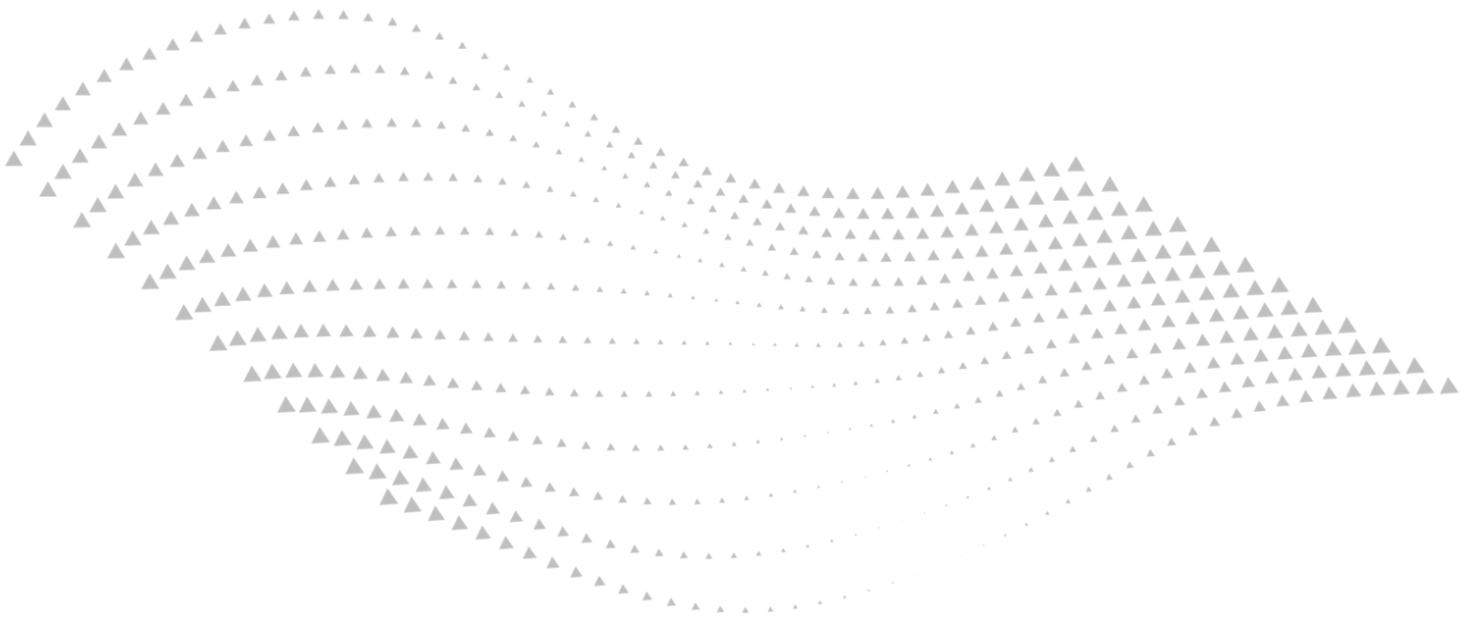


BIMM
UNIVERSITY

A university
for the creative
industries

Quality Handbook



Last approved: September 2022

Approved by: Academic Board

Next review due: September 2026

INTRODUCTION

Foreword

BIMM University (“the 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 our external stakeholders such as our awarding bodies, the [Office for Students \(OfS\)](#) and the [Quality Assurance Agency \(QAA\)](#), as well as the [Frameworks for Higher Education Qualifications \(FHEQ\)](#), [Quality and Qualifications Ireland \(QQI\)](#) and the [National Framework for Qualifications \(NFQ\)](#).

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 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 University 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 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 QACC to ensure a continual process of reflection and enhancement; it has been developed for the University and approved by Quality Assurance & Compliance Committee (QACC). The Quality Assurance Team is responsible for maintaining and updating it on QACC’s behalf.

Each BIMM College is responsible for the implementation of policy under the leadership of the College Principals, with the assistance of the Quality Assurance Team.

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

See also our [Quality Assurance SharePoint site](#).

Karyn Woolcock
Head of Quality Assurance
September 2022

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CHAPTER 1 – QUALITY FRAMEWORK

1.1 The UK Quality Code for Higher Education

The University's Quality Framework is based on guidance from the [UK Quality Code](#) (UKQC) for Higher Education. The content of the Quality Handbook takes 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 University takes into account 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:

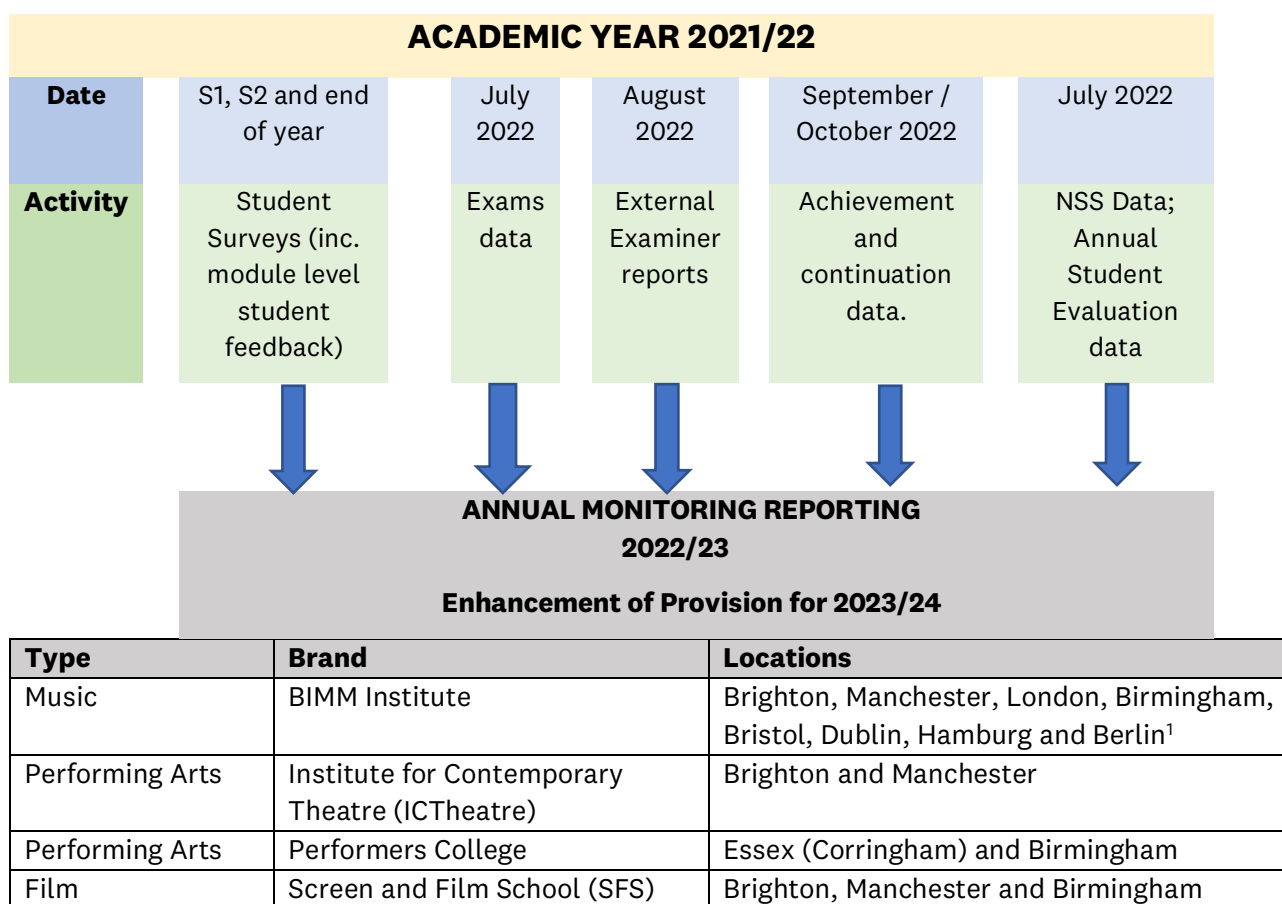
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider’s approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance, and enhancement of the quality of their educational experience.

