

## **BIMM Institute/University of Sussex Academic Regulations**

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## Glossary & General Principles

### Glossary

**Academic Board:** Academic Board is responsible for academic governance, academic standards and quality and the student experience.

**Academic Credit:** An indicator of the amount and level of learning.

**Academic Development & Quality Assurance Manual:** This is a set of policies and procedures produced by BIMM Institute's Academic Development & Quality Assurance team and approved by Academic Board.

**Academic Level:** The relative complexity, depth of study, and learner autonomy required in relation to a module in the context of its discipline. Each module shall be assigned a level from the following scale:

- Level 3: Foundation
- Level 4: Certificate
- Level 5: Diploma
- Level 6: Degree
- Level 7: Masters

**Academic Misconduct:** Academic misconduct is any attempt to gain an unfair advantage in assessed work by deception or fraudulent means.

**Academic Year:** A period normally running from September to June. The years of study of most undergraduate courses follow academic years, and policies and regulations are normally written by academic year.

**Advanced Standing:** Prior certificated study from another institution deemed equivalent to the BIMM Institute modules from which exemption is sought.

**Assessment:** Coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

**Award:** Undergraduate, graduate, and postgraduate certificates, diplomas, Bachelor's degrees, and postgraduate Master's degrees.

**Capped Marks/Capping:** This is where the mark for an assessment or module is restricted to the minimum pass mark.

**Chair:** A Chair of a meeting or Exam Board helps the meeting to run smoothly and efficiently and ensures that the meeting operates within the authorised Terms of Reference.

**Classification:** This is the process that occurs at the end of studies for a course, where Award Boards categorise students' overall results into classes of degree. This includes Distinction and Merit at postgraduate level.

**College Handbook:** The College Handbook is an easy reference guide to help students find their way around the College's facilities and services, as well as for local information.

**College Principal:** The College Principal has responsibility for all matters relating to their College within

BIMM Institute.

**Compensated Credit:** Non-discretionary compensation will be applied automatically by the Progress or Award Board for a marginal fail on a module where the criteria has been met.

**Completion of Procedures (COP) letter:** If a student has no further avenues to pursue in relation to the issue they are raising, then a Completion of Procedures Letter is issued by BIMM Institute.

**Condoned Credit:** This is the process by which an Award Board has discretion to apply condoned credit at the award stage subject to the criteria being met.

**Conflation:** The arithmetical process of producing an overall module mark based on weightings assigned to each element of assessment.

**Core Module:** A module that must be taken and passed to meet requirements for progression or award.

**Course:** A course is an approved and validated combination of modules leading to an award.

**Course Handbook:** The Course Handbook contains detailed information about how a course is taught and managed, and how students will be assessed. Course Handbooks are available to students on BIMM Institute's Virtual Learning Environment, called Moodle.

**Course Leader:** A Course Leader provides academic leadership for a course of study, and also resolves issues relating to the course.

**Coursework:** Coursework is work produced by a student during a course of study, usually assessed in order to count towards a module mark.

**Credit/s:** A number of credits is normally assigned to each module which indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved. Credit is awarded once a student has successfully completed a module in recognition of the amount and depth of learning that has been achieved. Credits are then accumulated towards the total credit required for a programme of study and a qualification, e.g. BA (Hons).

**Cycle of Assessment:** All modules provide a single cycle of assessment comprising of one first attempt (or Sit) and one Re-sit attempt. Where a module has been failed, a repeat assessment cycle may be offered by the Exam Board, comprising a further Sit and Re-sit opportunity.

**Deferral of Studies:** A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another. Deferral is normally only permitted for one academic year.

**Delegated authority:** Where the authority invested in an individual or body is delegated to another individual or body for a specified purpose.

**ECTS:** The European Credit Transfer & Accumulation System (ECTS) is a student-centred system based on the student workload required to achieve the objectives of a course of study. Its aim is to facilitate the recognition of study periods undertaken by students through the transfer of credits across institutions.

**Enrolment:** A process by which individuals become students of the Institute. New students normally pre-enrol prior to enrolment and returning students must re-enrol each year.

**Exam Board:** BIMM Institute operates a three-tier Exam Board system, where definitive decisions on matters related to student attainment, progression and awards are made by Module Boards, Progress Boards and Award Boards, each with specified remits in relation to assessment standards.

**Exceptional Circumstances:** The Institute recognises that there are times when students will encounter difficulties during their course of study and provisions are made to assist in these cases.

**External Examiner:** A professional academic from outside BIMM Institute who monitors the assessment process for fairness and the assurance of academic standards.

**Field of Study:** The description of the group of modules in a particular discipline studied by a student. This is represented in the title of the award conferred upon a student.

**Fitness to Study:** Fitness to study relates to an individual's capacity to participate fully and satisfactorily as a student, in relation to academic studies and life generally.

**Individual Support Plan (ISP):** All students who have registered with Student Services and provided evidence of their disability, long term medical condition or specific learning difficulty will be provided with an ISP. This is a document which summarises the support requirements for an individual student.

**Institute:** BIMM Institute, unless otherwise specified.

**Intermission of Studies:** A period of intermission is a temporary postponement of studies from an agreed point in one academic year to, normally, the same point in the next. Intermission is normally only permitted for a maximum period of twelve months.

**Invigilated Examinations:** These are examinations which are conducted under formal examination conditions and supervised by an Invigilator.

**Mitigating Circumstances (Mitigation):** Sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission.

**Moderation:** This is a process that required to confirm that the marking process has been conducted appropriately, based on assessment outcomes. It is undertaken independently of the marking team following the completion of the marking process and prior to external examination.

**Module:** An approved block of teaching and learning leading to the award of academic credit and forming part of a course of study.

**Module Guide:** A module guide includes information about how a module is taught and assessed and the intended learning outcomes for the student. Students can access this information in their Course Handbook.

**Module Leader:** A Module Leader provides academic leadership for a module of study, and also resolves issues relating to the module.

**Module Mark:** The overall module result, which may be an aggregate of marks from several elements of assessment, which may be weighted. It is rounded up or down to the nearest whole number.

**Non-Submission:** If a student does not submit their assessment, it is considered a 'Non-Submission'. A

'Non-Submission' is counted as an assessment attempt.

**Notional Study Hours:** The number of hours required to complete academic credit, a module or course.

**Office of the Independent Adjudicator:** The OIA is an independent body set up to review individual complaints by students against higher education providers in England & Wales.

**Option Module:** This is one of a group of modules from which students must make a selection, to be studied alongside core modules.

**Overall Mark:** The weighted mark of a student's performance, calculated in accordance with the regulations for the award, on which the classification of the award is based. It is rounded up or down to the nearest whole number.

**Plagiarism:** BIMM Institute defines plagiarism as the use, without acknowledgement, of the intellectual work of others, and the presenting as new and original an idea or product derived from an existing source in work submitted for assessment.

**Prerequisite Module:** A specified module that must be taken and passed before a second specified module can be taken.

**Progression:** Undergraduate progression from one stage to another is achieved by meeting the progression requirements. Postgraduate students are considered to be in a single stage of study.

**Reasonable Adjustments:** Reasonable adjustments are the support requirements for an individual student and are summarised in a student's Individual Support Plan.

**Recognition of Prior Learning (RPL):** An applicant who has a relevant prior qualification or certified learning may be admitted onto a course of study with advanced standing credit.

**Registration:** A process by which a student signs up for modules of a course of study.

**Repeat Year:** The repeat of all modules on a level following failure at a previous attempt, including non-submission. Repeat years involve re-enrolment, attendance, payment of tuition fees, completion of all elements of modules from the previous year and the submission of all assessments.

**Re-sit:** The repeat of all or some of a module's assessments, following module failure at a previous attempt, including non-submission. Re-sits do not involve the repeat of attendance for the module. The assessment mark is capped at the pass mark.

**Re-sit Mode:** Where a module has several elements of assessment, the validated course specification may identify a single mode of assessment for Re-sit that meets all learning outcomes for the module. Where this is the case, students required to re-sit more than one assessment element will take the approved Re-sit Mode.

**Rounding of Marks:** The mark for a module, stage or grand mean shall be a whole number rounded up ( $\geq 0.45$ ) or down ( $\leq 0.44$ ).

**Sit:** This is an opportunity to take an assessment as if for the first time and may be offered due to accepted mitigating circumstances. Sit marks are not capped.



**Stage:** This is defined as the period of an award between two progression points.

**Student Disciplinary:** The Student Disciplinary Procedure is available online [here](#).

**Tier 4 Compliance:** This is the UK Home Office (Visas & Immigration) requirements under Tier 4 of the points-based system (PBS) and relates to student immigration legislation.

**Trailed Credit:** Where a student has achieved a minimum of 90 credits, they may be allowed to progress with the offer of a trailed repeat module assessment cycle for one module with a maximum value of 30-credits from a previous level. The means by which a student engages with trailed credit may involve full attendance or the provision of tutorials, whichever is deemed most appropriate to the student, and will require the submission of all assessments.

**UKVI:** UK Visas & Immigration, which is part of the Home Office.

**Withdrawal:** When a student withdraws from their studies, it means that they are leaving their course of study completely, with no intention of returning at a later date.

## General Principles

The general principles governing these academic regulations are:

**Principle 1:** The adoption of UK sector norms as specified in the QAA HE National Framework for Higher Education Qualifications (FHEQ), including the requirement that students achieve the credit requirement as set out in BIMM Institute's Academic Framework.

**Principle 2:** The requirement of 120 credits for progression on undergraduate awards, subject to specific rules on compensation and trailed repeats. Progression does not normally apply to taught postgraduate awards, which are considered as one stage.

**Principle 3:** The Academic Framework sets out the volume and level of credit required to achieve each award. This includes the principle that Award Boards are permitted to condone one failed module up to a maximum value of 30 credits at the award stage, based on the academic judgement of the Board that the learning outcomes for the course have been met.

**Principle 4:** A Categorical Marking Scheme will be used for all taught courses with pass thresholds at 40% on modules at levels 3-6 and 50% on modules at level 7 and standard thresholds across the institution for classification purposes at both undergraduate and postgraduate level.

**Principle 5:** The application of rules on compensation, trailed repeats and condoned credit apply only to students who achieve a level pass mark of 40% for undergraduate courses and 50% for postgraduate courses. This principle assures the standard for all awards.

**Principle 6:** Re-sits are permitted at all levels of all courses where credit has not been achieved for modules on all undergraduate and postgraduate levels.

**Principle 7:** Where a student has failed a module or been granted credit via condonement or compensation and takes a re-sit opportunity, then the uncapped mark will normally be used for progression purposes, but the capped mark will be used for transfer and award classification. The mark achieved at the re-sit will stand where it has been taken, even where it is lower than at the original attempt. Where the re-sit has not been taken, the original mark will stand.

**Principle 8:** A repeat year for all courses is permitted at the discretion of the Exam Boards, except for at level 4 where students are automatically entitled to the offer. In all cases where the offer is accepted, it will be subject to abiding by the additional conditions set out in a Repeat Year Learning Agreement.

**Principle 9:** BIMM Institute considers individual mitigating circumstances to be sudden and unforeseen conditions that temporarily prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission. As such, the measure of severity is not about impact on the student but the impact on the assessment.

**Principle 10:** Ongoing or longer-term conditions or circumstances are not, in themselves, mitigating circumstances and will be referred to Student Services for consideration of reasonable adjustments. Ongoing or longer-term conditions may give rise to valid mitigating circumstances only if first confirmed/diagnosed or becoming suddenly, unexpectedly and markedly worse at an assessment point. In all such cases, the exceptional circumstances process may be followed. Claims for circumstances not impacting on an ongoing or longer-term condition may also be made via the mitigating circumstances process, but no claim can be made citing lack of fitness to study (see [here](#)). All claims must be specifically linked to a module assessment and must be sudden, unforeseen and temporarily impact on assessment.

## **1. Introduction to the Academic Regulations**

### **1.1. What are the Academic Regulations?**

- 1.1.1. The academic regulations guarantee the academic standards and integrity of University of Sussex awards made to BIMM Institute students and Academic Board is responsible for their maintenance, in consultation with the University.

### **1.2. Applicability & Scope of the Academic Regulations**

- 1.2.1. These regulations shall take effect from the start of the Academic Year 2018-19 and shall apply to all students enrolled and registered for courses leading to a University of Sussex award at BIMM Institute.
- 1.2.2. The Institute reserves the right to amend these Academic Regulations in consultation with the University of Sussex. Such changes will be made in response to national quality and standard frameworks, or when they are of benefit to students. If the regulations should change, the Institute will determine the extent to which the changes apply, and students will be consulted and advised by direct communication to their BIMM student email address. Any concerns raised by students will be considered and agreed by Academic Board before changes are put into effect.
- 1.2.3. All staff and students must adhere to these academic regulations.
- 1.2.4. The Institute treats all students fairly and equally and takes strict measures to avoid bias in its processes. The Institute makes reasonable adjustments to its processes when necessary to make sure that a student is not disadvantaged because of any specific characteristics protected by law.

