feedback. The feedback allows course teams to ensure that modules are meeting their intended outcomes, as well as enabling the continual improvement of modules.

6.2.2 For every module a student undertakes at each College, the Institute will provide them with the opportunity to provide feedback. We use an online system for module evaluations (EvaSys) that allows us to collect information anonymously. Towards the end of each module the evaluation will open on the students’ module page in the Virtual Learning Environment (VLE) Canvas. The students are provided with a statement, to which they can choose: “strongly disagree; disagree; agree; strongly agree”. These questions are approved in the Semester 1 QACC meeting each year and can be found [here](#) following approval.

6.2.3 Who is involved?

- The QA Team is responsible for administering and managing the MES process.
- College Lecturers are required to 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.
- Heads of Education and Course Leaders review the MES results. The Quality Assurance Team then disseminate these to Lead Lecturers (LL) / Module Leaders (ML) / Principal Lecturers (PL) as appropriate
- The analysis of student feedback gained through MES is normally undertaken by the Lead Lecturers / Module Leader or by other member(s) of staff directly involved in the delivery of the module.
- Course teams will consider MES results when writing their module reports (see Chapter 3).

6.2.4 Where can students access the survey?

- Students will be able to access the survey on the Virtual Learning Environment (VLE), Canvas from the relevant module page.
- Additionally, from 2021/22, students will be sent emails from studentsurveys@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 for completion. The emails will be managed by the Quality Assurance team.

- 6.2.5 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). If possible, Lecturers should give students 5-10 minutes in class while surveys are live, to complete the MES for their module.
- 6.2.6 Students can complete the survey 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 survey for each module they are studying, lecturers only need to give them time to complete the survey relating to that particular module.
- 6.2.7 Module Leaders / Lead Lecturers comment on MES results in their module reporting, include a description of how they plan to respond to student feedback and 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. Colleges, via their College Enhancement Plan (CEP), 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 QACC and included in the Institute’s annual Academic KPI report. All MES results [will also be shared here](#) as soon as they are available.
- 6.2.8 Further details of the surveys are shared by the Senior Quality Assurance Officer prior to commencement of each cycle (see section 5.5.1, for the 2021/22 survey schedule) and these will also be shared via the [Quality Assurance SharePoint site](#).

6.3 The National Student Survey (NSS)

- 6.3.1 The [National Student Survey \(NSS\)](#) is a UK-wide survey of mostly final year undergraduates in England, Northern Ireland, Wales, and Scotland so the government can assess the quality of students’ degrees.
- 6.3.2 The NSS is commissioned by the [Office for Students \(OfS\)](#), on behalf of the UK funding and regulatory bodies, and will be administered by [Ipsos MORI](#), an independent research company. The NSS results are made available to participating providers annually and are published nationally on the [OfS](#) and [Discover Uni](#) websites.
- 6.3.3 The NSS gathers students’ opinions on the quality of their courses which helps to:
- inform prospective students’ choices
 - provide data that supports universities and colleges to improve the student experience
 - support public accountability
- 6.3.4 Students are provided with 27 statements relating to their experience of studying at BIMM, relating to learning and teaching, assessment, resources, and facilities, to which they must either agree/disagree on a 5-point sliding scale. Last year’s questions can be found in [Appendix 3](#) of this document.
- 6.3.5 The National Student Survey (NSS) 2022 will launch at the Institute in early February 2022 (please see section 6.5.1 for the indicative schedule). Promotion of the NSS at a localised level is a key factor in achieving the required response rates for results to be made publicly available. Good response rates ensure that NSS data can be made available to prospective students, providers, and students’ unions to support student choice and quality enhancement.

- 6.3.6 Local marketing of the survey cannot be over-emphasised. Although Ipsos MORI can communicate with non-responsive students and encourage participation, we are in the prime position to raise awareness of the survey, convey its importance and encourage participation. All internal marketing activity should have the aim to raise awareness of the NSS amongst mostly final year undergraduate students and encourage students to give honest and anonymous feedback on their course experience.
- 6.3.7 It is important that only eligible students are contacted to complete the survey. All students studying on the final year of their course will be surveyed in their expected final year of study. In addition:
- Students who have withdrawn from study during their final year will be included in the survey as their feedback is equally valuable.
 - Students repeating their penultimate year in 2021 will be surveyed (NOT when they eventually progress to their final year) unless they are specifically submitted for removal.
 - Students who changed their course arrangements, but were originally expected to graduate in 2021, will only be eligible this year and not when they eventually reach their final year, unless specifically submitted for removal.
 - Students who were already surveyed in 2020 will not be surveyed in 2021.
- 6.3.8 It is important that as many students as possible provide their feedback for the survey to generate reliable information. In order for results to be made publicly available on the OfS and Discover Uni websites, a publication threshold of a minimum of both 10 respondents and 50% response rate has to be met. NSS data remains an important tool for helping prospective students make decisions about what and where to study in the future. Staff should encourage eligible students to complete the NSS in an honest way. The survey is anonymous.
- 6.3.9 When the survey commences, eligible students will be sent an invitation email to complete the NSS. Those who have not completed the survey may later be contacted via telephone. Early online completion is desirable so please make your students aware of the NSS and encourage them to take part in the survey online (via computer or mobile device) before the deadline.
- 6.3.10 Students should be encouraged to complete the survey, but staff are requested to ensure students are:
- Encouraged to give their honest feedback on what they liked and did not like about their course.
 - Not asked to fill in the survey while a member of staff is overseeing their responses or made to feel that their responses are being monitored.
 - Not encouraged to reflect in their answers anything other than their genuine perception of their experience.
- 6.3.11 NSS results are released in July each year, and are scrutinised by Executive Management Group, QACC and Academic Board. Where necessary remedial action is taken to address areas of concern or low performing College(s) and course(s).