1.2 The Quality Cycle

Quality Assurance 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 2021/22 academic year will be considered at the start of session 2022/23 (further detail on each of the processes is provided throughout this Handbook). A comprehensive timeline can also be found on the [Quality Assurance SharePoint site](#).

1.3 BIMM University Provision

The University delivers courses across the following brands and locations:



A full list of the University’s courses and delivery locations can be found in Appendix 1.

¹ BIMM Institute Berlin also includes the Screen and Film Faculty delivering SFS courses

CHAPTER 2 – COURSE REVIEW AND ENHANCEMENT

2.1 Introduction

2.1.1 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 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 University.

2.1.2 CRE allows the University to:

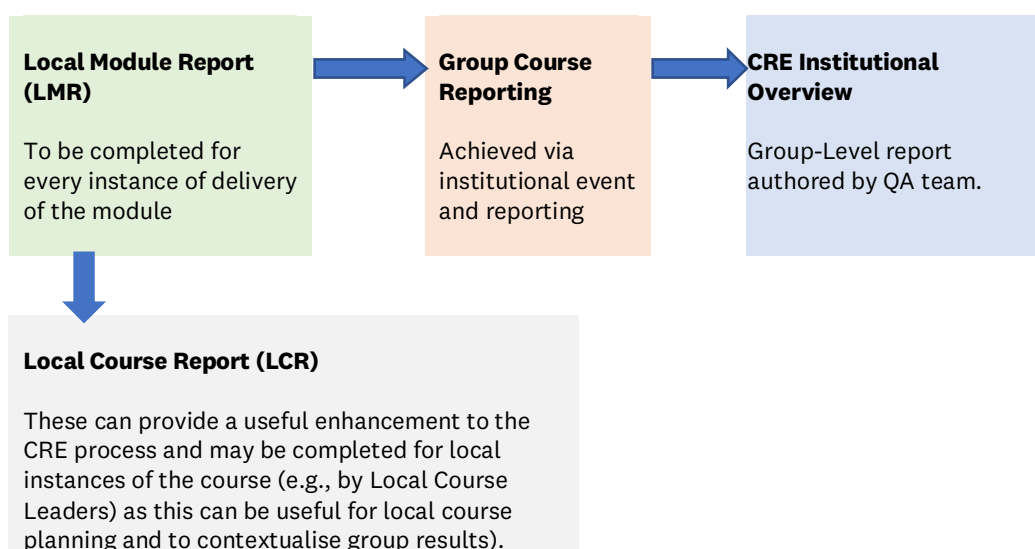
- Consider evidence to confirm the academic standards of its awards.
- Gather evidence to consider students’ learning opportunities and experience.
- Identify good practice.
- Strengthen accountability.
- Take informed action to enhance its modules and courses.

2.1.3 CRE 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 University’s semesterised academic calendar (moving away from the traditional annual reflection on performance and feedback on the University’s courses).

2.1.4 Although the University’s provision is delivered across a variety of distinct delivery locations, CRE 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.

2.2 The CRE Process

2.2.1 Reporting structure:



2.2.2 As outlined in the figure above, CRE consists of two main elements: Module Review (where review is according to set criteria and is undertaken locally) 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).

2.2.3 CRE 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 to share good practice and propose actions to enhance the course in the next year of delivery.

2.2.4 All report templates, completed reports and supporting information relating to CRE can be found on the [Course Review & Enhancement \(CRE\) SharePoint](#) site.