### **1.3. Courses & Modules**

- 1.3.1. A BIMM Institute course may be defined by levels of study, and is comprised of a specified number of modules, weighted by credit at a designated level, which provide a coherent learning experience, with an explicit set of learning outcomes, that leads to an award of the Institute. QCF level 3 and FHEQ levels 4, 5, 6 and 7 are set out in the Academic Framework, which specifies the volume needed at each level to qualify for a particular award.
- 1.3.2. BIMM Institutes' courses are comprised of modules which are defined as self-contained, formally structured and credit-bearing units of study, with a coherent and explicit set of intended learning outcomes and assessments. Modules must have appropriate intended learning outcomes set at the QCF/FHEQ level showing clear progression between levels.
- 1.3.3. There are two types of modules:  
a) Core – modules that all students on a course must take.  
b) Option – one of a group of modules from which students must make a selection.

### **1.4. Award of Academic Credit**

- 1.4.1. The award of academic credit relates to achievement in individual modules. Academic credit shall be awarded to a student who meets the requirements to pass the module in question.
- 1.4.2. The academic credit awarded shall be that approved for the module; the amount of academic credit awarded shall not vary in accordance with the level of achievement. The level of achievement shall be reflected by the module mark.

## 2. Enrolment

### 2.1. Enrolment & Re-enrolment

- 2.1.1. Students must enrol with the Institute at the beginning of their studies and re-enrol at the beginning of each following academic year of their course, in accordance with instructions issued by the Institute. Entry requirements are set at the course approval stage and detailed in the course specification. The University's policy on the Recognition of Prior Learning (RPL) allows students to apply for exemption from particular entry requirements and can be found [here](#).
- 2.1.2. The student name recorded at enrolment and registration will normally be the name in the student's passport. For Tier 4 students and those with another immigration status, it is mandatory that the Institute registers the student as named in their passport.
- 2.1.3. All letters, transcripts, certificates and awards shall be issued in the name under which a student is enrolled. The Institute requires students to produce documentary evidence of identity upon initial enrolment, and this may be required in advance.
- 2.1.4. Any request to record a change of name must be made in writing, or by any other valid means, and supported by appropriate documentary evidence. The Institute shall not issue revised documents for those who change their names after receiving an award, except where there has been an administrative error or following gender reassignment.
- 2.1.5. Students are required to notify the Institute of their permanent home and term-time addresses upon enrolment and shall inform the Institute in writing of any subsequent changes of address.
- 2.1.6. Students who have not complied with all BIMM Institute requirements for enrolment or re-enrolment may not attend or use the Institute's facilities. Students who do not produce the required documents within the specified deadline may be withdrawn from the Institute.
- 2.1.7. In exceptional circumstances, a student may be registered for a course of study but not enrolled (normally where a student has deferred or intermitted). Where termination of a student's registration occurs, enrolment is also terminated.
- 2.1.8. No student shall be permitted to enrol on the same stage of study more than twice, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat a level where it has previously been failed.

### 2.2. Student ID Card

- 2.2.1. All students shall be issued with a BIMM Institute ID Card that includes a photograph showing the full head and face. There shall be no head covering in the photograph, unless it is worn for cultural, religious or medical reasons.
- 2.2.2. Students shall carry their ID Card at all times when on BIMM Institute premises, or when participating in off-site activities of the Institute.

### 2.3. Change of Course of Study

- 2.3.1. An enrolled student may request to transfer to a different course of study within the Institute. All requests for transfer shall be considered by the relevant Course Leader, taking into account factors including the student's academic achievement, course entry criteria and the availability of places. For international students, consideration will also be given to their visa status and Tier 4 compliance. Students should also refer to Student Services for advice on any implications of a change of course of study to their funding, for example, Student Finance England.

### **3. Attendance, Engagement & Student Conduct**

#### **3.1. Attendance & Engagement Requirements**

- 3.1.1. Students are expected to regularly attend all forms of learning activity associated with their course of study, and to engage in their course as required by the Institute's Student Engagement Policy, available [here](#).
- 3.1.2. Tier 4 students have additional requirements in relation to attendance, which are detailed in the Institute's Student Engagement Policy, available [here](#).
- 3.1.3. Engagement refers to the expectations of the Institute related to a student's engagement, whether on-site or remote, with the learning, teaching and assessment requirements of their course of study specified in the Course Handbook and/or Module Guide.
- 3.1.4. The Institute shall specify and publish term dates and hours of operation [here](#) on the main website and Moodle.
- 3.1.5. Each student shall ensure that they are registered for the correct number of modules and the appropriate choice of modules. Students should ensure they comply with the requirements of attendance, learning and assessments.
- 3.1.6. All students are required to engage with all assessment tasks for the modules for which they are registered, as prescribed in the relevant Module Guides.

#### **3.2. Student Conduct**

- 3.2.1. Students are required to comply with the Student Code of Conduct as outlined in the Academic Development & Quality Assurance Manual [here](#).

## **4. Assessment**

### **4.1. Assessment Principles**

- 4.1.1. The purpose, structure, associated learning outcomes, type and format of assessment and reassessment, including relevant weightings and thresholds, where applicable for each module, shall be set out in the approved module and course specifications as validated by the University of Sussex.
- 4.1.2. Students will be informed via Course Handbooks and/or Module Guides of the arrangements for teaching and learning, module content and the assessment and reassessment requirements at the start of each academic year. Students must make themselves available during the entire assessment period and the re-sit period, and not make any holiday plans during these times.
- 4.1.3. The design and setting of all assessment shall be the responsibility of the relevant Heads of Education, Course and Module Leaders, in accordance with the approved course specifications and the Institute's quality assurance guidelines.
- 4.1.4. All assessments that contribute towards the classification of an award shall also be subject to the approval of the External Examiner.
- 4.1.5. Students must adhere to published dates and deadlines for all assessments.
- 4.1.6. A student unable to participate in any assessment on the specified date, due to medical or other reasons beyond their control, should refer to the section on Provisions for Exceptional Circumstances.
- 4.1.7. All material submitted for assessment shall be the student's own work (including where group work specifically forms part of the assignment). All quotations from the published or unpublished work of other persons or organisations must be properly attributed, both at the appropriate point in the text and in the bibliography.
- 4.1.8. Where the modules are no longer taught, related assessment(s) shall normally be offered for one year after the specific discontinuation date of the modules. Exam Boards will offer alternative forms of assessment beyond that date, if required.
- 4.1.9. Reasonable adjustments for students may be made on the advice of Student Services on an individual basis to compensate for any restriction imposed by a disability and/or unforeseen circumstances, provided this does not compromise the achievement of the learning outcomes. Special arrangements for individual examinations must be approved by Student Services and will be notified to the Exams Teams.
- 4.1.10. Any alternative assessment must be approved by the External Examiner, Head of Education, Course and Module Leader, and the relevant Exam Board will be notified.
- 4.1.11. Where a member of academic staff or an invigilator suspects a student of committing an academic offence, the allegation shall be investigated in accordance with the Academic Misconduct regulations.

### **4.2. Assessment Schedule & Timetable**

- 4.2.1. The Institute shall inform students of the arrangements, dates, and deadlines for coursework-based assessment at the start of each term. Students must adhere to all published dates and deadlines for such assessment.
- 4.2.2. The Institute shall make the assessment timetable available for students, detailing the dates, times, and venues of all practical assessments and examinations for their registered modules. The full examination timetable shall be published at least two weeks before the first practical assessment or examination occurs.
- 4.2.3. Students shall be responsible for informing themselves of the dates, times, and venues of their practical assessments and examinations, including re-sits, checking the details of

their personal timetables and making enquiries on possible clashes or omissions.

### 4.3. Assessments

- 4.3.1. Assessments are tasks that students are required to complete and submit, which contribute in whole or in part to module marks and awards. Types of coursework can include:
- Written:** A report, essay, review, analysis, case study, creative or professional written brief, research proposal or project;
  - Practical:** A performance, clinical, educational or practice-based assessment;
  - Examination:** A supervised written paper, multiple choice questions or online task;
  - Oral:** An individual or group presentation, discussion, marketing/sales pitch, performance or teaching exercise;
  - Portfolio:** A series of short written or creative tasks or artefacts collated as part of one assessment;
  - Artefact:** A single piece of work, such as a visual, audio, software, composition, design or artistic output.
- 4.3.2. Students shall be informed of any penalties applied to the late submission of assessments in accordance with the information provided below.
- 4.3.3. Students should refer to the Module Guide and/or Assessment Brief regarding any assessment requirements and any penalties which may apply, for example, word limits.

### 4.4. Penalties for Late Submission of Assessment

- 4.4.1. Submission dates for coursework are final and not open to negotiation with tutors, Module Leaders or the Course Leader. All coursework should be submitted via the means specified in the Module Guide and/or Assessment Brief.
- 4.4.2. Students will not be granted extensions on deadlines unless they have a registered disability because this is not considered an equitable system for staff or students. BIMM Institute expects students to prepare and plan for assessments in a well-organised way, allowing good time for the possibility of minor illness and the range of other normal hurdles in life.
- 4.4.3. To reflect the expectations that work will be submitted on time, BIMM Institute operates a system of graduated penalties for lateness, which will be applied as follows:
- if the assessment is late **up to twenty-four hours** from the deadline, five percentage points will be deducted from the mark for the element of assessment;
  - if the assessment is late **up to seven days** from the deadline, ten percentage points will be deducted from the mark for the element of assessment;
  - if the assessment is late **over seven days** from the deadline, the work will not be marked, and the student will receive a mark of zero for the element of assessment.
- 4.4.4. Marks may be reduced by lateness penalties to, but not beyond, the pass mark for the module. This means that lateness penalties cannot, in themselves, prevent progression and that students will not be required to Re-sit assessments they have academically passed as a result of lateness penalties.
- 4.4.5. Delays in typing or failure of IT software or hardware will not constitute acceptable reasons for non-submission or late submission of coursework.
- 4.4.6. A student unable to complete an assessment by the specified date due to medical or other reasons beyond their control should refer to the section on Provisions for Exceptional Circumstances.
- 4.4.7. Late submissions for re-sits are only permitted within 24 hours of the deadline, as the assessment mark will already be capped at the pass mark.



#### 4.5. Word Counts for Written Assessments

- 4.5.1. Word counts must be stated at the beginning of all written assessments. The word count required for a written assessment is published to students and a variation of +/-10% from the specified figure is permitted without incurring a marking penalty.
- 4.5.2. The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions.
- 4.5.3. Any excess in word count should not confer an advantage over other students who have adhered to the guidance. Students are required to state the word count on submission. Where a student has exceeded the word count by between 11% - 20%, the Marker should penalise the work by deducting 10 percentage points from the grade. In excessive cases (>20%), the Marker need only consider work up to the designated word count, plus the allowed 10% margin, and discount any text beyond that to ensure equity across the cohort.
- 4.5.4. Where an assessment falls significantly short (>10%) of the word count, the Marker must consider, when assigning a mark, if the argument has been sufficiently developed and is adequately supported, and not assign the full marks allocation where this is not the case.

#### 4.6. Marking Policy for Assessments with Published Time Requirements

- 4.6.1. This policy provides guidelines to tutors on what to do if the validated time requirement for an assessment is either exceeded or not fully met by a student. In this context, the policy defines the allowable margins on either side of the published time limit in which there would be no marks penalty (similar to the +/- 10% rule for word counts in written assessments), as well as clarification on penalties for work that exceeds these margins. It should be noted that this policy is intended for guidance purposes, within which academic judgment may be exercised as appropriate to individual cases.
- 4.6.2. This policy will apply to the majority of assessments with published time requirements, including:
- In-person assessments, e.g. music performances, practical assessments, presentations.
  - Relevant components of assignment briefs with time limit requirements such as studio productions / mixes, recorded compositions and audio/visual or audio only submissions.
- 4.6.3. The policy will not apply to:
- Timed examinations which have their own assessor-controlled time parameters e.g. a timed group examination such as music theory, a practical studio exam etc.
  - Assessments that were validated to allow a range of possible submission timings e.g. a Music Production assignment which asks for 'between 5-10 minutes of audio'.
  - Assessments that require adherence to a strict pre-determined time allowance, e.g. a Songwriting assignment which asks for precisely 30 seconds of music for an advertising application.
- 4.6.4. In accordance with this policy, penalties will be applied as follows:

| Deviation from Assessment Time Requirement: | Marks Penalty: | Notes: |
|---|----------------|--------|
|   |                |        |



|  |  |  |
|--|--|--|
| <b>More than 20% above time requirement</b>  | Additional work above this level is to be disregarded for assessment purposes (i.e. only work below this limit will be marked) |  |
| <b>&gt;10 to 20% above time requirement</b>  | Deduction of 10 percentage points, short of causing module failure if work is of Pass standard                                 |  |
| <b>+ or - 10% of time requirement</b>        | No marking penalty for work that is up to 10% above or below the published time requirement                                    |  |
| <b>&gt;10% to 20% below time requirement</b> | Deduction of 10 percentage points, short of causing module failure if work is of Pass standard                                 | Marker must also consider if the work has been sufficiently developed to achieve module learning outcomes              |
| <b>More than 20% below time requirement</b>  | Maximum mark of 39% at levels 3-6 and 49% at level 7   | Work falling very significantly short of the assessment requirement should not normally be considered as Pass standard |

#### 4.7. Setting of Assessment Briefs & Examination Papers

- 4.7.1. The design and setting of assessment briefs and examination papers shall be the responsibility of the relevant Course and Module Leaders, in accordance with the approved module specifications and regulations.
- 4.7.2. Where the assessments form part of a module that contributes towards an award, they shall also require consultation with the relevant External Examiner.
- 4.7.3. Minor or major changes to validated modes of assessment must adhere to the relevant consultation and approval process as outlined in the Institute's Course Development & Approval Policy [here](#).
- 4.7.4. Students must not gain access to any examination paper before it is sat. Breaches of this regulation shall be deemed an academic offence and dealt with under the Academic Misconduct regulations.