6.4 Other Surveys

- 6.4.1 End of Year Survey (Germany only) – As the NSS is for UK based students only, to ensure that comparable data can be sought for students on its German Colleges, 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.
- 6.4.2 Mid-Year Survey – this survey is also based on the same questions as the NSS, however is open to all UK and Germany students in their first and second years of study. This is not to allow

students the experience of completing the survey, before the NSS in their final year, but also provide the Institute with meaningful data on each year of study and the opportunity to enhance the student experience / share good practice – to allow students to benefit before they graduate.

- 6.4.3 [Studentsurvey.ie \(BIMM Dublin only\)](#) – eligible students who undertake this survey are at BIMM Dublin only and are franchise students of TU Dublin. This is a new survey and results have yet to be obtained or 2020.

6.5 Survey Schedule

- 6.5.1 Please see Appendix 2 for a detailed timeline of how the surveys feed into our review activities. Dates may be subject to change – please see the Quality Assurance SharePoint site [here](#) for the most up to date survey schedule (published following S1 QACC).
- 6.5.2 In line with the indicative survey schedule, the Senior Quality Assurance Officer will communicate with key contacts in each college, 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 SharePoint site](#).

6.6 Student Committee Guidance

- 6.6.1 Students are represented on a number of the Institute’s Academic committees. A list of student representation required for committees is sent to the Colleges at the start of each academic year, and student reps can sit on committees from Semester 1. Colleges should liaise with the appropriate Committee Secretary to provide the students’ details.
- 6.6.2 In most cases, student representatives on Institute committees are full members, i.e. they are eligible to attend and speak at meetings and “have their say”, voting where appropriate. Students play an important role in decision-making within BIMM and participating in the Institute’s system of governance can be a valuable experience in many ways.
- 6.6.3 Being part of a committee can help students to understand, and allow them to contribute to, the processes of decision-making within the Institute. It can widen their experience and knowledge of the Institute and it can inform your understanding of policy and decision-making structures more generally, including those which they might encounter in their post-Higher Education career.
- 6.6.4 The role of Student Reps is detailed in full in the Institute’s [Student Representation Scheme](#), and further guidance for students sitting on BIMM Committees can be found in [Appendix 4](#).

CHAPTER 7 – STUDENT EXPERIENCE REVIEWS

7.1 Introduction to Student Experience Reviews

7.1.1 The Institute is dedicated to reviewing its provision, via Annual Course Review (See also Chapter 3) or via Periodic Review of its provision (as outlined in the [Periodic Review Policy](#)). Additionally, the Institute is committed to the continual enhancement of the student experience, and as part of this process Student Experience Reviews (SER) are undertaken each year. These take place at (at least) one different College each year. The main aim of the SER is to improve the student experience at BIMM by:

- understanding any underlying issues that impacted on recent (colleges should consider the past three years' worth of the following data):
 - NSS results and student feedback
 - attendance and retention
 - examination board outcomes
 - progression rates
- reviewing the impact of recent enhancements such as restructuring, or initiative introduced to enhance student support and guidance
- identifying areas of good practice
- making recommendations for the improvement and enhancement of the student experience.

7.1.2 Colleges for review have, in the past been determined based on outcomes from the NSS. However, there are several other determining factors for reviewing a college and from 2021 onwards, the reviews have become more proactive and less reactive.

7.1.3 Before the event, a Panel will be convened which will consist of:

- Chair (normally the Head of Quality Assurance)
- One Senior staff member from a central group function
- One Senior academic staff member (from a different college than that which is under review)
- One student member (from a different college than that which is under review)
- A Secretary to the Panel (a member of the Quality Assurance team)

7.2 Preparation

7.2.1 The College Management Team (CMT) of the College under review should prepare a short Self-Evaluation Document (SED) ([Template here](#)) to be shared with the Panel in advance. The SED will direct the team to address a number of key areas (as outlined in 6.1) and provide evidence to support these claims.