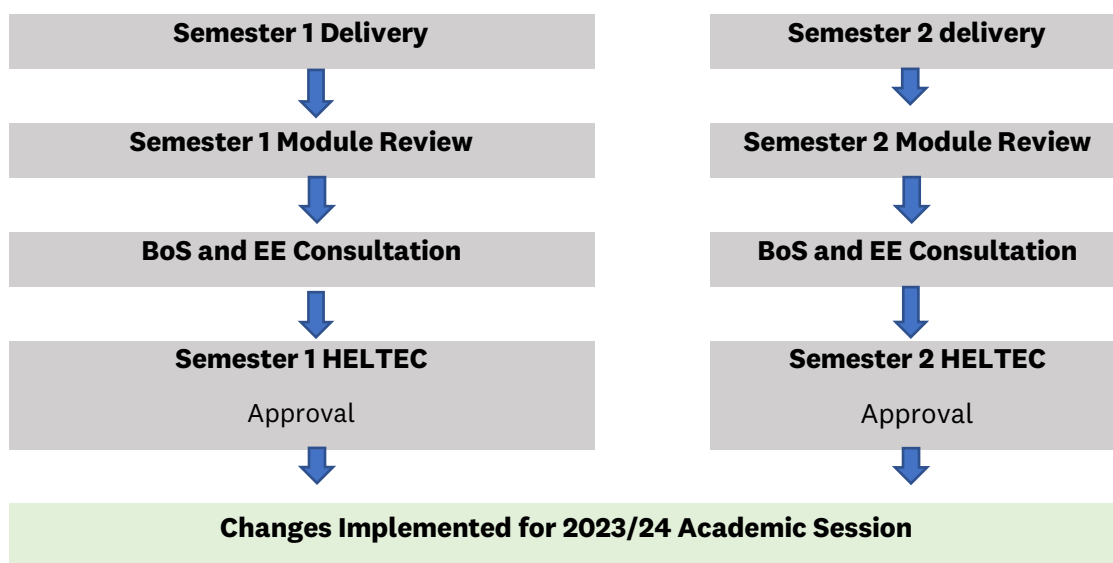
2.3 Module Review

2.3.1 In accordance with the Quality timeline, module review will be carried out semesterly following delivery of each module. A detailed version of the module review process can be found on the [Course Review & Enhancement \(CRE\) SharePoint](#) site. Local Module Leaders / Lead Lecturers / Principal Lecturers (whomever is responsible for the module at a local level – to be determined locally) will be asked to complete the LMR template on MS Forms. This information is collected by the QA team who will share college-level results with the relevant Head of Education. The College will then be asked to confirm they are happy with the contents of the LMR before the QA team sends this information onto the Curriculum modification working group.

2.4 Module Modifications

2.4.1 CRE’s semester-based model may allow for module review to take place in-year. Following completion of LMRS, course teams should 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](#).

2.4.2 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 Subject. EEs must also be informed of changes and provide approval depending on the level of change.



2.5 Data

2.5.1 The main focus of CRE is on continual reflection and enhancement of the curriculum. Due to the semesterisation of our curriculum and subsequent modifications, the focus has moved away from end of year reporting as an archive activity and on addressing cross-group areas of good practice, success, and areas of improvement. Data plays a big role in this and as such the institutional oversight of our courses will include focus on engagement with assessment, achievement data, withdrawals, continuation and identify trends.

2.6 CRE Institutional Event

2.6.1 The Institutional CRE Event will take an institutional overview and focus attention on key issues relating to the quality of the student experience at institution and course-level. It will seek to examine how internal monitoring activities within colleges have impacted progression and retention, either positively or negatively, and report findings to the event.

2.6.2 CRE will culminate in a final report to Academic Board. This report should identify trends, areas of positive practice and any challenges which require consideration at an institutional level. It should identify the intended approaches being adopted by colleges via internal monitoring processes to improve progression and retention.

2.7 Enhancement Plans

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

Level	Details:
College-Level <i>E.g., 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 CRE (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	These may include: <ul style="list-style-type: none"> • Actions arising from CRE which are more strategic in nature and would affect each or multiple colleges. • Actions relating to academic regulations and student-facing policies and procedures.

CHAPTER 3 – MODERATION

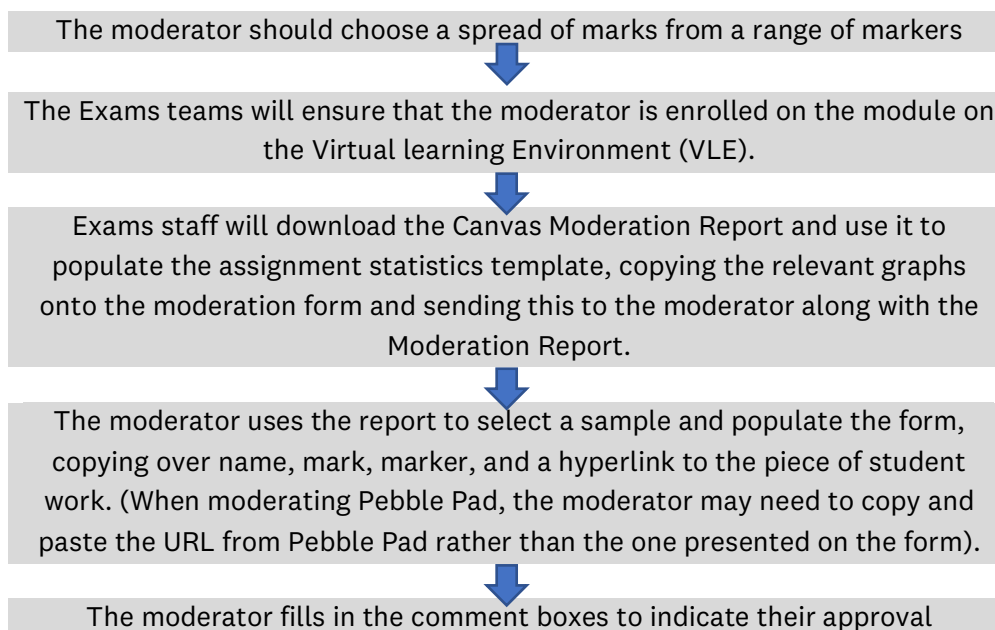
3.1 Introduction

3.1.1 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.

3.1.2 The policy and procedure surrounding the requirements for selection of samples including criteria and selection of sample sizes can be found in our [Academic Regulations](#).

3.2 Moderation process

3.2.1 Flowchart:



3.2.2 More guidance and support materials can be found on the [QA SharePoint site](#).

3.3 Cross-College moderation

3.3.1 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-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 4 – EXTERNAL EXAMINERS

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

4.1 External Examining at BIMM

4.1.1 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 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 University’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.

4.1.2 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.

4.2 External Examiner Nomination and Appointment

4.2.1 The Head of Quality Assurance will monitor EE vacancies and seek suitable candidates where appropriate, normally via the JISC External Examiners mailing list. Relevant Academic Staff may be consulted and if a suitable candidate is found, they will be asked to complete a nomination form.

4.2.2 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.

4.2.3 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.

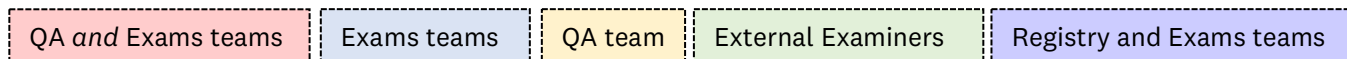
4.2.4 Once approved, the EE will be formally notified of their appointment by the Head of Quality Assurance. The new EE will be sent:

- External Examiner Service Agreement (EESA) – the EE’s contract which covers the length of their tenure.
- An External Examiner Annual Agreement (EAAA) – 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.
- Module guides (including assessment details).
- The University’s [Academic Regulations](#).
- The University’s [External Examiner Handbook](#).
- Guidance on how to access samples.

4.2.5 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.