#### 4.8. Oral & Practical Assessments

- 4.8.1. Oral examinations shall be conducted by academic staff from a cognate subject area.
- 4.8.2. Students may only bring authorised materials to oral or practical assessments. The possession or use of unauthorised materials shall constitute an academic offence - see the section on Academic Misconduct.
- 4.8.3. The recording by students of oral or practical assessments is forbidden, but such

assessments will be recorded by staff for the purposes of moderation and external examination.

#### **4.9. Invigilated Examinations**

- 4.9.1. All examinations will be invigilated, and students will remain under continuous supervision for the duration of each examination. Any incidents or abnormalities that occur during an examination shall be recorded and reported by the Invigilator.
- 4.9.2. The clarification of examination questions by the Invigilator shall be limited to the correction of misprints or typographical errors and shall be announced to all students. Under no circumstances shall the Invigilator discuss the content of the examination paper with students. However, it is the responsibility of the Module Leader who set the paper to be available throughout the duration of the examination in the event of a query.
- 4.9.3. Students found to have cheated or committed some other form of academic offence will be dealt with under the Academic Misconduct regulations.
- 4.9.4. Students who arrive late, but within 30 minutes of an examination commencing, will be allowed to join the examination, but no extra time will be allowed. No student will be admitted to the room more than 30 minutes after the start of an examination. Arrival more than 30 minutes late will be deemed as absence from the examination, for which a zero mark is recorded. However, the student will have the opportunity to present evidence in mitigation of the absence for consideration by the college Mitigating Evidence Committee. Students may not leave the examination room during the first 30 minutes or the last 10 minutes of an examination.
- 4.9.5. A record of attendance will be taken prior to the start of the examination. At the end of the examination session, the Invigilator will report any absences to the Exams Team. A record of the scripts submitted by each student will be made on the attendance register, which must be submitted to the Exam Team.

#### **4.10. Guidelines for Submitting Coursework**

- 4.10.1. Unless otherwise specified in the Module Guide and/or Assessment Brief, written submissions should conform to the following guidelines:
- a) A4 page size, submitted in PDF format;
  - b) 11 or 12-point type in a clear font such as Arial, Calibri or Tahoma;
  - c) A cover sheet containing the student number, the module name, the assessment number/title and the word count must be included.
  - d) Each page must include the student number in the header and a page number in the footer;
  - e) All written work should include a reference list and be correctly referenced using the BIMM Institute Harvard Referencing Guide, available on Moodle.
  - f) All written work is expected to be readable, clearly expressed and correctly spelled (the use of a UK spell checker and proof reader are advised).
  - g) Electronic data files (video/audio etc.) should be checked to ensure they are in the correct format and meet file size requirements as detailed in the relevant Module Guide and/or Assessment Brief.
- 4.10.2. When a student submits a file, they will be asked to confirm that they wish to upload the file. It is the student's responsibility to check carefully that they are submitting the correct file, in the correct format, within any specified file size limits, by the deadline and to the correct submission point published on Moodle.
- 4.10.3. If a student does submit a file which fails to meet the requirements listed above, and the deadline has not yet passed, then the file may re-submitted. If, however, the deadline

has passed, re-submission will not be possible, and the original file submitted will be marked. This may result in a low or fail mark depending on what was submitted and whether the Marker was able to open it or not.

4.10.4. All digitally stored work must be backed up twice by students to avoid loss.

#### **4.11. Assessment & Anonymity**

4.11.1. The marking of assessed work shall be conducted anonymously by marking via student numbers and marker numbers, rather than names, as far as reasonably practicable (for some types of assessments, anonymity is impossible, such as presentations and performances). The principle of anonymity extends to marks confirmation and the consideration of marks arrays by Exam Boards.

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

4.11.3. In performance assessments; where anonymity is impractical, students will be marked by name, but the mark will be recorded by student number.

4.11.4. Students should use their student number on all written, digital and notated submissions. Submissions containing a student's name may be returned for removal. Student numbers will also be used to return marks where done so via email.

4.11.5. In cases where adhering to the policy of anonymity causes significant issues of concern, an exemption from the policy may be sought. A request, with rationale, should be submitted to the Learning, Teaching & Enhancement Committee.

#### **4.12. Assessment & Confidentiality**

4.12.1. These are BIMM Institute's general principles on confidentiality in assessment:

- a) the content of unseen examination papers must not be revealed in advance to students;
- b) the names of internal markers of assessed work are, formally, confidential;
- c) access to students' marks before and after Exam Boards should be restricted to members of staff who require access in their work capacity only;
- d) members of staff are not permitted to inform students of their recommended classification/award outcome or overall module results before these are published (this does not preclude providing provisional assessment marks and feedback to students, based on the marking criteria for the assessed work, indicating areas of strength and weakness and does not preclude a discussion with a student who has failed to achieve an award prior to publication of results);
- e) discussions at Exam Boards are strictly confidential (this does not preclude publishing decisions or providing students with a rationale following a Board decision).

#### **4.13. Protocol Relating to Personal Interest and/or Knowledge**

4.13.1. The following should be observed in relation to personal interest and/or knowledge of a student:

- a) If there is any personal interest, involvement or relationship between a Marker and a student, the Marker should not mark the student's work and should declare the

- interest to the Head of Education;
- b) Members of Exam Boards must likewise declare any such personal connection with a student being assessed, either in advance to the Chair of the Exam Board or at the meeting before the student is considered;
  - c) Advocacy is not permitted on behalf of students about whom a Marker has special knowledge (such as personal or academic tutor). Board members' knowledge of exceptional circumstances affecting students should not be discussed regardless of whether a student has made a mitigation claim within the published timeframe.

#### **4.14. Moderation & Double-Marking Policy**

- 4.14.1. All formally assessed work at levels 5 and 6 is to be systematically moderated, based on a sample across the full spread of grades, to verify overall marking standards.
- 4.14.2. All assessments that contribute to the assessment of the award (levels 5 and 6), with the exception of assessment components weighted at 30% or less of the module total, are subject to moderation. Any assessment of modules that do not contribute to the award (levels 3 & 4) will not be subject to verification and will be marked by one Tutor\*.

N.B. 'Scripts' refers to all submitted student work whether practical, written or project-based.

| <b>Level</b> | <b>Moderation Requirements</b>  |
|--------------|---|
| 3+4          | None required*.   |
| 5            | 10% of scripts (minimum of two; maximum of 50) from each banding (0-9, 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, 70-79, 80-89, 90-100) across the full range of First Markers, subject to availability.   |
| 6+7          | For all 20 credit modules, 10% of scripts (minimum of two; maximum of 50) from each banding (as above) across the full range of First Markers, subject to availability.<br><br>For all 40/60 credit modules, all scripts will be double marked. |

\*Whilst assessments at levels 3 and 4 are not subject to moderation, marking by new members of staff and on new modules will be monitored as appropriate (this may include double-marking), until competence in the application of appropriate standards has been demonstrated. Tutors will only engage in solo marking after completing training provided by BIMM Institute.

#### **4.15. Moderation & Double-Marking Procedure**

- 4.15.1. The procedure for moderation of assessments on 20 and 30 credit modules is as follows:
  - a) The First Markers mark to the appropriate marking criteria and marking scheme, annotate scripts as necessary, clearly state how the mark has been arrived at and provide feed forward.
  - b) The Moderator reviews a percentage of scripts, as outlined in the above table, to ensure that the marking criteria/scheme have been applied consistently and at the right pitch by the First Marker(s), and to evaluate the quality of feedback and feed forward elements. For small batches of scripts, a sufficient number should be

- reviewed to assess the appropriateness of First Marker(s) work.
- c) If no issues are identified by the Moderator, they complete the moderation form by clearly identifying student and module data and stating that the process has been completed satisfactorily.
  - d) If the Moderator identifies a problem with the consistency of marks awarded by a First Marker, this is reported to the Course Leader and/or Head of Education, all that First Marker's scripts are double marked, and the new marks are agreed, recorded on the moderation coversheet and amended in the original location.
  - e) If the Moderator identifies a problem with the quality of feedback written by a First Marker, this is reported to the Course Leader and/or Head of Education, one of whom works with that First Marker in revisiting and improving their feedback. This process will be recorded on the moderation coversheet.
  - f) If the Moderator finds a problem with pitch (i.e. consistently over or under-marking) the Moderator will report this to the Course Leader and Head of Education, and a recalibration will be agreed in consultation with the External Examiner, but the markers do not need to second mark all scripts. The recalibration is annotated on the moderation coversheet and marks are amended in the original location.
- 4.15.2. All practical assessments will be recorded, and the First Marker will attend and mark the performances of all students. Moderation of these marks will be carried out later using the recordings.
- 4.15.3. Once the internal moderation/double-marking process has been completed, external moderation is carried out by External Examiners.
- 4.15.4. The requirements detailed above constitute the minimum moderation requirements for BIMM Institute. Additional moderation may be carried out if, for whatever reason, a Head of Education deems it appropriate to do so.
- 4.15.5. The procedure for double marking of assessments on 40 and 60 credit modules is as follows:
- a) The First Markers mark to the appropriate marking criteria, annotate scripts as necessary, clearly state how the mark has been arrived at and provide feedback.
  - b) The Double Marker independently marks all the scripts.
  - c) The two markers meet and agree a single set of marks with agreed feedback.
  - d) If the markers cannot agree marks, the External Examiner may be asked to adjudicate.

#### **4.16. The Return of Marks & Feedback to Students**

- 4.16.1. BIMM aims to inform students of provisional marks via the VLE and/or email no later than 15 working days (i.e. 21 calendar days plus public holidays) of the submission deadline/ final performance date. Please note that this period will be extended by a week over the Winter Break to reflect the fact that BIMM closes completely for this duration, thus losing these working days.
- 4.16.2. If, for any legitimate reason, BIMM is unable to meet this deadline, we will communicate clearly with the affected students, both to make them aware of the situation and of the proposed new date for publication.
- 4.16.3. It should be noted that provisional marks are for guidance only, as the external examination process may result in marks being revised, and that final marks are confirmed at the Module Board.

## **5. Undergraduate Regulations**

### **5.1. Scope of Undergraduate Regulations**

- 5.1.1. These regulations shall apply to all students enrolled and registered for undergraduate courses of study at the Institute validated by the University of Sussex.

### **5.2. The Assessment Cycle**

- 5.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.
- 5.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit. Repeat assessment cycles are offered on the explicit authority of the Progress and Award Boards only.

### **5.3. Module Passes**

- 5.3.1. The minimum pass mark for undergraduate modules is 40% on all courses. Conflated module marks are rounded up or down to the nearest whole number; for example, a mark of 39.45% or above will be rounded up to 40%, and a mark of 39.44% or below will be rounded down to 39%.
- 5.3.2. The module requirements, as outlined in the Module Guide, shall specify any elements of assessment that must be passed, that must be taken and that are optional. If a module has multiple elements of assessment, all elements are conflated to one overall module mark based on the specified weightings.
- 5.3.3. The academic credit for a module is achieved either by securing the minimum pass mark or by the award of compensated or condoned credit by the Exam Board.

### **5.4. Pass-Required Assessments**

- 5.4.1. Where the overall module mark is 40% or higher, but one or more pass-required assessments have been failed, a Re-sit of the failed components will be offered, and those marks will be capped.
- 5.4.2. In some cases, it may be possible to achieve an overall module mark higher than the pass mark of 40%, but fail the module, where one or more pass required assessment is failed. In these instances, the module mark shall be considered a fail.

### **5.5. Re-sits**

- 5.5.1. A Re-sit is an opportunity to retrieve an initial failed assessment involving the repeat of all or part of a module's assessments, following failure at a previous attempt, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered for modules where the relevant pass mark has not been achieved.
- 5.5.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 40% to ensure that students offered Re-sits do not have an unfair opportunity to improve their assessment mark. The uncapped mark will be considered for progression purposes, with the capped mark used for awards and for course transfer applications.
- 5.5.3. Where a Re-sit is completed following a failed first Sit, the Re-sit mark will stand, even if it is lower than the original mark.