7.2.2 The SED will form the basis of the SER Panel's line of questioning before and during the event. The Panel will scrutinise and decide which lines of enquiry to follow. Targeted questions are then sent to the team, to allow them to prepare. Additionally, the Panel may ask the team for additional evidence or supplementary information.

7.3 The Event

7.3.3 Following receipt of information from the College Staff, the Panel will convene a series of meetings (see chart in section 7.4).

7.3.4 There will be a degree of flexibility as to how the meetings are undertaken - these should take place over no more than three days but at a minimum, and some of these meetings may take

place via videoconferencing (e.g., Zoom) but at a minimum the Panel will spend at least one day at the College under review. The one day on-site at the College will allow the Panel to undertake teaching observations (where appropriate) and meet with students.

7.4 Sample Agenda / Timeline

College Principals will be made aware that their college is subject to review at the start of each Academic Session (see also schedule in 7.6). The table below shows an indicative timeline of what will be required during the preparation / event / post-event stages. Attendees noted here are not exhaustive and the Quality Assurance team will liaise with the College under review to request key staff and ensure they are available.

Timeline	Item	
	Panel Convened	Preparation
6 weeks	College prepares SED	
	SED submitted to Quality Assurance team	
2 weeks	Panel meeting To discuss SED and identify Lines of Enquiry	
1 week	Lines of Enquiry presented to College Principal	
Over 3 days – order may vary	Meeting - College Principal (and Exec Principal) To discuss strategic student experience issues.	The event (Meetings to be intersected with Private Panel meetings)
	Meeting - Senior Academic Managers To consider the Student Learning Experience. May include Head of Education, Head of Learning & Teaching.	
	Meeting - Students and Student Representatives To consider the Student Learning Experience (will be on site)	
	Teaching Observations (will be on site)	
	Meeting - Support Staff To consider the Student Learning Experience and learning resources. May include student support, events, estates and facilities staff.	
	Feedback of Key Findings To College Principal and other Senior Staff as required.	
Within 3 days	Summary Outcomes circulated to Panel and College Summary of affirmations, good practice and recommendations (see section 7.5)	Post-event review activities
Within 6 weeks	Full report Written by Secretary to Event; College prepares Action Plan.	
	Report and Action Plan submitted to next meeting of QACC and Academic Board.	
	SER Action Plan considered at each meeting of QACC until end of the following Academic Year / completion of actions.	

7.5 **Outcomes**

7.5.1 The role of the Panel is to provide the College with the opportunity to strengthen the student experience. As such, immediately after the event the panel will provide the College with a list of:

Good Practice: Things that the College is doing well, can continue to do well and should aim to share with colleagues in the wider BIMM community.

Areas for Development: These are recommendations, based on the evidence presented to the Panel, which the College should implement.

Affirmations: The Panel may identify areas which require attention but which the College is already aware of and working towards.

7.5.2 A summary report of findings is prepared by the panel which the department is required to respond to and generate an action plan addressing the Areas for Development and Affirmations. This is followed by a full report which is presented, with the Action Plan, for consideration to the semester 2 meetings of QACC / Academic Board.

7.5.3 Progress towards the achievement of the action plan will be overseen by the BIMM London College Management Team and monitored by the Quality Assurance & Compliance Committee.

7.6 **SER Schedule**

Forthcoming Student Experience Reviews are scheduled as follows – from 2022/23 these are tentative and may be subject to change.

Academic Session	College	Semester
2021/22	BIMM Brighton	2
2021/22	ICTheatre Brighton	2
2022/23	BIMM Dublin	TBC
2022/23	BIMM Birmingham	TBC
2023/24	BIMM Hamburg and BIMM Berlin	TBC
2023/24	Screen and Film School Brighton	TBC
2023/24	ICTheatre Manchester	TBC
2024/25	BIMM Manchester	TBC
2024/25	Performers College Essex	TBC
2024/25	BIMM Bristol	TBC
2025/26	Screen and Film School Manchester	TBC
2025/26	Screen and Film School Birmingham	TBC
2025/26	Performers College Birmingham	TBC
2025/26	BIMM London	TBC

CHAPTER 8 – CENTRE APPROVALS

This procedure refers to the addition of a new Delivery Centre for either a new or existing BIMM awarded course - it applies to all constituent members of the BIMM Group offering BIMM Limited awards, including but not limited to: BIMM Institute music colleges, ICTheatre and Performers College, as well as Screen and Film School.

8.1 Introduction

In order to protect the student experience and ensure appropriateness of a new Delivery Centre for BIMM provision, the following process should be followed. This enables the appropriateness of the new Delivery Centre to not only deliver a BIMM course/courses, but to be able to manage the proposed student numbers, to be assessed.