4.3 External Examiner Exam Board Process

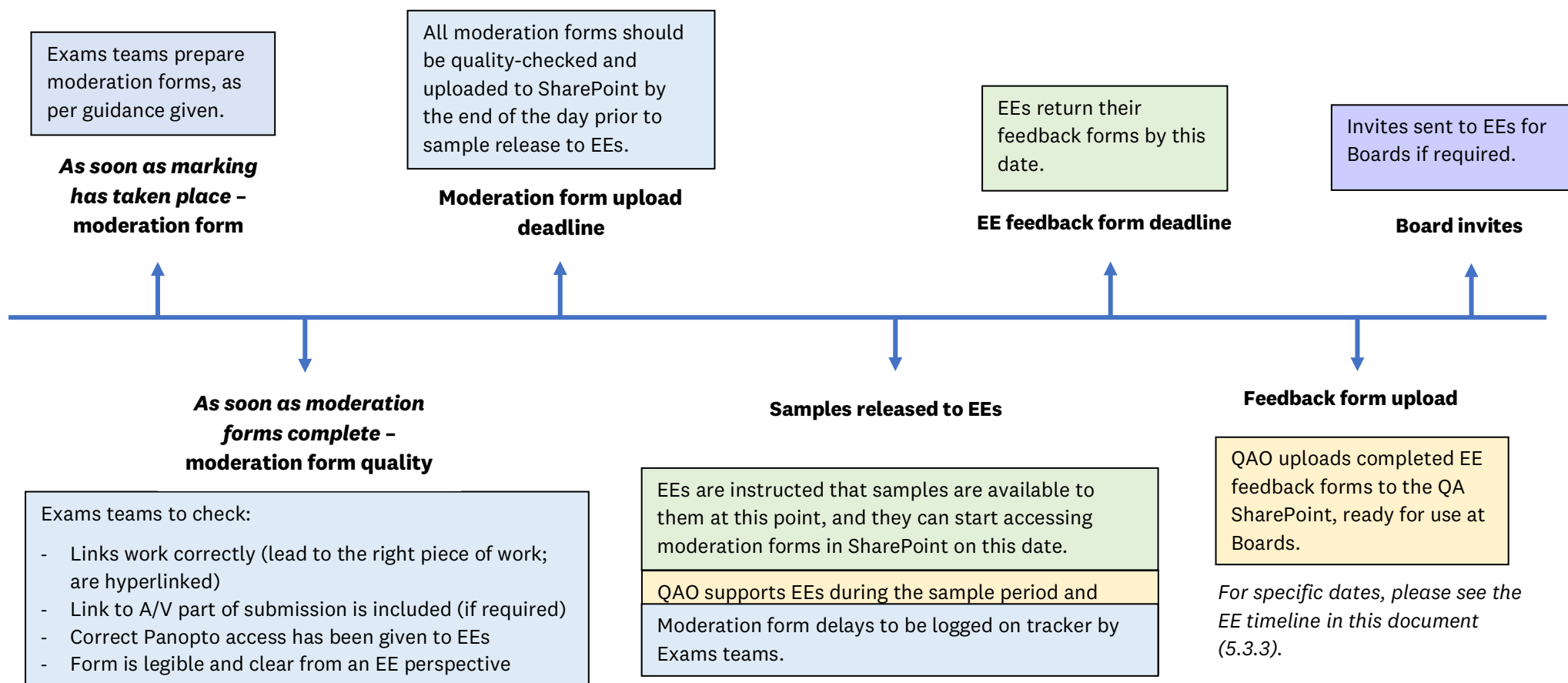
- 4.3.1 External Examiners will be required to provide samples prior to the module boards at the end of each Semester (or the end of Semester 2 if the module is “long-thin”). This is provided to EEs via links on the moderation form. EEs provide comments on the External Examiner Module Feedback Form and the Quality Assurance team is responsible for making these available to Heads of Education and Exams teams via the [Quality Assurance SharePoint site](#).
- 4.3.2 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.
- 4.3.3 Key dates for the External Examiner Board Process can be found on the [Quality Assurance 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.
- 4.3.4 The workflow below shows key parts of the External Examiner Board Process, including key responsibilities for internal teams.



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 (re-sits separate), along with assessment (i.e., A1 & A2) detail.

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



4.4 External Examiner Reporting

- 4.4.1 EEs should complete an annual report which provides an independent and objective appraisal of the standard and quality of the University's provision. 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](#).
- 4.4.2 The Quality Assurance team is responsible for pulling together an action plan which will list all recommendations 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.
- 4.4.3 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.
- 4.4.4 Actions arising from the EE reports should also inform the College Enhancement Plans (CEP) and other operational plans as appropriate (see also Chapter 2).
- 4.4.5 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](#).

CHAPTER 5 – STUDENT INVOLVEMENT IN QUALITY

5.1 Introduction

5.1.1 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](#). Student Reps are members of Academic Board, APC, FECQC, HELTEC and QACC.
 - Non-standing committees, such as approval and review panels and Student Experience Reviews (see also Chapter 6).

5.1.2 Students are also engaged through a variety of survey and feedback mechanisms where their opinions are recorded and used to contribute to a cycle of continuous improvement - these include the National Student Survey (NSS) in the UK, while students in Ireland participate in the [Studentsurvey.ie](#) in their first and final years. Students are also invited to engage with a variety of internal evaluative processes, such as Module Evaluation Surveys (MES).

5.1.3 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.

5.1.4 Guidance for students undertaking the role of student representatives can also be found [here](#).

5.2 Module Evaluation Surveys

5.2.1 MES form an important part of the University's quality processes - they are conducted each year to allow students to inform the University 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.

5.2.2 For every module a student undertakes at each College, 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 students are provided with 4 questions - these are statements to which they can choose: "strongly disagree; disagree; neutral; agree; strongly agree". They will also be provided with the opportunity to provide comments on the module. The questions will have a slightly different focus depending on whether these are posed at week 6 or week 12. These questions can be found [here](#).

5.2.3 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. Course teams will consider MES results when writing their Local Module Reports (see Chapter 2).

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 concern.

5.2.3 Who is involved in the MES?

- The QA Team is responsible for administering and managing the MES process.
- Heads of Education / Learning and Teaching will provide the QA team with a list of people responsible for overseeing the module at each college (e.g., Lead Lecturers)
- The QA team administers the MES in accordance with the schedule in section 5.2.7.
- The Quality Assurance Team then disseminates results to the person who has been nominated as being responsible for overseeing the module at each college.
- The analysis of student feedback gained through MES is normally undertaken by the Lead Lecturers or by other member(s) of staff directly involved in the delivery of the module.