- 5.5.4. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 5.5.5. In cases where a single Re-sit mode does not assess all the module learning outcomes, a second Re-sit component will be required to ensure that all the learning outcomes are tested. All students taking the Re-sit will take the approved Re-sit mode. In cases where there are two Re-sit mode components which are the same as the original assessment mode components, the board may offer a Re-sit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort.
- 5.5.6. The other types of re-sit opportunity are a Trailed Re-sit and a Second Re-sit, either of which may be offered at the Progress or Award Board's discretion (see 5.9 on Discretionary Trailed Credit and 5.10 on Temporary Withdrawal with Second Re-sit(s)).

## **5.6. Non-Discretionary Compensated Credit**

- 5.6.1. Compensation is automatically applied at each stage of study at module-level for a marginal fail of up to 30 credits, provided that an uncapped Stage Mean of 40% has been achieved. Thereby, a strong performance by a student in one part of the curriculum may be used as the basis for the award of credit in respect of a marginal fail elsewhere.
- 5.6.2. Where a student has not achieved the credit requirement for progression or award, but has met both of the following criteria (either prior to or following any Re-sit opportunities), then up to 30 credits for a single module will automatically be granted by compensation, provided that the remaining credits in the level meet the pass threshold:
- An uncapped Stage Mean of 40%
  - A mark of 35-39% for the failed module.
- 5.6.3. In all cases where Non-Discretionary Compensation has been applied to modules that do not contribute to the award (i.e. levels 3 & 4), students will not be entitled to a Re-sit.
- 5.6.4. In all cases where Non-Discretionary Compensation has been applied to modules that contribute to the award (i.e. levels 5 & 6), BIMM will provide a single opportunity for students to register to take a Re-sit instead of receiving the credit via compensation, to enable students to achieve a higher module mark. The assessment mark achieved at Re-sit will be capped and the Re-sit mark will stand even where it is lower than the original achieved, which may impact on progression where progression to the next stage had been offered.
- 5.6.5. Compensation is not discretionary to the Exam Board and is referred to as non-discretionary compensated credit. The actual mark achieved will stand for progression and award classification purposes.
- 5.6.6. A maximum of 30-credits for one module per stage may be awarded by automatic compensation to enable progression or award. Compensation will be applied at the Progress or Award Board where the criteria are met.
- 5.6.7. In all cases, compensated credit will not be applied automatically where the criteria have not been met or where more than 30 credits, or more than one module, have been failed.
- 5.6.8. Transcripts shall clearly identify the credits attained by compensation.

## **5.7. Discretionary Condoned Credit**

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

- 5.7.2. The Board has discretionary authority to condone up to a maximum of 30 credits in the final award stage where the course learning outcomes have been met and the Stage Mean requirement of 40% has been achieved. Condoned credit is not dependent upon an individual module threshold mark being achieved and is limited to the final award stage. The original mark achieved will stand for award purposes. A maximum of 30 credits may be granted via a combination of compensated and condoned credit in the final award stage. Alternatively, the Board can offer a Re-sit. The Board may not condone a module failed as a result of academic misconduct.
- 5.7.3. In all cases where condoned credit has been applied, BIMM will provide a single opportunity for students to register to take a Re-sit instead of receiving the credit via condonement, to enable the pass threshold to be achieved. The module mark achieved at Re-sit will be capped and the Re-sit mark will stand even where it is lower than the original achieved.

## **5.8. Repeat Years**

- 5.8.1. A Repeat Year involves a second assessment cycle on all modules following failure to progress at a previous attempt. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments. All previous marks and credit achieved will be discounted.
- 5.8.2. The opportunity to repeat Stage 1 (FHEQ level 4) is automatic for students who fail to progress, providing the same course of study is available in the following academic year. There is no automatic right to a Repeat Year of subsequent stages and any such offer will be at the discretion of the Exam Board, following any Re-sit opportunities offered. However, the Board is advised to seriously consider offering a Repeat Year to a student who has not previously repeated a stage of study. Evidence of attendance and engagement during the failed year should not be taken into consideration, but academic performance in a previous year may be a determining factor. Where a Board exceptionally decides not to offer a Repeat Year to a student who has not previously repeated a year and has engaged with the first assessment cycle, the rationale for this decision must be clearly laid out in the minutes.
- 5.8.3. A student offered a Repeat Year will be required to agree to and abide by the conditions set out in a BIMM Institute Repeat Year Learning Agreement, which will include a requirement for a minimum level of attendance and engagement. The Institute may commence withdrawal proceedings against any student in breach of their Agreement.
- 5.8.4. No student shall be permitted to repeat the same stage of study more than once, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat where the level has been failed. In offering a Repeat Year to a student who has previously repeated a different year, the Board should be mindful of the maximum period of registration.
- 5.8.5. Where a Repeat Year is granted, the student must attempt the same modules that they originally attempted, except for option modules; in which case, an alternative option module may be chosen.
- 5.8.6. Transcripts shall list both the first attempt and the repeat of modules.

## **5.9. Discretionary Trailed Credit**

- 5.9.1. The Exam Board has discretionary authority to offer a student (following any Re-sits offered) the opportunity to progress to the next stage of study while trailing up to a maximum of 30 credits from a previous stage, provided that an uncapped Stage Mean of 40% has been achieved. Credit can be trailed at all stages, but not beyond the final stage.



- 5.9.2. Normally, Trailed Credit will result in the student taking a Trailed Re-sit for a module already studied with the aim of retrieving the initial fail *without* attendance. Trailed Re-sits without attendance will only be offered where there is significant evidence of engagement from the student such that they are likely to succeed at the next assessment opportunity. A Trailed Re-sit will involve one further opportunity to take the Re-sit Mode, which will normally be scheduled in Term 1 or 2 of the next academic year.
- 5.9.3. Alternatively, and for option modules only, the Exam Board has the discretion to offer students the choice of an alternative option module for the same trailed credit value with attendance. Students trailing an alternative module/s will be entitled to a trailed repeat assessment cycle on this module (a first attempt and a re-sit attempt with marks capped at both the first attempt and the re-sit attempt).
- 5.9.4. In all cases, Trailed Credit will result in the module mark being capped, with the capped mark being used for award and transfer purposes and the uncapped mark used for progression.
- 5.9.5. Where a Trailed Re-sit is completed following a failed first Re-sit, the Trailed Re-sit mark will stand, even if it is lower than the original mark.
- 5.9.6. Where a student chooses not to undertake the Trailed Re-sit, the previous mark will be retained.
- 5.9.7. Permission to trail credit will normally only be granted by a Retrievals Board following a failed Re-sit. In exercising its discretion, the Board will take into consideration evidence of attendance and engagement across the stage. Where a Trailed Module Repeat Assessment Cycle is taken, no marks may be carried forward from the first assessment cycle.
- 5.9.8. Where the credit has not been retrieved after the conclusion of the Trailed Re-sit or Trailed Module Repeat Assessment Cycle, the Board may consider other mechanisms available for the retrieval of credit, such as trailing credit again into a subsequent stage (if one exists), compensation or condonement.
- 5.9.9. A student offered Trailed Credit will be required to agree to and abide by the conditions set out in a BIMM Institute Trailed Module Learning Agreement.
- 5.9.10. Transcripts shall list both the first attempt and the Trailed Repeat of modules.
- 5.10. Discretionary Temporary Withdrawal with Second Re-sit(s)**
- 5.10.1. Exceptionally, the Board has discretionary authority to offer second and final Re-sit opportunities for one or more failed modules, provided that 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any Re-sit opportunities and other mechanisms to retrieve the credit have been exhausted and where there is good evidence of attendance and engagement, such that the student is likely to succeed at the next Re-sit opportunity.
- 5.10.2. Where the offer is accepted by the student, they will be required to temporarily withdraw and complete Second Re-sit(s) of the failed module(s) without attendance. All marks for Second Re-sit(s) will be capped at the pass threshold for award and transfer purposes. Uncapped marks will be considered for progression purposes.
- 5.11. Progression Requirements**
- 5.11.1. As with module marks, the mark for a Stage Mean shall be a whole number rounded up ( $\geq 0.45\%$ ) or down ( $\leq 0.44\%$ ).
- 5.11.2. **Students are required to achieve a Stage Mean of 40% and 120 credits to progress to the next stage, subject to the application of rules on Trailed Credit,**

**compensation and condonement.** The uncapped Stage Mean is used for progression purposes, as it indicates academic potential, whilst the capped Stage Mean is used for transfer and award purposes. The Stage Mean includes all marks achieved on modules taken in the stage, including marks of zero and fails.

## 5.12. Application of Mechanisms to Retrieve Credit for Progression or Award

- 5.12.1. The Board has discretionary authority to offer a combination of mechanisms to provide an opportunity for students to retrieve the credit necessary for progression (following any Re-sit opportunity) or the achievement of an award as set out below. These mechanisms can be applied at the Board's discretion, where the criteria have been met, in order to secure the standard of the award. This ensures that in addition to the stage mean being met that the pass threshold has been achieved on at least 75% of the credit in the stage for progression and award. Regulations 5.6 – 5.10 specify the relevant criteria for each mechanism.
- 5.12.2. **Where the Stage Mean requirement has not been achieved** following any Re-sit opportunity, the student has no right to compensation, condonement or Trailed Credit, nor does the Exam Board have discretion to allow the student to progress or receive an award. Mechanisms available to the Board to enable students to retrieve the credit include a Repeat Year or, exceptionally, Discretionary Temporary Withdrawal with Second Re-sit(s), where the requirements for those options, as outlined previously, have been met. Alternatively, following a first Re-sit opportunity, the Board may exceptionally decide that a further retrieval opportunity should not be permitted and so require permanent withdrawal with an exit award where the credit requirement set out in the Course Specification has not been met. Students failing to progress from stage 1 are automatically entitled to a repeat stage.
- 5.12.3. **Where the Stage Mean requirement has been achieved but the credit requirement has not**, mechanisms available to the Board to enable students to progress or achieve the award include the application of a combination of compensated or condoned credit or Trailed Credit up to a maximum of 30 credits. Where this is not possible, the Board should consider a Re-sit opportunity, if one has not already been offered, or a Repeat Year to enable credit to be secured.
- 5.12.4. The Board should consider **progression candidates** as follows, following any Re-sit opportunities:
- a) **Where the Stage Mean requirement has been achieved and 90 credits or more awarded**, the Board must seriously consider granting Trailed Credit or compensation up to a maximum of 30 credits to enable the student to progress or achieve the award. Where the Board has significant concerns about the academic underpinning that could not be achieved through Trailed Credit, it must offer a choice of Temporary Withdrawal with Second Re-sit(s) or a Repeat Year. A clear minute must record the rationale in all cases where Trailed Credit has not been granted to enable progression.
  - b) **Where the Stage Mean requirement has been achieved but less than 90 credits awarded**, the student may not progress. Students failing to progress from stage 1 are automatically entitled to a Repeat Year. At subsequent stages, the Board should seriously consider offering a Repeat Year to students irrespective of whether the student has previously repeated a stage. Exceptionally, the Board may offer Temporary Withdrawal with Second Re-sit(s) where 60 credits have been achieved and where there is evidence of good engagement. Once 90 credits or more have been awarded, the Board may grant Trailed Credit in or compensation up to a maximum of 30 credits to enable the student to progress.

- c) **Where a student has been unable to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits** on more than one module, they will be required to intermit and complete those assessments before the end of that academic year.
- 5.12.5. The Board should consider **award candidates** as follows:
- a) **Where the Stage Mean requirement has been achieved and 90 credits or more awarded**, the Board may grant condoned or compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Alternatively, a Re-sit may be offered. Should the credits not be secured after a Re-sit opportunity, the Board may offer an exit award, Temporary Withdrawal with Second Re-sit(s) or, exceptionally, a Repeat Year. Credit trailed from the previous stage may be condoned at award stage, provided that the credit granted via condonement for the trailed credit and any failed modules in the final stage does not exceed 30 credits in total.
- b) **Where the Stage Mean requirement has been achieved but less than 90 credits awarded**, following any Re-sit opportunities, students may not graduate. The Board should seriously consider offering a repeat of the stage irrespective of whether the student has previously repeated a stage. Alternatively, the Board may offer Temporary Withdrawal with Second Re-sit(s) where 60 credits have been achieved and where there is evidence of good engagement. Once 90 credits have been accumulated, the Board may grant condoned or compensated credit up to a maximum of 30 credits to allow 120 credits to accumulate and the award to be made. Exceptionally, the Board may offer an exit award.
- 5.12.6. In all cases, the Board must specify where students may be offered a choice of retrieval opportunities (Trailed Repeat or a Repeat Year). Where the Board, exceptionally, decides not to offer a Repeat Year to a student who has not previously repeated a level in the course, the rationale for this decision must be laid out in the minutes.