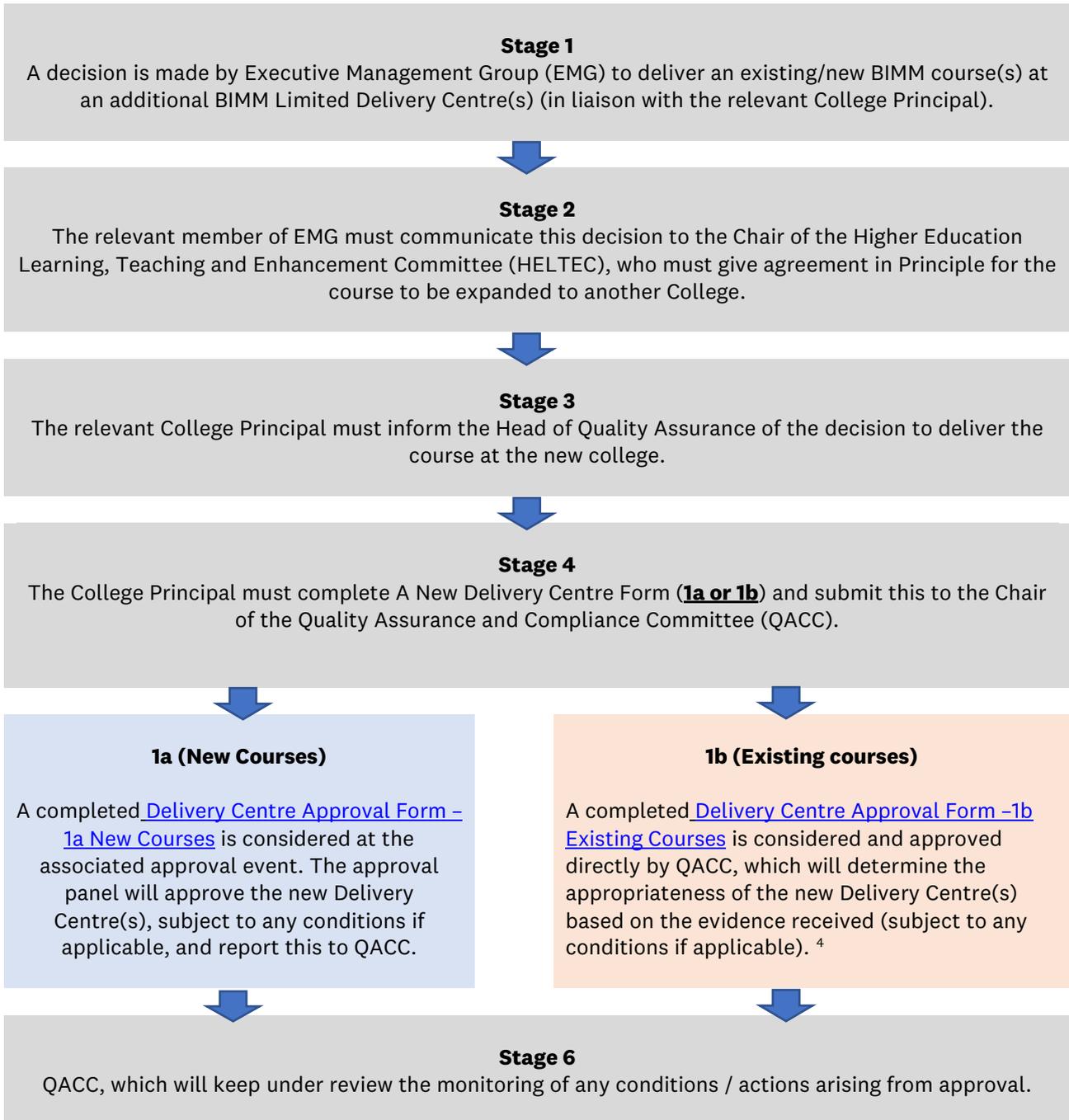
It must be used in conjunction with the [New Building Compliance Checklist](#)

8.2 Centre Approval Scenarios

There are two situations whereby a new Delivery Centre may be approved.

No.	Situation	Form
1a	Course-Level: Where a new course is being approved, then the approval Panel will consider the appropriateness of the approval of the course at the proposed delivery location.	1a - Delivery Centre Approval Form – New Courses
1b	Course Level: When a course has already been approved (and in some cases already being delivered) a decision has been made to expand delivery of this course.	1b - Delivery Centre Approval Form – Existing Courses
2	Completely new premises: Where a new building is being proposed (either as an extension of an existing BIMM Group College or a completely new College).	2 - Delivery Centre Approval Form – New Premises

8.3 Centre Approval Procedure (Course-Level)



NB – Site visits (relating to course-level centre approval)

If premises are existing and established (e.g., when adding a new course), a visit will not always be required. The relevant College principal will confirm appropriateness of the existing facilities for the new course. However, the Head of Quality Assurance or another member of the Quality Assurance team may undertake site visits 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 college of delivery and can be carried out in tandem.