5.2.3 Where can students access the survey?

- Students will be able to access the survey on the VLE from the relevant module page.
- They can also access them from <https://bimm-surveys.evasysplus.co.uk/> when surveys are live (see schedule in section 5.2.7).
- 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 for completion. The emails will be managed by the Quality Assurance team.

5.2.4 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). If possible, Lecturers should give students 5-10 in class while surveys are live, to complete the MES for their module. It is suggested that these be built into schemes of work in weeks 6 and 12.

5.2.5 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 survey for each module they are studying, and lecturers only need to give them time to complete the survey relating to that particular module.

5.2.6 Module Leaders / Lead Lecturers should comment on MES results in their module reporting. 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.

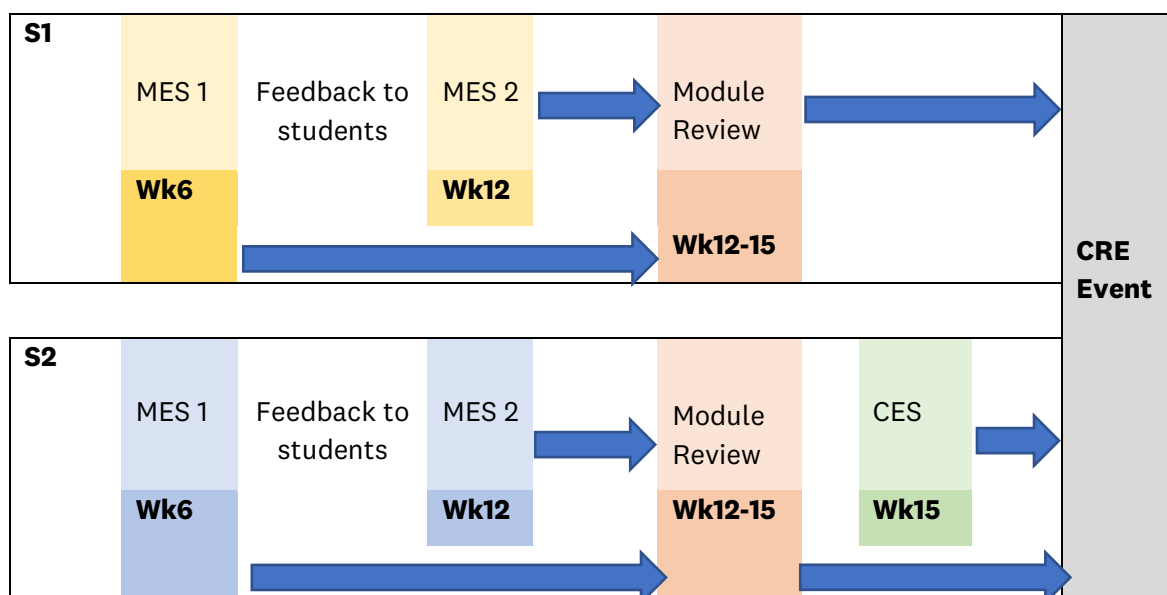
5.2.7 Colleges, via their College Enhancement Plan (CEP), should monitor the quality and effectiveness of these responses. The headline results from MES may also be shared at Boards of Studies (where appropriate) and will also be shared with QACC and included in the University's annual Academic KPI report. All MES results [will also be shared here](#) as soon as they are available.

5.3 Course Experience Surveys

5.3.1 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 SharePoint site](#) where the timescales for completion can also be found.

5.4 Annual Student Voice Cycle

5.4.1 Our surveys feed into our overall Annual Monitoring cycle, with MES directly informing Module Review and our Quality Assurance processes overall.



MES will run in week 6 and 12 of each Semester, with the CES running at the end of the Academic Year. Please see [here](#) for a detailed timeline. Reminders and updates will be sent by the Senior Quality Assurance Officer and further details of the surveys (including the differing timelines for PG courses) can be found on the [Quality Assurance SharePoint site](#).

5.5 National Student Survey

5.4.1 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.

5.5.2 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.

- 5.5.3 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

- 5.5.4 Students are provided with a number of 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 [here](#). Please note that these are just for guidance, the survey has undergone review for 2023 and questions are expected to change slightly. Once published by the OfS, the new questions will be on the [Quality Assurance NSS site](#).
- 5.5.5 NSS 2023 is expected to launch at the University in early February 2023. It is expected to close at the end of April with results available in July. Details will be published on our [Quality Assurance NSS site](#) as soon as these are confirmed by the OfS and the date updated on our Quality Calendars.
- 5.5.6 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.
- 5.5.7 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.
- 5.5.8 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 2023 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 2022, 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 2022 will not be surveyed in 2023.
- 5.5.9 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 met³. 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.
- 5.5.10 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.
- 5.5.11 Students should be encouraged to complete the survey, but staff are requested to ensure students are:

³Results are available locally for each instance of the course – where numbers are too small to generate an NSS score, these will still count towards the BIMM University average for this course and our total scores.

- 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.

5.5.12 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).

5.6 NSS Schedule

5.6.1 Please see the [Quality Timeline](#) for a detailed timeline of how the surveys feed into our review activities. Dates may be subject to change – please see the [Quality Assurance NSS site](#) for the most up to date survey schedule (published following S1 QACC).

5.6.2 In line with the indicative survey schedule, the Quality Assurance team 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](#).

5.7 Other Surveys

5.7.1 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.

5.7.2 [Studentsurvey.ie \(BIMM Dublin only\)](#) – eligible students who undertake this survey are at BIMM Dublin only and are franchise students of TU Dublin.

5.8 Students as Committee Members

5.8.1 Students are represented on a number of the University’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.

5.8.2 In most cases, student representatives on University 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 the University and participating in our system of governance can be a valuable experience in many ways.

5.8.3 Being part of a committee can help students to understand, and allow them to contribute to, the processes of decision-making within the University. It can widen their experience and knowledge of the University 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.

5.8.4 The role of Student Reps is detailed in full in the University's [Student Representation Scheme](#), and further guidance for students who are, or may wish to become a rep, can be found here. Guidance for students sitting on the University's Committees can be found in our student representative guidance, [here](#).

CHAPTER 6 – STUDENT EXPERIENCE REVIEWS

This process has been revised since the Quality Handbook was approved at the September 2022 Academic Board meeting.

6.1 Introduction to Student Experience Reviews

6.1.1 The University is dedicated to reviewing its provision, via Course Review (See also Chapter 2) 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) will be undertaken each year. These are thematic reviews which take place across the entire student body over all colleges of delivery.