### 5.13. Undergraduate Honours Awards

- 5.13.1. To be eligible for an undergraduate award, a student must meet:
- the requirements for the course of study for which they are registered;
  - the requirements for the duration of the registration in the course specification;
  - the required total credit value for the award as defined in the course specification;
  - the minimum credit value at the level of the award;
  - the progression requirements at the end of each stage and be in the final stage for the award.
- 5.13.2. Successful students will receive one of the following classified awards:
- Bachelor of Arts – BA (Honours) degree.**
  - Bachelor of Music – BMus (Honours) degree.**
- 5.13.3. The following general rules apply:
- All modules taken at stages 2 and 3 contribute to classification;
  - Stages 2 and 3 are weighted against each other in the proportion 40:60.
- 5.13.4. In the final student arrays, the Grand Mean (overall degree mark) shall be displayed as a whole number rounded up ( $\geq 0.45\%$ ) or down ( $\leq 0.44\%$ ). Once the Grand Mean has been calculated and rounded up or down, the classification of the degree shall be made according to this scale:

| Mark       | Classification                   |
|------------|----------------------------------|
| 70% - 100% | First Class Honours (1st)        |
| 60% - 69%  | Upper Second Class Honours (2:1) |

|           |                                  |
|-----------|----------------------------------|
| 50% - 59% | Lower Second Class Honours (2:2) |
| 40% - 49% | Third Class Honours (3rd)        |

#### **5.14. Borderline Award Rules**

- 5.14.1. The rounding of marks prior to classification may result in a final degree mark coming close to, but below, a degree classification boundary. The Board shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:
- 69-70 Boundary for 2:1/1st
  - 59-60 Boundary for 2:2/2:1
  - 49-50 Boundary for 3rd/2:2
  - 39-40 Borderline fail
- 5.14.2. To ensure equity in the consideration of borderline candidates, it has been agreed that a borderline candidate will be automatically reclassified where either of the following criteria have been met:
- They have achieved 50% of the credit that contributes to classification in the higher class;
  - Where 50% of the credit that contributes to classification is not in the higher class, they have achieved a final Stage Mean within the higher class.

#### **5.15. Ordinary Degree Exit Award**

- 5.15.1. An Ordinary degree will be awarded to students as an exit award where 300 credits have been achieved across stages 1, 2 and 3, including 60 credits at level 6 in the final stage, following the application of compensation in the earlier stages of study. There is no requirement to achieve a Stage Mean for an Ordinary award. In some cases, a student who does not meet the progression criteria for a named award may be transferred onto the Ordinary variant for the final stage.

#### **5.16. Diploma/Certificate of Higher Education Exit Award**

- 5.16.1. A Dip HE or Cert HE can be awarded to students who have permanently withdrawn from the course, provided that the relevant credit requirement has been met as set out in the Academic Framework.

#### **5.17. Aegrotat Awards**

- 5.17.1. An Aegrotat undergraduate degree is one that may be awarded where a student has achieved 60 credits in the final stage and is unable to complete their studies in the foreseeable future because of serious illness or death.
- 5.17.2. A student achieving 60 credits in the final stage may be eligible for an Aegrotat degree on the credit achieved and/or on work completed to that date. The Aegrotat degree will be reserved for those circumstances in which the Board recognises higher level academic achievement, subject to the approval of the University following a recommendation from the Board. An undergraduate Aegrotat degree may be an unclassified honours or an Ordinary (without honours). Alternatively, a Diploma/Certificate of Higher Education may be awarded.

#### **5.18. An Absurd Outcome for an Individual Student**

- 5.18.1. Where the strict application of the rules results in an absurd outcome for an individual student, in the view of the Board, which can't be remedied within existing discretion, it may make a recommendation to University Pro Vice-Chancellor (Teaching & Learning), who has authority to accept or reject it. The final application of the accepted recommendation rests with the Board to enable normal appeals procedures to apply. The Board should, therefore, agree on an alternative outcome should the recommendation not be accepted. Please note that marks will not be changed or set aside.
- 5.18.2. For example:  
A recommendation may be made for a finalist candidate with accepted exceptional circumstances against a missed or impaired assessment component weighted  $\leq 40\%$  of the module assessment, where it can be demonstrated that the higher classification would be achieved had the student's Stage Mean been achieved on the missed or impaired assessment component.  
A recommendation may be made for a second Repeat Year provided that there is evidence on the marks array of previous engagement and good performance in assessment such that the student is likely to achieve the award aims within the maximum period of registration.

## **6. Postgraduate Regulations**

### **6.1. Scope of Postgraduate Regulations**

- 6.1.1. These regulations shall apply to all students enrolled and registered for postgraduate courses of study at the Institute validated by the University of Sussex.

### **6.2. The Assessment Cycle**

- 6.2.1. An assessment cycle for a module comprises one Sit (a first attempt) and, where necessary, one Re-sit (a second attempt). All marks must be approved by the appropriate Module Board before any Re-sit occurs.
- 6.2.2. A repeat assessment cycle for a module comprises one further Sit and, where necessary, one further Re-sit. Repeat assessment cycles are offered on the explicit authority of the Progress and Award Boards only.
- 6.2.3. For all postgraduate awards, there shall be a maximum of two permitted assessment cycles for each module, i.e. if a student fails a Re-sit, they may repeat the module one further time only.

### **6.3. Module Passes**

- 6.3.1. The minimum pass mark for postgraduate modules is 50% on all courses. Conflated module marks are rounded up or down to the nearest whole number; for example, a mark of 49.45% or above will be rounded up to 50%, and a mark of 49.44% or below will be rounded down to 49%.
- 6.3.2. The module requirements, as outlined in the Module Guide, shall specify any elements of assessment that must be passed, that must be taken and that are optional. If a module has multiple elements of assessment, all elements are aggregated to one overall module mark based on the specified weightings.
- 6.3.3. The academic credit for a module is achieved either by securing the minimum pass mark or by the award of compensated credit by the Exam Board. Compensated credit at postgraduate level only applies to Master's degree courses.

### **6.4. Pass-Required Assessments**

- 6.4.1. Where the overall module mark is 50% or higher, but one or more pass-required assessments have been failed, a Re-sit of the failed components will be offered, and those marks will be capped.
- 6.4.2. In some cases, it may be possible to achieve an overall module mark higher than the pass mark of 50%, but fail the module, where one or more pass required assessment is failed. In these instances, the module mark shall be considered a fail.

### **6.5. Re-sits**

- 6.5.1. A Re-sit is an opportunity to retrieve an initial failed assessment involving the repeat of all or part of a module's assessments, following failure at a previous attempt, without having to repeat the original period of teaching and learning. Re-sit opportunities will only be offered for modules where the relevant pass mark has not been achieved.
- 6.5.2. Where a Re-sit is completed, the assessment mark will be capped at the minimum pass mark of 50% to ensure that students offered Re-sits do not have an unfair opportunity to improve their assessment mark. The uncapped mark will be considered for



progression purposes, with the capped mark used for awards and for course transfer applications.

- 6.5.3. Where a Re-sit is completed following a failed first Sit, the Re-sit mark will stand, even if it is lower than the original mark.
- 6.5.4. Where a student chooses not to undertake the Re-sit, the first Sit mark will be retained.
- 6.5.5. In cases where a single Re-sit mode does not assess all the module learning outcomes, a second Re-sit component will be required to ensure that all the learning outcomes are tested. All students taking the Re-sit will take the approved Re-sit mode. In cases where there are two Re-sit mode components which are the same as the original assessment mode components, the board may offer a Re-sit of the failed assessment component to be conflated with the passed assessment component, provided that the weightings map to the original assessment mode weighting and that this strategy is applied to all students on the cohort.

## **6.6. Repeat Years**

- 6.6.1. A Repeat Year involves a second assessment cycle on all modules following failure to progress at a previous attempt. Repeat Years involve re-enrolment, attendance, payment of tuition fees, completion of all elements and the submission of all assessments. All previous marks and credit achieved will be discounted.
- 6.6.2. There is no automatic right to a Repeat Year at postgraduate level and any such offer will be at the discretion of the Exam Board, following any Re-sit opportunities offered. Evidence of attendance and engagement during the failed year should not be taken into consideration, but academic performance may be a determining factor. Where a Board exceptionally decides not to offer a Repeat Year to a student, the rationale for this decision must be clearly laid out in the minutes.
- 6.6.3. A student offered a Repeat Year will be required to agree to and abide by the conditions set out in a BIMM Institute Repeat Year Learning Agreement, which will include a requirement for a minimum level of attendance and engagement. The Institute may commence withdrawal proceedings against any student in breach of their Agreement.
- 6.6.4. No student shall be permitted to repeat the same stage of study more than once, even where they have transferred from another University of Sussex-validated course within BIMM, and shall only be permitted to repeat where the level has been failed. In offering a Repeat Year, the Board should be mindful of the maximum period of registration.
- 6.6.5. Where a Repeat Year is granted, the student must attempt the same modules that they originally attempted, except for option modules; in which case, an alternative option module may be chosen.
- 6.6.6. Transcripts shall list both the first attempt and the repeat of modules.

## **6.7. Discretionary Temporary Withdrawal with Second Re-sit(s)**

- 6.7.1. Exceptionally, the Board has discretionary authority to offer second and final Re-sit opportunities for one or more failed modules, provided that 60 credits have been achieved in the stage. This may only be considered where the progression or award criteria for the stage have not been achieved, after any Re-sit opportunities and other mechanisms to retrieve the credit have been exhausted and where there is good evidence of attendance and engagement, such that the student is likely to succeed at the next Re-sit opportunity.
- 6.7.2. Where the offer is accepted by the student, they will be required to temporarily withdraw and complete Second Re-sit(s) of the failed module(s) without attendance. All marks for Second Re-sit(s) will be capped at the pass threshold for award and transfer

purposes. Uncapped marks will be considered for progression purposes. The marks achieved will be added to the first cycle of marks for modules passed and confirmed by the Module Assessment Board.

## 6.8. Postgraduate Certificate Award Requirements

6.8.1. Candidates on postgraduate certificate courses are required to achieve the pass threshold on 60 credits, and achieve a stage mean of 50%, following any resit and/or repeat opportunity, in order to receive an award. Condoned or compensated credit may not be granted.

## 6.9. Application of Mechanisms to Retrieve Credit for Award

6.9.1. **Where the Stage Mean requirement has not been achieved**, usually following any Re-sit opportunity, the Board has no discretion to allow a student to receive an award. Mechanisms available to the Board to enable the student to retrieve the credit include a Repeat Year or Temporary Withdrawal with Second Re-sit(s) up to a maximum of 60 credits. Alternatively, the Board may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal.

6.9.2. **Where the Stage Mean requirement has been achieved but the credit requirement has not**, mechanisms available to the Board to enable the student to achieve the award include a Repeat Year or Temporary Withdrawal with Second Re-sit(s) up to a maximum of 60 credits. Alternatively, the Board may decide that further retrieval opportunities should not be permitted and so require permanent withdrawal.

## 6.10. Classification Rules

6.10.1. In the final student arrays, the Grand Mean (overall mark) shall be displayed as a whole number rounded up ( $\geq 0.45\%$ ) or down ( $\leq 0.44\%$ ). Once the Grand Mean has been calculated and rounded up or down, the classification of the degree shall be made according to this scale:

| PgCert awards | Less than or equal to | Greater than or equal to                           |
|---------------|-----------------------|--|
| Distinction   | Not applicable        | 70% threshold plus<br>50% of credit at 70 or above |
| Merit         | 70%                   | 60% threshold plus<br>50% of credit at 60 or above |
| Pass          | 60%                   | 50%  |

## 6.11. Borderline Award Rules

6.11.1. The rounding of marks prior to classification may result in a Grand Mean coming close to, but below, a degree classification boundary. The Board shall give consideration to such students falling within a borderline area of one percent below each classification boundary as follows:

69-70 Boundary for merit/distinction

59-60 Boundary for pass/merit

49-50 Boundary for borderline fail



6.11.2. When considering postgraduate candidates, the Board has discretion to reclassify borderlines where (a) a borderline Grand Mean has been achieved as well as 50% of the credit that contributes to classification in the higher class or (b) a Grand Mean in the higher class has been achieved but 50% of the credit that contributes to classification in the higher class has not been achieved. The Board may reclassify a borderline student, based on the individual student profile, on the marks array. The Board must use its discretion in cases where the Grand Mean has been achieved as a result of good performance across the taught modules.

## **6.12. Aegrotat Awards**

6.12.1. A postgraduate Aegrotat degree may be awarded at Masters, Diploma or Certificate level depending on the credit achieved, subject to the approval of the Pro Vice-Chancellor (Teaching & Learning) following a recommendation from the Board. A postgraduate Aegrotat may be classified where academic performance at the higher level has been demonstrated.