⁴ Approval may be via Chair’s Action depending on the date of delivery from the new location.

8.4 Centre Approval Procedure (New Premises)

Pre-Stage 1

The [New Building Compliance Checklist](#) must be adhered to, to ensure that all relevant parties are made aware of the new building (this aims to ensure that UKVI requirements are met, and Centre approval can be applied in good time).



Stage 1

College Principal of the new college must complete new [Delivery Centre Approval Form 2 – New Premises](#) which will ask for details of the new centre and list of all courses which will be delivered there⁵. This must be submitted to the Chair of QACC.



Stage 2

The Head of Quality Assurance (or member of the QA team) will endeavour to visit the premises before approval. This should be in-person, but a video site visit may be appropriate where this is not possible. The onus will be on the College Principal to ensure the correct information regarding the new site is supplied.



Stage 3

Where possible, the final approval is considered at QACC, but this may be achieved via Chair's Action should the timing of the next meeting not be appropriate.



Stage 4

The BIMM registered Delivery Centre spreadsheet will be updated to include the approval of the new site.

8.5 Post-Approval

Marketing of courses at the new delivery centre may not take place until this has been approved, however these must state “subject to approval” where appropriate until the new delivery location has been finalised (including completion of any actions). New courses are always subject to approval, and this will include any locations. The Secretary to QACC and / or the Secretary to HELTEC (where an approval is linked to course approval) will advise the Marketing team once approval is finalised.

Following final approval of the new delivery location(s), the relevant documentation including course specification(s) will be updated to include delivery at the new location(s). This will also include advising External Examiners when a new site has been added to their responsibilities.

⁵ Only courses which have undergone approval by HELTEC can be added to a new site. Any courses which are still pending approval can be added via the course approval event to the new site.



Appendix 1 – Higher Education Courses and Colleges of Delivery

F = Franchise

V = Validated

Course Title	Awarding body	Level(s)	Berlin	Birmingham	Brighton	Bristol	Dublin	Essex	Hamburg	London	Manchester
BA (Hons) Commercial Modern Music	TU Dublin (F)	6-8	x	x	x	x	✓	x	x	x	x
BA (Hons) Electronic Music Production	BIMM	4-5	✓	✓	✓	✓	x	x	✓	✓	✓
BA (Hons) Event Management	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Filmmaking	BIMM	4-5	x	✓	✓	x	x	x	x	x	✓
BA (Hons) Film Production	University of Brighton (F)	6	x	✓	✓	x	x	x	x	x	✓
BA (Hons) Music and Sound Production	BIMM	4-5	✓	✓	✓	✓	x	x	✓	✓	✓
BA (Hons) Music Business	BIMM	4-5	✓	✓	✓	✓	✓	x	✓	✓	✓
BA (Hons) Music Marketing, Media and Communication	BIMM	4-5	✓	✓	✓	✓	x	x	✓	✓	✓
BA (Hons) Music Production	Sussex (V)	6	✓	✓	✓	✓	x	x	✓	✓	✓
BA (Hons) Musical Theatre and Dance	BIMM	4-5	x	✓	x	x	x	✓	x	x	x
BA (Hons) Musical Theatre (Dance)	University of Chichester (F)	6	x	x	x	x	x	✓	x	x	x
BA (Hons) Performing Arts	BIMM	4-5	x	x	✓	x	x	x	x	x	✓
BA (Hons) Performing Arts	Sussex (V)	6	x	x	✓	x	x	x	x	x	x
BA (Hons) Professional Musicianship (Germany)**	Sussex (V)	5-6	✓	x	x	x	x	x	✓	x	x
BA (Hons) Professional Musicianship (UK)**	Sussex (V)	6	x	✓	✓	✓	x	x	x	✓	✓
BMus (Hons) Popular Music Performance	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BMus (Hons) Popular Music Performance	Sussex (V)	6	x	x	x	x	x	x	x	✓	x
BA (Hons) Songwriting (Germany)**	Sussex (V)	5-6	✓	x	x	x	x	x	✓	x	x
BA (Hons) Songwriting (UK)**	Sussex (V)	6	x	✓	✓	✓	x	x	x	✓	✓
BMus (Hons) Songwriting	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓



Course Title	Awarding body	Level(s)	Berlin	Birmingham	Brighton	Bristol	Dublin	Essex	Hamburg	London	Manchester
BA (Hons) Music Business & Event Management	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Music Production & Music Business	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Popular Music Performance & Event Management	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Popular Music Performance & Music Business	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Popular Music Performance & Music Production	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Popular Music Performance & Songwriting	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Songwriting & Music Business	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
BA (Hons) Songwriting & Music Production	BIMM	4-5	x	✓	✓	✓	x	x	x	✓	✓
MA Screen and Film Production	BIMM	7	x	x	✓	x	x	x	x	x	x
MA Learning & Teaching in the Creative Industries	BIMM	7	x	x	✓	✓	x	x	x	x	x
MA Popular Music Practice	BIMM	7	✓	✓	✓	✓	✓	x	x	✓	✓

Appendix 2 – Detailed Timeline of Quality Handbook processes

This timeline incorporates the main events relating to the Quality Cycle, colour coded as below. It may be subject to change depending on business requirements – refer [here](#) for the most recent version.

Committees	Student voice	External Examiners	ACRE	Partners	CMA ⁶
SEMESTER 1					
Week	W/C	Activity	Notes		
1	27-Sep	Start of Academic Year			
2	04-Oct	Submission 1 – University of Sussex Annual Return	<ul style="list-style-type: none"> • Course Handbooks and Guides • Staffing lists • Exam Board Dates • Committee Dates • Confirmation of courses • EE fees 2021/22 		
3	11-Oct	BIMM PG 2020/21 Summer Semester Module & Progress Boards (11th Oct)	<ul style="list-style-type: none"> • 30th September - samples available to EEs • 7th October – EE comments deadline 		
3	11-Oct	BIMM PG Award Board (12th Oct)			
4	18-Oct	HE Student Rep Forums	Various Colleges, all week.		
5	25-Oct				
6	01-Nov	HE Boards of Studies	Various Colleges, all week.		
6	01-Nov	Applicant Contract Information Drafted (1 st Nov)	To inform 2022/23 applicants of course information To include applicant course overviews, terms and conditions, important regulations		
7	08-Nov	HELTEC			
8	15-Nov				
9	22-Nov	QACC	To consider reflection of 2020/21 activities including: <ul style="list-style-type: none"> • EE Reports and Action Plans • Confirmation of 2021/22 EEs • Annual Monitoring • Approve Survey Questions and timeline for 2021/22 		
10	29-Nov	S1 UG MES Opens	BIMM S1 and Sussex “Short-Fat” modules		
10	29-Nov	Submission of University of Sussex AMR (3 rd Dec)			
10	29-Nov	University of Sussex Submission – student data. (3 rd Dec)	To submit a list of names of all students on Sussex-validated courses, and the course they’re assigned to, as t 1 st December.		
10	29-Nov	Applicant contract information finalised	To include applicant course overviews, terms and conditions, important regulations		
11	06-Dec				
12	13-Dec	Academic Board (17 th)	To receive: <ul style="list-style-type: none"> • Executive Summary of EE Reports • Final ACRE Institutional Report • Final Institutional Sussex AMR 		
BREAK	03-Jan	S1 UG MES Closes (9 th Jan)			
13	10-Jan				
14	17-Jan	S1 PG MES Opens			
14	17-Jan	Sussex PAMRE 2022 Event	To consider AMR		
15	24-Jan				

⁶ First meeting of the Consumer Protection Compliance Committee to take place prior to start of academic session

SEMESTER 2			
	24-Jan	Semester 1 Local Module Reports Completed	To be submitted to SharePoint here UG should incorporate MES results above
1	31-Jan	S1 PG MES Closes (6th Feb)	
1	31-Jan	2022/23 Applicants sent pre-contract information	DATE FLEXIBLE – JAN/FEB
2	07-Feb	NSS Opens	Exact date determined by OfS November 2021
2	07-Feb	Germany Final Year Survey opens	To replicate NSS in Berlin & Hamburg – same date as NSS.
3	14-Feb		
4	21-Feb	Semester 1 Group Module Reports to be completed	<ul style="list-style-type: none"> To be uploaded to SharePoint here To incorporate all LMRs of the same module. Should inform any group module changes to HELTEC and its subcommittees.
5	28-Feb	BIMM PG Semester 1 Module Board (28th Feb)	All Colleges Delivering PG courses <ul style="list-style-type: none"> 18th February – samples available to EEs 25th February – deadline for EE comments
5	28-Feb	Sussex UG Semester 1 Module Board (1st March)	<ul style="list-style-type: none"> 21st February – samples available to EEs 28th February – deadline for EE comments
5	28-Feb	BIMM PG Semester 1 Progress Board (2nd March)	No EEs required
5	28-Feb	UoS UG Semester 1 Progress Board (3rd March)	No EEs required
6	07-Mar	BIMM UG Semester 1 Module Board (7th March)	<ul style="list-style-type: none"> 24th February – samples available to EEs 3rd March – deadline for EE comments
6	07-Mar	BIMM UG Semester 1 Progress Board (9th March)	One EE to cover each progress board where course is not awarding.
7	14-Mar	S2 UG MES Opens	BIMM S2, Sussex Long-thin, CMM and FDips (Dublin)
8	21-Mar	HE Boards of Studies (all week)	To consider: <ul style="list-style-type: none"> Comments from S1 MES Proposals for module amendments following Semester 1 Module Review – prior to HELTECC approval.
9	28-Mar	QACC (1st April)	
10	04-Apr	HELTEC (8th April)	<ul style="list-style-type: none"> To consider any proposals for module amendments following Semester 1 Module Review. Major changes to modules should be reflected in 2022/23 applicants pre-contract information.
SPRING BREAK	11-Apr		
	18-Apr		
11	25-Apr	NSS Closes	Exact date determined by OfS November 2021
11	25-Apr	Berlin Final Year survey closes	To close the same date as NSS
12	02-May	Academic Board (6th May)	
12	02-May	S2 UG MES Closes (8th May)	
12	02-May	2022/23 Applicants sent revised pre-contract information	If applicable (if significant changes arise from April HELTEC)
13	09-May		
14	16-May		
15	23-May	S2 PG MES Opens	
15	23-May	Semester 1 Local Module Reports Completed	To be uploaded to SharePoint here . To incorporate S2 MES
SUMMER SEMESTER (MA TEACHING)			
1	30-May		
2	06-Jun	S2 PG MES Closes (5th June)	
3	13-Jun		