6.1.2 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.

6.1.2 Student Experience Reviews have, in the past been undertaken at local level (looking at the student experience at a particular college) based on outcomes from the NSS. However, there are several other determining factors for reviewing student experience and from 2022/23 onwards, the reviews will now be thematic to ensure that any areas which affect multiple colleges can be addressed and enhanced.

6.1.2 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.

6.1.3 To form the basis of the review, the Quality Assurance team will review relevant data which will 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.

6.2 The Review

6.2.1 The review will be undertaken flexibly, and due to its' thematic, cross-college nature will mostly be undertaken virtually (though some visits may be undertaken if deemed appropriate). This will be led by the Quality Assurance team with support from QACC colleagues as appropriate. 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.

6.2.2 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.

6.3 Outcomes

6.3.1 The role of the Panel is to provide the University with the opportunity to strengthen the student experience. As such, outcome of the event 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 Panel, which each college should aim to implement.

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

6.3.2 A summary report of findings is prepared by the Head of Quality Assurance and submitted to the summer meeting of QACC. An institutional action plan addressing the Areas for Development and Affirmations will also be developed and considered by QACC. A revised report and action plan will then be submitted to the Summer Meeting of Academic Board.

6.3.3 Progress towards the achievement of the action plan will be overseen by the Quality Assurance & Compliance Committee.

6.4 Timeline

Date	Event
Week 5 (late October each year)	Institutional Enrolment Data released: Head of QA reviews data for themes (alongside NSS and other data including any annual monitoring data and EE reports)
Semester 1 (Late November)	QACC: Head of QA submits proposals for SER theme and approves.
Semester 1 (Mid December)	Academic Board: Notified of SER theme and timeline.
Semester 2	SER “Event”: Takes place over Semester 2 – QACC receives update at S2 meeting.
Summer Semester	QACC: Receives report and recommendations inc. action plan.
Summer Semester	Academic Board: Receives final report and action plan.

CHAPTER 7 – CENTRE APPROVALS

This process has been revised since the Quality Handbook was approved at the September 2022 Academic Board meeting – latest update Quality Assurance and Compliance Committee November 2022.

7.1 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. This enables the assessment of a particular college to deliver a course(s).

7.2 Centre Approval Scenarios

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

No.	Scenario
1	<p><u>New Course(s)</u></p> <p>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.</p> <p>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).</p>
2	<p><u>Existing Course(s) – “Rollout”</u> (See section 7.3)</p> <p>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).</p>
3	<p><u>New Mode of delivery</u> (See section 7.3)</p> <p>There may be situations whereby a college wishes to add a new mode of delivery – e.g., the part-time version of a Masters course where a full-time version is being delivered. This will be treated similarly to a centre approval of an existing course (rollout) but is unlikely to require additional actions as this can normally be undertaken on the same premises with the same Course Leader.</p>
4	<p><u>New Premises</u> (See section 7.4)</p> <p>Where a new building is being proposed (either as an extension of an existing University location or a completely new College). This may include the leasing an external venue for teaching purposes. <i>This procedure must be used in conjunction with the New Building Compliance Checklist.</i></p>
5	<p><u>Periodic Review</u></p> <p>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 college of delivery,</p>

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)).

7.3 Centre Approval Procedure for Existing Courses (rollout)

7.3.1 Introduction

This process will apply where a college wishes to “rollout” an existing, approved course. For example, when a college wants to deliver a course which is already being delivered at another BIMM University location.

Any decision to rollout an existing course to a new college 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.

7.3.2 Stage 1 – Course Rollout form

- The College Principal (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 college 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 they are able to deliver the course as approved – and if not, what will be required to do so.*
- A college will normally only be permitted to deliver a Master’s course where they have delivered a full cycle of an undergraduate course in the same subject area, unless it can demonstrate 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 Master’s 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 approval by the Chair of the Higher Education Learning, Teaching & Enhancement Committee (HELTEC).

7.3.3 Stage 2 – Product Development consideration and HELTEC approval

- Completed forms are received by the Dean of Academic Development (DoAD) who will consider whether there is justification for delivery of the course at the new location.
- The DoAD will contact the relevant Executive Principal, to ensure that they are aware of the proposal to deliver the course and to receive their assurances that the proposed college will endeavour to deliver the course as outlined in the course specification. More evidence may be requested at this stage.
- The DoAD will consult the Chair of HELTEC, *will give final approval for the course rollout to proceed.*
- One of the following two decisions will be reached:
 - 1) Course rollout not approved.
 - The Product Development team will advise the relevant Executive Principal and provide guidance as to the next appropriate launch date of the course rollout.
 - 2) Course rollout approved

- The new location of the course is added to the “Product Roadmap⁴”.
- The course can now be advertised on the website and can be added to the prospectus⁵, and offers can be made at the appropriate point in the cycle. The Product Roadmap will act as evidence of approval of the course rollout – this will support the Marketing team to be able to advertise the course, and for Admissions to enable applications via UCAS etc.

7.3.4 QACC Monitoring

- If there are any outstanding actions, these will be noted as an action and will be monitored via the Quality Assurance and Compliance Committee. This means the University is assuring itself that the relevant college 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.
- QACC 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 QACC to provide assurances that any potential effect on the student experience will be minimal.
- The Chair of QACC reserves the right to raise any major concerns, which may impact the student experience, with the relevant Executive Principal if actions are not met and there are no mitigating actions in place.