## **6.13. An Absurd Outcome for an Individual Student**

6.13.1. Where the strict application of the rules results in an absurd outcome for an individual student, in the view of the Board, which can't be remedied within existing discretion, it may make a recommendation to University Pro Vice-Chancellor (Teaching & Learning), who has authority to accept or reject it. The final application of the accepted recommendation rests with the Board to enable normal appeals procedures to apply. The Board should, therefore, agree on an alternative outcome should the recommendation not be accepted. Please note that marks will not be changed or set aside.

6.13.2. For example:

A recommendation may be made for a finalist candidate with accepted exceptional circumstances against a missed or impaired assessment component weighted  $\leq 40\%$  of the module assessment, where it can be demonstrated that the higher classification would be achieved had the student's Stage Mean been achieved on the missed or impaired assessment component.

A recommendation may be made for a second Repeat Year provided that there is evidence on the marks array of previous engagement and good performance in assessment such that the student is likely to achieve the award aims within the maximum period of registration.

## 7. Exam Boards

### 7.1. Purpose of Exam Boards

- 7.1.1. Exam Boards – Module Boards, Progress Boards, Award Boards and Joint Exam Boards – operate on the delegated authority of Academic Board and ensure that the following functions are carried out to maintain academic standards:
- with reference to the Institute’s commitment to equality and diversity to consider all matters relating to the assessment and award of individual students;
  - to assure the academic standards of all courses leading to an Institute award;
  - to determine accurate and fair marks for individual students and apply professional judgement as to the appropriateness of any moderation or mitigation by taking into account the circumstances of students and the judgements made by assessors;
  - to determine whether students are required to be re-assessed, progress or receive an award;
  - with the contribution from External Examiners, to analyse the performance of students within and across academic courses, with a view to ensuring academic standards are consistent across the Institute and comparable to standards in other universities.
- 7.1.2. Exam Boards consist of BIMM Institute staff, University of Sussex representatives and External Examiners only.

### 7.2. Types of Exam Boards

- 7.2.1. The Module Assessment Board is responsible for determining the assessment results for all modules within its remit.
- 7.2.2. The Progress Board is responsible for checking and approving student progression from one academic Level to the next.
- 7.2.3. The Award Board is responsible for making decisions on awards to be conferred in accordance with the approved regulations and the relevant policies of Academic Board
- 7.2.4. A Joint Assessment Board is a Board at which both module and course outcomes are considered. The Joint Exam Board will first convene as a Module Board, then as a Progress Board and/or Award Board, as appropriate.
- 7.2.5. A Retrievals Board is normally a Joint Assessment Board at which both module and course outcomes are considered, focussing on re-sit results. The Retrievals Board will first convene as a Module Board, then as a Progress Board and/or Award Board, as appropriate.
- 7.2.6. Academic Board will determine the schedule of Exam Boards and the courses to be considered.

### 7.3. Pre-Boards

- 7.3.1. It is mandatory for all Colleges to organise Pre-Board meetings for all Exam Boards.
- 7.3.2. Pre-boards are internal and informal, and are used to:
- ensure that all marks have been correctly recorded;
  - ensure that all paperwork is in order before the Exam Boards;
  - note that mitigating circumstances may apply.

### 7.4. Responsibilities of the Chair of Exam Boards

- 7.4.1. The Chair of the Board will be responsible for:

- a) convening the meetings;
- b) ensuring that the Board functions in accordance with its terms of reference and composition;
- c) ensuring the effective conduct of business.

## **7.5. Responsibilities of the Deputy Chair of Exam Boards**

7.5.1. The Deputy Chair of the Board will be responsible for:

- a) ensuring that the Board is conducted in accordance with the regulations;
- b) seeking the views of the External Examiner;
- c) ensuring that the marks are approved in advance by the External Examiner;
- d) ensuring that draft examination papers and assessment briefs are properly approved by the External Examiner before being finalised;
- e) ensuring that re-sit papers and assessment briefs are set;
- f) ensuring that marking is completed in time for the External Examiners to comment and provide feedback to the appropriate Exam Board.
- g) taking action in respect of all students.

## **7.6. Responsibilities of the Secretary to Exam Boards**

7.6.1. The Secretary to the Exam Boards will be responsible for:

- a) ensuring that the regulations are available for reference;
- b) ensuring that there is a complete and accurate record of all marks for;
- c) ensuring that papers and arrays of student marks are ready for Exam Board meetings;
- d) recording proceedings and minutes of the Exam Boards and recording approved marks and academic decision outcomes;
- e) ensuring that updates to student records are completed promptly after Exam Board meetings.

## **7.7. Responsibilities of Course & Module Leaders**

7.7.1. The duties of Course and Module Leaders are:

- a) to be responsible for the setting and marking of the assessments of the module for which they are responsible;
- b) checking and approving the arrays of student marks in advance as an accurate record;
- c) attending Exam Boards, as listed in the Membership section, and to participate in decision making;
- d) presenting the results to the Exam Board;
- e) commenting on factors related to the modules for which they are responsible, for example levels of performance, or any problems with the examination/assessment briefs;
- f) responding to queries on individual students, marking, or other relevant matters.

## **7.8. External Examiners**

7.8.1. External Examiners are appointed by the University of Sussex, subsequent to consideration by the Quality Assurance Committee and Academic Board, and their detailed duties are set out in the Handbook on the Policy & Procedures for the External Examining of Taught Courses, which can be accessed [here](#).

- 7.8.2. External Examiners are required to be full members of the appropriate Exam Board.
- 7.8.3. External moderation is conducted by the External Examiner, who will have access to the same sample of assessments and statistical data that has been reviewed as part of the internal moderation process. They will also have access to the internal Moderator's decision and any comments made. This ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed.
- 7.8.4. The External Examiners are required to confirm the appropriateness of the application of the marking and internal moderation processes based on the assessment outcomes. They should not act as additional markers on a par with internal examiners in any circumstances.
- 7.8.5. With regard to External Examiner samples, it should be noted that:
- a) Fails with marks of zero (i.e. non-submissions or non-attendance at assessments) are not included in samples.
  - b) Assessments involving musical performance work should include a variety of instrumental disciplines within the sample where appropriate.
  - c) Additional sample work will be made available to External Examiners if requested.
- 7.8.6. In their independent capacity, External Examiners have the power to:
- a) review proposed assessment tasks and make recommendations for improving the structure or content of the proposed module assessment;
  - b) request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on a placement;
  - c) review and critique the outcome of the internal moderation process, based on the assessment outcomes in the sample;
  - d) not endorse the outcome of the internal moderation process;
- 7.8.7. Where an External Examiner is unwilling to endorse the outcome of an individual student at the Progress or Award Board, the final decision rests with the Chair of the Board, and not the External Examiner. Where such action is taken, the Chair must report the fact to the Chair of Academic Board immediately. External Examiners retain the right to make a separate confidential report to the Head of Institution on such occasions.
- 7.8.8. It is not normally BIMM Institute policy to involve External Examiners in decisions relating to Academic Misconduct, except indirectly as a member of an Exam Board.

## 8. Provisions for Exceptional Circumstances

### 8.1. Introduction

8.1.1. BIMM Institute recognises that there are times when students will encounter difficulties during their course of study and provisions are made as outlined in this section. In all cases, students should seek academic advice as soon as possible. Penalties may be applied to students' marks where students fail to meet agreed submission deadlines (see the section on Penalties for Late Submission of Assessment) and they have not taken one of the following courses of action:

- a) apply for mitigating circumstances to be considered;
- b) defer or intermit their studies for an academic year;
- c) where a student is unable to complete their course of study within their period of registration they may need to withdraw from the Institute;
- d) a student may consider, at a later date, to reapply to study at the Institute via the RPL route.

Even where mitigating circumstances have been approved, students should be aware that, where they have been unable to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits on more than one module, they will be required to intermit and complete those assessments before the end of that academic year.

### 8.2. Extensions for Students with Registered Learning Difficulties, Disabilities or Long-Term Illnesses

8.2.1. Students with Registered Learning Difficulties, Disabilities or Long-Term Illnesses must provide external evidence of such from a registered practitioner in the first term of the academic year, which should be submitted to Student Services. Subsequent written work extension requests should be made to Student Services, who will inform the relevant Course Leader and Exams Officer.

8.2.2. Extension requests must be made pre-emptively, in advance of the submission deadline as published in the Module Guide and/or Assessment Brief. This will normally be three weeks, although requests can be made up to the submission deadline at the discretion of the College Head of Student Services and the relevant Head of Education. Requests cannot be made retrospectively, and non-pre-emptive submission problems will be dealt with via the established Mitigating Evidence Committee (MEC) procedures.

8.2.3. The College Head of Student Services is to confirm the extension request with the Course Leader and Head of Education and advise the student of the result. Extensions can only be granted for coursework and are only to be allowed where this avoids disadvantage in cases of students with registered learning difficulties. Extensions will normally be 5 days only, but up to 10 days can be allowed.

8.2.4. The Institute acknowledges its responsibility to comply with the requirements of the Equality Act 2010, along with other relevant legislation.

### 8.3. Special Examination & Assessment Arrangements

8.3.1. Reasonable adjustments for students with disabilities, mental health conditions, specific learning difficulties such as dyslexia, dyspraxia or AD/HD or long-term illnesses can be applied for and processed through the College Student Support team. Students should contact the Student Support team at the start of their course in order to allow time for any reasonable adjustments to assessment to be implemented. The Student Support

- team will inform staff and students of the arrangements that have been made, following approval of a proposal by the relevant Deputy Chair of the Exam Board.
- 8.3.2. Consideration may also be given to practical alternative modes of assessment that would provide an equivalent test of the same learning outcomes of the module without compromising academic standards. Any such proposals will require consultation with External Examiners and approval by the relevant Deputy Chair of the Exam Board. A student may appeal against the decision to retain the original assessment or if they remain concerned that the additional support will not mitigate against a perceived disadvantage.
- 8.3.3. Reasonable adjustments may also be made for cases of pregnancy or related maternity needs, and for cases of evidenced 'temporary illness' expected to last for more than 3 weeks, such as anticipated medical treatment, including hospitalisation.
- 8.3.4. Students wishing to observe religious festivals and holy days, or who have a scheduled competitive sporting event, a work placement, internship commitment or professional engagement which may clash with a scheduled examination may make a formal request to the Course Leader accompanied by a letter from the religious/sporting/placement event leader confirming the student's intention to observe/attend the event and the date/duration of the event. Any requests must be made a term in advance of the examination. The Course Leader and College Head of Student Services will consider the request and the evidence and inform the Exams team so that the student may be given the option of a deferred Sit, at the earliest available opportunity, for an uncapped mark. Having already approved the evidence, the College Principal will confirm to the student and to the Exams Team that the student has been excused from the examination. The Exams Team will notify the Progress or Award Board that a Sit to be taken in the Re-sit assessment period has been agreed.
- 8.3.5. Suspension as a result of non-payment of fees will result in a student being unable to take part in teaching, learning and assessment. In cases where the period of suspension is within the academic year, the college Student at Risk Committee will determine if re-entry is appropriate, dependent upon the teaching missed. Where re-entry is not approved and in cases where the student was suspended during an assessment period, the Exam Board will review academic performance and the student will be progressed and classified in accordance with the assessment regulations relating to the year in which the student is considered for progression or award (and not the regulations in operation when the student initially registered).
- 8.3.6. Exceptionally, where there has been a systematic error with specialist equipment provided by BIMM Institute, the Exams team, in consultation with the relevant Deputy Chair of the Exam Board, will revise the assessment deadline, provided that the service where the error occurred provides appropriate evidence of such an error.

#### **8.4. Mitigating Circumstances**

- 8.4.1. BIMM Institute considers individual mitigating circumstances to be **sudden** and **unforeseen** conditions that **temporarily** prevent a student from undertaking an assessment, or significantly impact on student performance in an assessment, including late submission. As such, the measure of severity is not about the impact on the student but the impact on the assessment. All applications, including supporting evidence, are regarded as highly confidential.
- 8.4.2. A mitigating evidence claim may be made against the following circumstances:
- Late or non-submission** of assessment.
  - Absence from an in-person assessment.
  - Assessment submitted on time and/or in-person assessment (such as examination)



- taken on scheduled date – but assessment performance is *seriously* and *unexpectedly impaired*.
- 8.4.3. A claim can only be submitted for the current academic year. Late claims may be permitted via an Appeal following Exam Boards and within the 21-day period allowed.
- 8.4.4. Pre-existing conditions and other long-term conditions or disabilities are not considered as mitigating circumstances, as they can be supported as described above in 'Special Examination & Assessment Arrangements'.
- 8.4.5. Students shall be responsible for submitting assessments on time, presenting themselves for assessment and examinations at the appropriate times and venues, and submitting relevant information on mitigating circumstances. Events relating to human error, such as misreading timetables, forgetting to set an alarm, computer failure or misjudging the time needed to revise shall not be considered mitigating circumstances.
- 8.4.6. Other examples of circumstances that are inadmissible as mitigation claims include:
- a) the occurrence of multiple examinations in close succession;
  - b) circumstances that could have been reasonably foreseen or prevented (such as suspension, intoxication or conviction for illegal activity);
  - c) minor illness or ailment (cold, minor allergy);
  - d) holiday arrangements;
  - e) wedding arrangements;
  - f) financial issues;
  - g) personal computer/data loss and/ or personal printer problems.
- 8.4.7. Mitigation Claims will be considered by the Mitigating Evidence Committee.
- 8.4.8. Course Leaders and tutors do not have access to the details of a claim. The Chair of MEC handles most claims. More complex cases, or where evidence is less clear, will be anonymised and discussed by the MEC. The process is highly confidential, with forms and evidence kept securely.