4	20-Jun	Semester 2 Group Module Reports to be completed	<ul style="list-style-type: none"> To be uploaded to SharePoint here To incorporate all LMRs of the same module. Should inform group module changes to HELTEC 25th July
5	27-Jun	PG Board of Studies (1st July)	Opportunity to consider S1 and S2 MES Results
5	27-Jun	BIMM PG Semester 2 Module Board (27th June)	<ul style="list-style-type: none"> 16th June – samples available to EEs 23rd June – deadline for EE comments
5	27-Jun	Sussex UG Semester 2 Module Board (28th June)	<ul style="list-style-type: none"> 17th June – samples available to EEs 24th June – deadline for EE comments
5	27-Jun	BIMM PG Semester 2 Progress Board (29th June)	No EEs required
5	27-Jun	Sussex UG Semester 2 Progress Board (30th June)	No EEs required
6	04-Jul	BIMM UG Semester 2 Module Board (4th July)	<ul style="list-style-type: none"> 23rd June – samples available to EEs 30th June – deadline for EE comments
6	04-Jul	BIMM UG Semester 2 Progress Board (6th July)	One EE to cover each progress board where course is not awarding.
7	11-Jul	BIMM UG Summer Award Board (11th July)	Invite FMM, Spine and FDips EEs
7	11-Jul	UoS UG Summer Award Board (15th July)	All Sussex EEs invited
8	18-Jul		
9	25-Jul	HELTEC (29th July)	
10	01-Aug		
11	08-Aug	QACC (12th July)	
12	15-Aug		
13	22-Aug	BIMM EE Reports Due (11 th Aug)	
13	22-Aug	Sussex EE Reports Due (15 th Aug)	FINAL Sussex (except Germany)
14	29-Aug	MES PG Opens	
14	29-Aug	UoS UG Re-sit Module Board (29th / 30th Aug)	<ul style="list-style-type: none"> 19th Aug – Samples available to EEs 25th Aug – deadline for EE comments
14	29-Aug	BIMM UG Re-sit Module Board (31st Aug)	No EE approval required for BIMM resits
14	29-Aug	BIMM UG Re-sit Progress Board (1st Sept)	EEs who did not attend an award or progress board should be invited to a progress board.
14	29-Aug	Academic Board (2nd Sep)	
15	5-Sep	BIMM UG Re-sit Award Board (7th Sep)	At least one EE must attend, who did not attend a summer board. £100 fee paid for second attendance.
15	5-Sep	Sussex UG Re-sit Award Board (9th Sep)	At least one EE must attend, who did not attend a summer board. £100 fee paid for second attendance.
Semester 1 – 2022/23 (activity from 2021/22)			
1	26-Sep		
2	3-Oct		
3	10-Oct	Sussex UG Supplementary Module and Progress Board (11th Oct)	One EE to attend.
3	10-Oct	BIMM UG Supplementary Module and Progress Board (12th Oct)	One EE to attend.
4	17-Oct	Sussex UG Supplementary Award Board (21st Oct)	One EE to attend
5	24-Oct	BIMM PG Summer Semester Module Board (24th Oct)	<ul style="list-style-type: none"> 14th Oct – Samples available 21st Oct – EE deadline for comments
5	24-Oct	BIMM PG Summer Semester Progress Board (25th Oct)	No EEs required
5	24-Oct	BIMM PG Summer Award Board (26th Oct)	All PG EEs to be invited