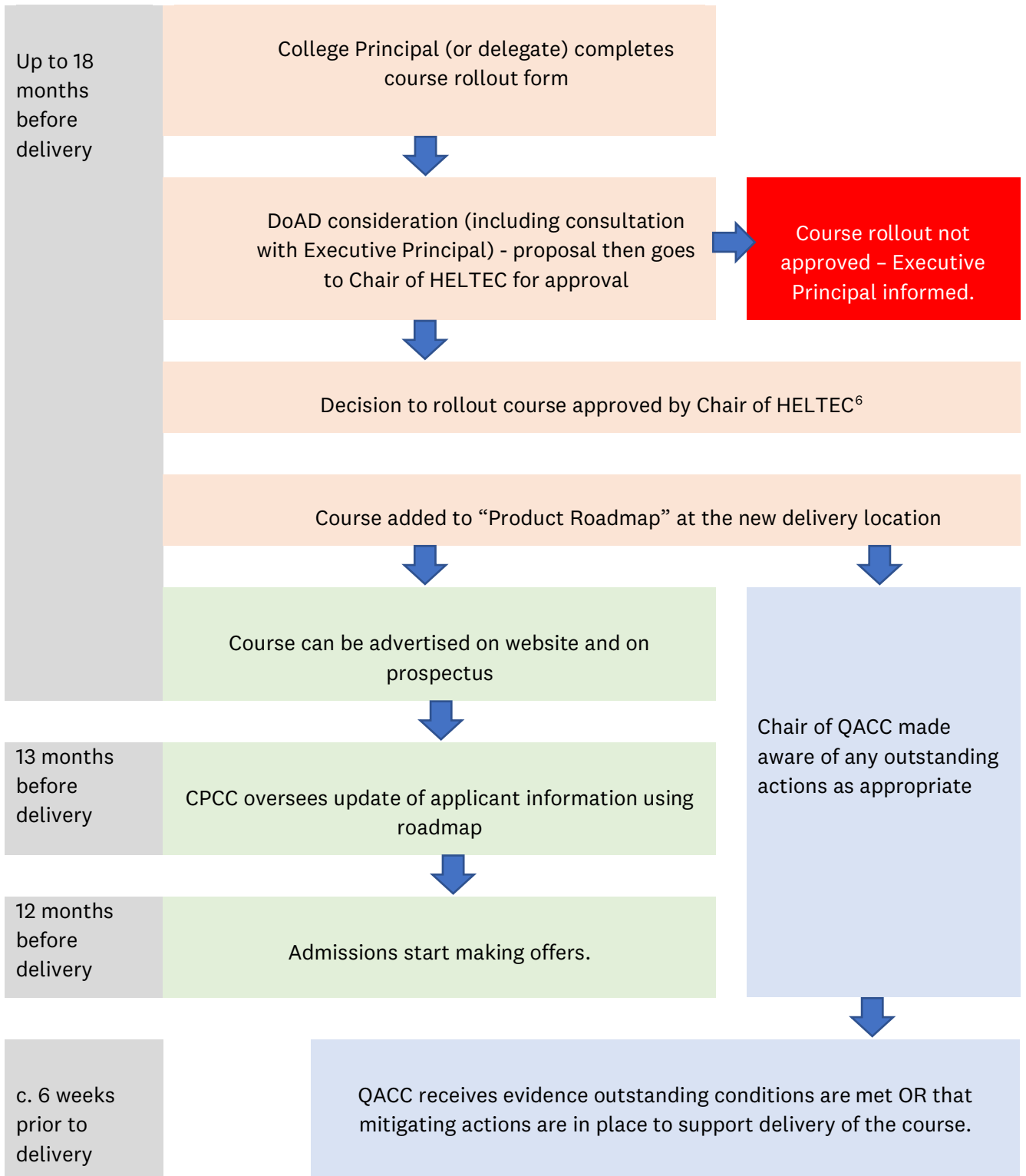
7.3.5 Removing a course from the Road Map

- Occasionally, there may be a situation where a college decides to halt the rollout of an existing course. For example, where recruitment figures fall short of expectations and would significantly impact the student experience.
- When this decision is taken, the relevant Executive Principal must advise the Dean of Academic Development who will remove the course from the product roadmap and note this on the “removed courses” tab of the roadmap.
- Relevant stakeholders will be made aware of this decision through the product roadmap and via Academic Board.

⁴ Please contact the Product Development Team if you would like to see the Product Roadmap

⁵ The Dean of Learning, Teaching and Research must approve all prospectuses prior to publication.

7.3.5 Rollout of existing courses – Flowchart

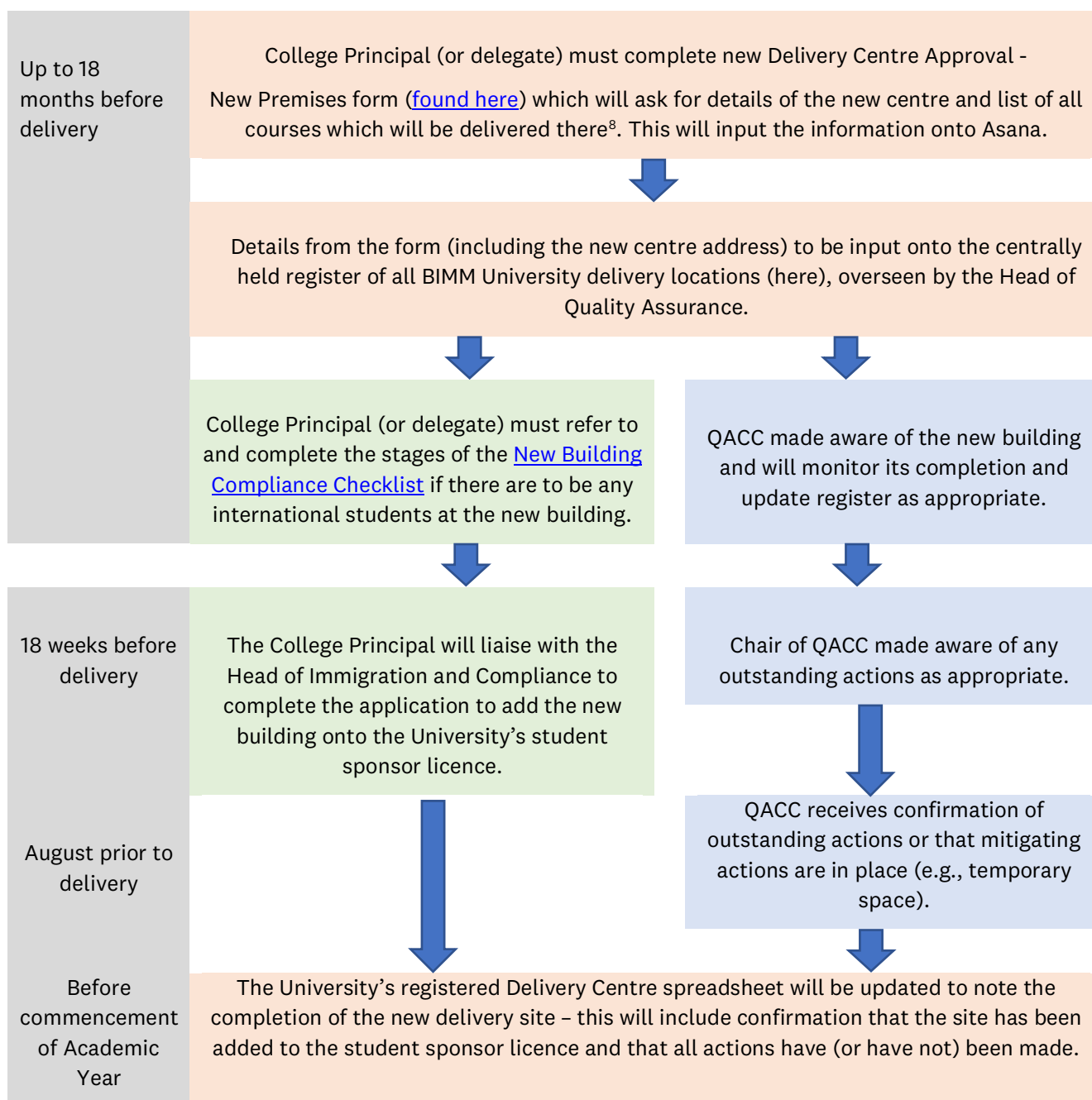


⁶ Ideally the proposal will be submitted to HELTEC, otherwise this will be via Chair’s Action