## **8.5. How to Submit a Mitigation Claim**

- 8.5.1. The evidence submitted to support a claim must be independent and robust and cover the period related to the assessment date(s).
- 8.5.2. Examples of acceptable evidence include:
- a) Medical certificate with dates of consultation and diagnosis;
  - b) Death certificate of close relative or significant other - in the absence of a death certificate a letter from a relative (with full contact details to corroborate) confirming relationship to deceased will be acceptable;
  - c) Hospital admissions report or appointment letter;
  - d) A letter from a psychological or counselling service with consultation dates and statement of impact on assessment;
  - e) A letter from Student Services confirming that 'reasonable adjustments' are not yet in place or are in need of revision due to an acute flare-up of a long-term stable condition. For the latter, a GP certificate would constitute evidence if the condition was usually stable. Claims may be rejected if a student fails to register with Student Services for support, as multiple claims cannot be made for a period of instability of a long-term condition that should be managed by a 'reasonable adjustment'.
- 8.5.3. In making a Mitigation Claim, the student needs to describe how the sudden, unforeseen and temporary circumstances significantly impacted on their performance in assessment. The student's personal statement on the claim form should describe how the individual module assessment(s) has been affected by the illness/event supported by accurate dates, which correspond to the evidence supplied. The dates are particularly important, as individual mitigating evidence is not about the severity of the impact of

the circumstances on the student personally, but on their ability to perform in assessment.

- 8.5.4. The claim should be made as early as possible, either before or normally within 7 days of the assessment deadline. This should be supported by independent documented evidence submitted within 14 days of the assessment deadline. An early submission of a claim may also speed up an assessment of entitlement to additional support, should the student's circumstances indicate ongoing health or support issues. Claims may be made 'in advance' for known absence/non-submission (for example a scheduled operation), but the student must ensure that the period cited is covered by the evidence supplied. A claim for an impaired assessment cannot be submitted in advance.
- 8.5.5. Late claims shall not be considered unless there are genuine grounds for lateness and must be accompanied by documentary evidence. Students must explain the reasons for late submission in their application.

## **8.6. Possible Outcomes of a Mitigation Claim**

- 8.6.1. Evidence submitted as part of a claim will be judged to be either accepted, rejected or inadmissible. If the evidence is rejected, the student may submit additional evidence within 21 days of notification (equivalent to the appeal period) so far as timescales in relation to the relevant Exam Boards allow. If deemed inadmissible, there is no further opportunity to submit evidence.
- 8.6.2. Examples of rejected evidence may include:
- a) a statement that indicates the existence of an acute medical condition, but no medical evidence is submitted or the medical certificate lacks detail to support the claim, such as a 'retrospective' medical note, where consultation dates do not support the claim.
  - b) long-term events and conditions which have already been claimed for and Student Services have offered to review and/or consider reasonable adjustments.
- 8.6.3. Claims that appear to relate to ongoing issues/conditions, which potentially generate repeat claims, will be referred to Student Services, who will contact the student with information about appropriate services at BIMM Institute and/or the procedures for consulting a disability advisor.
- 8.6.4. A successful mitigation claim may result in the removal of a late penalty for work submitted up to 7 days late under the authority of the Mitigating Evidence Committee.
- 8.6.5. A successful claim may also grant the Exam Board the discretion to offer a Sit, which will be approved at the next meeting of the Board in order that the student can complete the Sit at the earliest available opportunity. If a student takes the offer of a Sit, the mark achieved at the first attempt will be replaced with the mark achieved at the Sit (even where lower than the original). If a student does not take the Sit, or the claim is rejected, then the existing mark, or absence thereof, will stand.
- 8.6.6. A student shall receive, in writing (via email to their student account), the decision of the Mitigating Evidence Committee within 5 working days of it meeting.
- 8.6.7. If a student with identified support issues has disclosed a disability or has registered for additional support with BIMM Institute, and if their claim meets the MEC criteria, it will be considered and decisions made in accordance with the usual principles of the MEC. However, in addition to any waiving of penalties or other MEC-related recommendations, the student's existing 'reasonable adjustments' will be reviewed, and any further anticipatory adjustments will be made in discussion with the student, their disability advisor and the College Head of Student Services.
- 8.6.8. Where mitigation is granted, it will be subject to the successful completion of mitigated assessments in the same



## **8.7. Appeal against the Mitigating Evidence Committee Decision**

8.7.1. The student may appeal against the recommendation of the Mitigating Evidence Committee under the Appeals process, details of which are available [here](#).

## **8.8. Deferral or Intermission of Studies**

8.8.1. Deferral is where a student opts to take a year out of their studies. A period of deferral is a temporary postponement of studies from the end of one academic year to the beginning of another.

8.8.2. Students who wish to defer between levels will be required to have fulfilled the progression requirements before deferral.

8.8.3. Intermission of studies is where a student is unable to undertake or complete a term or year of study due to circumstances beyond their control. A period of intermission is where a student opts to temporarily postpone their studies from an agreed point in one academic year to, normally, the same point in the next.

8.8.4. Examples of circumstances that could be grounds for intermission include the following:

- a) physical or mental ill-health;
- b) severe financial hardship;
- c) emotional/personal difficulties, e.g. bereavement;
- d) disability, i.e. where student's disability comes to light for the first time at the assessment;
- e) unavoidable absence from the Institute, e.g. requirements of employer;
- f) unavoidable absence from domicile, e.g. eviction;
- g) loss of immigration status;
- h) inability to meet progression requirements before the start of the academic year due to having incomplete Sits or Re-sits on more than one module;
- i) other serious circumstances which could not be foreseen by the student.

8.8.5. The circumstances surrounding a student's intermission request are regarded as confidential.

8.8.6. A situation whereby a student is unable to attend lessons and/or submit for assessment but will be able to submit at the next assessment point, is covered by Mitigating Circumstances.

8.8.7. Any student who has deferred or intermitted will be classified in accordance with the weighting scheme and assessment criteria which relate to the year in which the student is finally assessed and classified for award, and not the scheme in operation when the student initially registered on the course.

8.8.8. Deferral or intermission is normally only permitted for a maximum period of twelve months. Where a longer period is requested by the student and approved by the Institute, it reserves the right to reassess the student's case before readmitting them to the course. This will ensure any unforeseen circumstances, such as changes to the course structure, will not hinder successful progression through the remainder of the course.

8.8.9. Students who fail to return to their course of study at the end of the agreed period of deferral or intermission shall be withdrawn and, where applicable, receive an exit award. Where such a student subsequently wishes to return to complete their course, they will need to apply for RPL.

## **8.9. Process for the Deferral or Intermission of Studies**

8.9.1. Where a student wishes to defer or intermit their course of study, the request must first

be considered by their Course Leader, who will establish if deferral or intermission is the most appropriate option.

- 8.9.2. A student may intermit their course of study at any time, with the following consequences:
- a) the result for any module or assessment – either pass or fail – that have been completed, will be retained;
  - b) the student shall re-register on any incomplete modules upon their return, but will not be charged again for that module, and the assessments will not count as a retake, and will not be capped;
- 8.9.3. A student with a Tier 4 Visa may defer or intermit their studies but, in most cases, their visa will be curtailed, and the student will have to return to their home country. A new visa application must be obtained in order for the student to return to study in the UK.
- 8.9.4. Where the request is approved, the Course Leader must ensure that a return date is agreed and the Deferral/Intermission Form is completed and sent to Student Services for processing. If the student is subsequently unable to return on the agreed date, they must notify their Course Leader.
- 8.9.5. Students must refer to Student Support for advice on the implications of deferral or intermission of their studies on their student loan and their finances and, where applicable, the relevant funding body or other agencies (e.g. UKVI), will be notified.

## **8.10. Status of Deferred or Intermitted Students**

- 8.10.1. When a student defers or intermits from their studies, it means they are taking time out from their course with the intention of re-joining their studies at the next available opportunity. Whilst deferred or intermitted, student loan funding is not usually available, but they will still be considered a student of the Institute. However, they will not be permitted to use BIMM Institute facilities except in the case of where intermission has been necessary in order to complete assessments as a result of mitigating circumstances being approved (see 8.1.1).

## **8.11. Student-Initiated Withdrawal**

- 8.11.1. A student may initiate a withdrawal in line with the BIMM Institute withdrawal process, as outlined in its Student Engagement Policy [here](#).
- 8.11.2. As an integral part of the process, the student must be referred to Student Services, who can offer a range of confidential support and advice, including advice on the financial implications of withdrawing from their course of study.
- 8.11.3. Upon completion of the Student-Initiated Withdrawal Form, the student withdrawal shall be actioned and, where applicable, the relevant funding body or other agencies (e.g. UKVI), will be notified.
- 8.11.4. When a student withdraws from their studies, it means that they are leaving their course of study completely, with no intention of returning at a later date. When a student has withdrawn, they will no longer be considered a student of the Institute, and if they consider at a later date to reapply to study at the Institute, they must apply via the RPL route.

## **8.12. College-Initiated Withdrawal**

- 8.12.1. A BIMM College may decide to withdraw a student for a range of reasons, including (but are not limited to):
- a) failure to progress (withdrawal on academic grounds);

- b) non-attendance
  - c) failure to return from a period of deferral;
  - d) failure to return from a period of suspension;
  - e) expiration of the maximum registration period;
  - f) following the outcome of student disciplinary procedures;
  - g) failure to (re-) enrol;
  - h) non-payment of tuition fees;
  - i) breaching the conditions of their Tier 4 visa;
  - j) expiration of their visa.
- 8.12.2. The decision to withdraw a student will be based on evidence in one or more of the above categories, will be processed in line with the appropriate BIMM Institute Policy or Procedure, and will be considered by the College Principal.
- 8.12.3. As an integral part of the process, the student must be referred to Student Services for advice on any financial implications of withdrawing from their course of study.

### **8.13. Consequences of Withdrawal**

- 8.13.1. A student is withdrawn from their course of study with the following consequences:
- a) termination of their enrolment, and they shall no longer be a student of the Institute;
  - b) the Institute will duly process records and external bodies or other agencies (e.g. UKVI), will be notified. For the purpose of the student record, the date of withdrawal will be the same as the date the decision to withdraw is made, unless evidence is readily available to confirm an earlier date;
  - c) students must then refer to Student Services for advice on the implications of withdrawal from their studies on their student loan and their finances.
- 8.13.2. A student may appeal against the decision to withdraw them from a course of study in accordance with the Institute's Complaints & Appeals process, available [here](#).

## 9. Academic Misconduct

### 9.1. Introduction

- 9.1.1. BIMM Institute believes it is important that all students are judged on their own ability and that all assessments submitted should be original. Academic Misconduct is defined as any activity used by a student which provides them with an unfair academic advantage over others. In cases where Academic Misconduct is suspected, BIMM Institute will follow the procedures outlined below.
- 9.1.2. Under BIMM Institute regulations, it is an offence for any student to be guilty of, or party to, attempting to commit or committing collusion, plagiarism, or any other type of academic misconduct in an examination or in the preparation of work that is submitted for assessment.
- 9.1.3. Misconduct in assessment exercises, examinations or in the presentation of marks achieved elsewhere is conduct likely to be prejudicial to the integrity and fairness of the examination process. The submission of coursework will be considered by the Institute to be a declaration that it is the candidate's own work.
- 9.1.4. Students should be aware that an Academic Misconduct case can be opened at any time, even if they have graduated and are no longer a current student.

### 9.2. Collusion

- 9.2.1. Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others' work. Where joint preparation is permitted by the examiners, but joint production is not, the submitted work must be produced solely by the candidate making the submission.
- 9.2.2. Where joint production or joint preparation and production of work for assessment is specifically permitted, this must be published in the appropriate course documentation. Students should consult their tutor or module leader if unsure about group or individual assignments.

### 9.3. Plagiarism

- 9.3.1. Plagiarism is the use, without acknowledgement, of the intellectual work of others, and the presenting as new and original an idea or product derived from an existing source in work submitted for assessment.
- 9.3.2. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is, likewise, plagiarism.
- 9.3.3. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

### 9.4. Self-Plagiarism

- 9.4.1. Self-plagiarism occurs when a student submits work for credit which has previously been submitted for assessment elsewhere. This may be part of a piece of work or the entire piece of work and may have been submitted to BIMM or another institution.