Appendix 3 – NSS Questions 2021

The teaching on my course

1. Staff are good at explaining things
2. Staff have made the subject interesting
3. The course is intellectually stimulating
4. My course has challenged me to achieve my best work

Learning opportunities

5. My course has provided me with opportunities to explore ideas or concepts in depth
6. My course has provided me with opportunities to bring information and ideas together from different topics
7. My course has provided me with opportunities to apply what I have learnt

Assessment and feedback

8. The criteria used in marking have been clear in advance
9. Marking and assessment has been fair
10. Feedback on my work has been timely
11. I have received helpful comments on my work

Academic support

12. I have been able to contact staff when I needed to
13. I have received sufficient advice and guidance in relation to my course
14. Good advice was available when I needed to make study choices on my course

Organisation and management

15. The course is well organised and running smoothly
16. The timetable works efficiently for me
17. Any changes in the course or teaching have been communicated effectively

Learning resources

18. The IT resources and facilities provided have supported my learning well
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to

Learning community

21. I feel part of a community of staff and students
22. I have had the right opportunities to work with other students as part of my course

Student voice

23. I have had the right opportunities to provide feedback on my course
24. Staff value students' views and opinions about the course
25. It is clear how students' feedback on the course has been acted on
26. The students' union (association or guild) effectively represents students' academic interests
27. Overall, I am satisfied with the quality of the course

Appendix 4 – Committee guidance for students

1. **Introduction**

Students are represented on a number of the Institute’s committees. A list of student representation required for committees is sent to Colleges at the start of each academic year, and student reps can sit on committees from Semester 1 of that year.

In most cases, student representatives on Institute committees are full members, i.e., they are eligible to attend and speak at meetings and “have their say”, voting where appropriate.

Students play an important role in decision-making within BIMM and participating in the Institute’s system of governance can be a valuable experience in many ways.

- It can help you to understand, and allow you to contribute to, the processes of decision-making within the Institute.
 - it can widen your experience and knowledge of the Institute.
 - and it can inform your understanding of policy and decision-making structures more generally, including those which you might encounter in your post-Higher Education career.
- So, although committee agendas and paperwork take some time to read thoroughly, the time you invest will ultimately be rewarded.

2. **The role of the committee**

The main BIMM Academic Committees are Academic Board and its subcommittees:

Higher Education Learning, Teaching and Research Committee (HELTEC)

Further Education Learning, Teaching and Research Committee (HELTEC)

Quality Assurance and Compliance Committee (QACC)

Research and Enterprise Committee (REC)

Access and Participation Committee (APC)

College Boards of Studies (BoS)

Having been appointed to a committee, you can find out more about its role and membership by consulting the [BIMM Governance Infrastructure](#) and selecting the committee you have been asked to represent.

If you have any further questions about the role of the committee to which you have been appointed, you should contact the relevant committee Secretary (whose name you will find on the membership). In any case, the Secretary to the Committee will contact you well in advance of the meeting to confirm the date with you, and check your availability, travel and dietary requirements where appropriate.

4. **Agenda Items**

Agendas are generally sent out two weeks in advance of a meeting, with a full pack of papers following a week later. If you have any problems at all receiving agendas, minutes or other papers, or if you have not received your agenda, you should contact the Committee Secretary immediately.

5. **Meetings**

As the student representative on a committee it is important that you make every effort to attend all possible meetings. Remember: you are there to represent the whole student body at your College. Where you find that you are unable to attend a meeting, you should offer your apologies by contacting the office of the committee Secretary in advance.

As a full member of a committee, you are in a position to contribute to discussions and the decision-making process at meetings. It is therefore important that you read thoroughly all the



papers for the meeting and form a clear idea of the purpose of each agenda item. Agenda items can usually be divided into two types: those for information and those for consideration and decision. Keeping this in mind will help to make your contributions at meetings relevant and focused, as will having a clear picture of the committee's role. Before you contribute to discussion, have a think about whether what you are going to add it appropriate for the audience. If you want to discuss an item that is not on the agenda, this is usually not permissible unless it is relevant to the business being discussed. Issues regarding learning resources, facilities and other matters which you feel affect your student learning journey should be raised at Student Representation Forums.

6. Confidentiality

As a member of a committee, you may have access to confidential material from time to time. Confidentiality is always required where the committee is discussing named individuals and discretion may be required for other sensitive items of business. Papers which are confidential are usually marked as such, but if you are in any doubt, you should seek the advice of the committee Secretary. Do not forward your committee pack to any other email address and if you print anything, be careful not to leave these lying around, and destroy these after you have finished with them.

Thank you for becoming a student representative for an Institute Committee and for taking the time to read this guidance.