7.4 Centre Approval Procedure (New Premises)

This process should be used where a college wishes to open a new building – this may be under the following circumstances

- an existing college opening a new building (which either replaces or complements an existing site)
- an existing college seeking a temporary venue to support teaching⁷
- a brand-new college opening in a new location



⁷ For example, a short-term venue. This must still be given consideration to international students.

⁸ 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.

7.5 Site visits

If premises are existing and established (e.g., when adding an existing course to a new college), 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.

7.6 UKVI Approval of Sites

The importance of following the correct processes to ensure international students can be recruited cannot be underestimated. Each and every building used by any of the University's colleges 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

Colleges must use the [New Building Compliance Checklist](#) for ALL NEW 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.

7.7 Register of Approved sites

7.7.1 The University keeps a record, maintained by the Head of Quality Assurance, of all teaching locations, which can be [found here](#). These are categorised as follows:

Column Heading	Option	Explanation
External / permanent	External:	External venue not exclusively used by BIMM University, e.g., external music production studios
	Permanent:	Classed as building owned by / on long term lease by BIMM University.
Use:	Teaching	Used for teaching
	Non-teaching:	May be used for study or private space
Site Status	Under consideration	Building is being considered as potential venue
	Business Case with Board	The University is considering the business case
	Approved by Board	Approval has been given to proceed with the new building
	Lease agreed	Lease has been agreed and signed
	Under construction	Applies to "permanent buildings - building work ongoing

Column Heading	Option	Explanation
	Awaiting QACC confirmation	The Chair of QACC is aware of the new building but it is not yet at the stage where all outstanding actions can be signed off.
	Live	Building has been approved for teaching and is currently in use
	No longer in use	No longer being used by the college for teaching.
Registered for International Students	Yes:	This site has been approved by the UKVI to teach international students
	Application Submitted:	An application has been submitted to UKVI, however it is not yet approved to teach international students in. International students must not be taught on these premises
	No:	This site has not been approved to teach international students. International students must not be taught on these premises
	N/A	The site has not yet been acquired / completed or is no longer in use and as such the delivery centre approval
Approved to teach in?	Yes	The new building has been notified to the Chair of QACC and it has been processed via the delivery centre approval procedure with outstanding actions met.
	Awaiting QACC Confirmation	The Chair of QACC is aware of the new building but it is not yet at the stage where all outstanding actions can be signed off.
	N/A	The building is no longer in use / not yet acquired leased etc. and as such the delivery centre approval procedure cannot be processed.;
QACC Approval date	Date	Any date inputted is the date the centre approval was reported to QACC - may have been approved Chair's Action and reported to following meeting
	Course Approval	This was approved via Course Approval and has not been reported to QACC (this is not usual as most new buildings are approved independently of course approvals)
	Pre-QACC	Pre-QACC - was approved prior to the development of the BIMM Centre Approval procedure, via course approval

Appendix 1 – Higher Education Courses and Colleges of Delivery

Code – PC = Performers College, ICT = ICTheatre, SFS = Screen and Film School

locations – BN = Brighton, BM = Birmingham, BL = Bristol, LN = London, DN = Dublin, HG = Hamburg, BE = Berlin, EX = Essex

Course Title	Level(s)	BIMM Institute								PC		ICT		SFS		
		BN	BM	BL	LN	MN	DN	HG	BE	EX	BM	BN	MN	BN	MN	BM
BA (Hons) Commercial Modern Music (TU Dublin, Franchise)	4-6						Y									
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	Y							
BA (Hons) Music Business	4-6	Y	Y	Y	Y	Y	Y	Y	Y							
BA (Hons) Music Marketing, Media and Communication	4-6	Y	Y	Y	Y	Y										
BA (Hons) Professional Musicianship (Germany)** (Sussex, Validated)	6							Y	Y							
BA (Hons) Songwriting (Germany)** (Sussex, Validated)	6							Y	Y							
BMus (Hons) Songwriting	4-6	Y	Y	Y	Y	Y		Y	Y							
BA (Hons) Popular Music Performance	4-6	Y	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										
BA (Hons) Songwriting & Music Business	4-6	Y	Y	Y	Y	Y										
BA (Hons) Songwriting & Music Production	4-6	Y	Y	Y	Y	Y										
MA Popular Music Practice	7	Y	Y	Y	Y	Y	Y		Y							
BA (Hons) Musical Theatre and Dance	4-6									Y	Y					
BA (Hons) Acting for Stage, Screen and Digital Media	4									Y						
BA (Hons) Performing Arts	4-6											Y	Y			
MA Performing Arts (New)	7									Y						

Course Title	Level(s)	BIMM Institute							PC		ICT		SFS			
		BN	BM	BL	LN	MN	DN	HG	BE	EX	BM	BN	MN	BN	MN	BM
BA (Hons) Filmmaking	4-6								Y					Y	Y	Y
BA (Hons) Film Business and Production (New)	4													Y	Y	
BA (Hons) Production Design for Screen and Film (New)														Y		
BA (Hons) Hair and Makeup for Screen and Film (New)	4														Y	
MA Screen and Film Production	7								Y					Y		
MA Learning & Teaching in the Creative Industries	7	Y		Y						Y						

NB there may be some trailing modules from the following courses which have now taught out: BA (Hons) Film Production (University of Brighton) and BA (Hons) Musical Theatre (Dance) (University of Chichester); and the following University of Sussex courses: BA (Hons) Music Production, BA (Hons) Performing Arts, BA (Hons) Professional Musicianship (UK)**, BMus (Hons) Popular Music Performance, BA (Hons) Songwriting (UK)** and BMus (Hons) Popular Music Performance.