- 9.4.2. The situations in which self-plagiarism is permitted by the Institute are:
- a) Where a student undertakes a Repeat Year, they may resubmit part of a piece of work or the entire piece of work on a module for which credit has not been achieved, provided that it has not been submitted for and achieved credit elsewhere. In such cases, the student is required to declare at the start of their submission that the work has previously been submitted at BIMM (to prevent them being penalised for plagiarism) and they should be aware that a different mark may be awarded for the repeat submission for a variety of reasons.
  - b) Work submitted previously may be used as an element of a dissertation or final year project, provided that it does not comprise more than 20% of the total word count and is properly referenced.

## **9.5. Personation**

- 9.5.1. Personation is where someone other than the student prepares the work submitted for assessment. This includes purchasing essays from essay banks, commissioning someone else to write an assessment or asking someone else to sit an examination.
- 9.5.2. Students who attend an examination without their student ID-card, or other acceptable form of photo-ID, will not have their examination script marked until their identity has been confirmed.
- 9.5.3. The Institute takes personation extremely seriously and any suspicion of personation will be treated as a major or gross offence and will result in an investigation of potential academic misconduct.

## **9.6. Exam Misconduct**

- 9.6.1. Misconduct in unseen examinations includes having access, or attempting to gain access, during an examination, to any books, memoranda, notes, unauthorised calculators, or any other material, except such as may have been supplied by the Invigilator or authorised by the Institute.
- 9.6.2. It also includes aiding or attempting to aid another student or obtaining or attempting to obtain aid from another student, or any other communication within the Examination Room.

## **9.7. Falsification**

- 9.7.1. Submitting data or observations in assessed work which has been either fabricated or falsified.

## **9.8. Non-Contributory Work**

- 9.8.1. In the case of non-contributory work, which contains material that would otherwise be subject to misconduct procedures were the work to be contributory, and such potential misconduct is identified, students should be referred to the published guidance on avoiding plagiarism and may receive advice as to future conduct.
- 9.8.2. A 'notice of advice', which should include an indication of the guidance provided, may be held on the student's file. The student will be notified at their registered address if such a notice is retained. The notice of advice may be used only to establish that appropriate guidance has been provided and may not be used to establish the extent of guilt should subsequent cases arise.

## 9.9. Severity of Academic Misconduct

9.9.1. Academic Misconduct shall be dealt with according to the severity of the offence as follows:

**Minor Offence** – examples of which include:

- Reproducing an existing concept or idea unintentionally;
- Several sentences of direct copying without acknowledging the source;
- Several instances of inappropriate or unacknowledged paraphrasing;
- Unacknowledged proof reading by another person;
- Unacknowledged help with English language accuracy.

**Major Offence** – examples of which include:

- Several paragraphs of direct copying without acknowledging the source;
- Large sections of unacknowledged paraphrasing of another person's ideas or text;
- Presentation of the work of other students without acknowledgement;
- Presentation of the work of commercial or industry practitioners without acknowledgement;
- Deliberate falsifying of data or using another person's work without permission;
- An assignment that has been translated into English by another person;
- An assignment that has been edited by another person;
- Deliberately submitting the same piece of work for assessment for more than one assignment;
- Collusion;
- 2nd Minor Offence;
- Conspiring or colluding with others to commit any of the above.

**Gross Offence** – examples of which include:

- Submitting an assignment purchased or downloaded from the internet;
- Commissioning another person to produce a piece of work;
- Theft of the work of other students;
- Theft of the work of commercial or industry practitioners;
- Copyright Theft;
- Fraud, including impersonation and misrepresentation of identity;
- Conspiring or colluding with others to commit any of the above;
- 2nd Major Offence, particularly if the student has been previously reprimanded.

9.9.2. In the case of a proven academic offence with a penalty requiring the resubmission of assessment, the resubmission must take place at the earliest available opportunity during the current academic year and by the deadline set by the College. Where a student does not resubmit, the original mark awarded shall stand.

## 9.10. Procedures for Determining Allegations of Academic Misconduct

9.10.1. Where it is suspected that a student has committed misconduct in the preparation and/or presentation of their work, the Marker should take appropriate steps to identify all instances of misconduct in the assessment, highlight these for easy reference and refer the case to the student's Course Leader.

9.10.2. Where the allegation is plagiarism, the Marker should mark the work taking the



plagiarism into account. If a piece of work is plagiarised, in whole or in part, the mark should be reduced in proportion to the extent of the plagiarism identified. Non-plagiarised sections should be marked as standard. Therefore, the final mark should reflect a combination of the extent of the plagiarised passages, and the quality of the non-plagiarised work; it may or may not be a fail mark.

9.10.3. Where the allegation is collusion, the Course Leader will meet separately with those students accused of collusion in the company of an independent third-party to make a detailed record of the meeting. The students will be presented with the allegation and supporting evidence and invited to respond. The minutes from the meeting will then form part of the evidence to be considered.

9.10.4. Where the allegation is another form of misconduct, the assessment should be given a mark which reflects the Marker's opinion of the work, as far as possible with the suspicion of misconduct set aside, i.e. award a mark that reflects the quality of the work as it stands. The marked-up original should be sent to the Course Leader.

### **9.11. Poor Academic Practice**

9.11.1. Poor academic practice is defined as where a first academic offence has been committed due to lack of knowledge of academic writing, including a first case of plagiarism.

9.11.2. Where the Course Leader, or authorised nominee, determines that the first offence is due to poor academic practice, the following course of action shall apply:

- a) the work will be marked excluding the offending sections;
- b) the student will be required to attend a compulsory Academic Good Practice Tutorial, at which they will obtain further support and guidance in referencing skills;
- c) a warning letter will be issued to the student and retained on their file for the period of one year.

9.11.3. Poor Academic Practice cases will normally be concluded within 10 working days of the receipt of the case and will be dealt with internally by the Course Leader, or authorised nominee within the School/College.

9.11.4. Where a student commits a further offence of the same nature, it should be considered as a Minor Offence or a Major Offence depending on the level of severity.

### **9.12. Minor Offence**

9.12.1. A student suspected of committing a Minor Academic Offence shall be invited to attend a compulsory interview with the Course Leader, or authorised nominee, and shall be given copies of all evidence submitted in support of the allegation. The interview shall be conducted in the company of an independent third-party to take minutes of the meeting, which will then form part of the evidence to be considered.

9.12.2. As part of an interview, if the case warrants it, a student may be tested on subject knowledge by an oral examination. The oral examination shall be conducted by a member of academic staff with knowledge of the subject.

9.12.3. Notice of five working days will be given to the student of the interview date and time.

9.12.4. A student may be accompanied to the interview by a friend or other representative. Under no circumstances may the student have legal representation or be represented by an external organisation. An independent third-party will also attend to make a detailed record of the meeting, which will then form part of the evidence to be considered.

9.12.5. Students should contact the Course Leader, or authorised nominee, within two working days of notification of the allegation to make alternative arrangements for the interview

- if they are unable to make the original proposed date.
- 9.12.6. Where a student fails to attend or make alternative arrangements, the investigation should proceed, and consideration should be given to the evidence available, and the student's failure to take the opportunity to present a defence may be a factor in the outcome reached.
  - 9.12.7. Where a Minor Offence is proven, the Course Leader will ensure that one of the actions outlined in Section 9.14 is applied and will notify the student of the outcome in writing within five working days of the interview date.
  - 9.12.8. All Minor Offence cases referred to the Course Leader, or authorised nominee, will normally be concluded within 20 working days of the receipt of the case and will be dealt with internally by the College.
  - 9.12.9. Where the Course Leader, or authorised nominee, determines following the interview that there is evidence of an academic offence in an assessment that cannot be dealt with as a Minor Offence, the case will be referred as a Major Offence within five working days to the Head of Education.

### **9.13. Major or Gross Offence**

- 9.13.1. Any student(s) suspected of committing a Major or Gross Academic Offence shall be invited to attend a compulsory interview with the Head of Education, or authorised nominee, and shall be given copies of all evidence submitted in support of the allegation. The interview shall be conducted in the company of an independent third-party to take minutes of the meeting, which will then form part of the evidence to be considered.
- 9.13.2. As part of an interview, if the case warrants it, the student(s) may be tested on subject knowledge by an oral examination. The oral examination shall be conducted by a member of academic staff with knowledge of the subject.
- 9.13.3. Notice of five working days will be given to the student(s) of the interview date and time.
- 9.13.4. Student(s) may be accompanied to the interview by a friend or other representative. Under no circumstances may they have legal representation or be represented by an external organisation. An independent third-party will also attend to make a detailed record of the meeting, which will then form part of the evidence to be considered.
- 9.13.5. Students should contact the Head of Education, or authorised nominee, within five working days of notification of the allegation to make alternative arrangements for the interview if they are unable to make the original proposed date.
- 9.13.6. Where a student fails to attend or make alternative arrangements, the investigation should proceed, and consideration should be given to the evidence available, and the student's failure to take the opportunity to present a defence may be a factor in the outcome reached.
- 9.13.7. Following completion of the interview, the Head of Education shall submit the minutes of the interview and all the evidence to the Academic Registrar.
- 9.13.8. The Academic Registrar, or authorised nominee, will convene an Academic Misconduct Panel to consider the evidence, determining whether assessment related offences have been committed and determine what action should be taken.
- 9.13.9. If it is determined that a Major Offence has been committed, the student's record will be made available to the Panel, along with their transcript. In arriving at a decision on penalties to be applied, the Panel will take account of any previous offences on record and shall impose the penalties on an individual basis; in cases involving a group of students, each individual will be considered separately.
- 9.13.10. If, during the course of the Academic Offence investigation, evidence of further academic offences is revealed, the penalties will also apply to those modules affected.
- 9.13.11. The Academic Misconduct Panel shall impose a formal reprimand to be retained on the

student's file for the duration of their course of study and one of the actions outlined in Section 9.14 will be applied for each module for which an academic offence is found to have been committed.

- 9.13.12. On completion of the Academic Misconduct Panel investigation, the Academic Registrar or authorised designate shall notify the student of the outcome of the case in writing.
- 9.13.13. All Major or Gross Offence cases will normally be concluded within 20 working days of the receipt of the case referral from the College and will be dealt with by the Academic Registrar or authorised designate. The total time to conclude a Major or Gross Offence case is normally 25 working days.

#### 9.14. Penalties for Academic Misconduct

| Category | Action  | Maximum mark available for module | Maximum credit awarded for module | Offence recorded on the Student's transcript | Student has the right to appropriate exit award | Applicable Offences  |
|----------|---|-----------------------------------|-----------------------------------|--|---|--|
| 0        | <b>None</b><br>There is no case to answer   | N/A                               | N/A                               | N/A  | N/A   | None   |
| 1        | <b>Warning Letter</b><br>issued and student required to attend an academic good practice tutorial and then resubmit the work to retrieve a mark without penalty | 100%                              | Maximum Available                 | No   | N/A   | <b>Poor Academic Practice</b>  |
| 2        | <b>Fail Assessment</b><br>with right to re-sit assessment *   | Pass Mark                         | Maximum Available                 | No   | N/A   | <b>Minor Offence</b> (including self-plagiarism)   |
| 3        | <b>Fail Assessment</b><br>with right to re-sit assessment *   | Pass Mark                         | Maximum Available                 | Yes  | N/A   | <b>Minor Offence</b> (including self-plagiarism)<br><br><b>Major Offence</b> (including self-plagiarism)<br>OR second offence of minor plagiarism  |
| 4        | <b>Fail Module</b><br>(all assessment marks removed) with right to retrieve pass mark and credits with a re-sit mode *  | Pass Mark                         | Maximum Available                 | Yes  | N/A   | <b>Major Offence</b> (including self-plagiarism)<br>OR second offence of minor plagiarism  |
| 5        | <b>Fail Module</b><br>(all assessment marks removed) with right to retrieve credits with a re-sit mode *  | 0                                 | Maximum Available                 | Yes  | Yes   | <b>Major Offence</b> (including self-plagiarism)<br>OR second offence of minor plagiarism<br><br><b>Gross Offence</b> (including self-plagiarism)<br>OR second offence of major plagiarism |

|   |   |   |   |     |     |  |
|---|---|---|---|-----|-----|--|
| 6 | <b>Fail Module</b><br>(all assessment marks removed)<br>No right to redeem credit or progress | 0 | 0 | Yes | Yes | <b>Gross Offence</b><br>(including self-plagiarism)<br>OR second offence of major plagiarism |
| 7 | <b>Fail Course</b><br>no right to redeem credit or progress                                   | 0 | 0 | Yes | Yes | <b>Gross Offence</b><br>(including self-plagiarism)<br>OR second offence of major plagiarism |
| 8 | <b>Fail Course</b><br>no right to redeem credit or progress                                   | 0 | 0 | Yes | No  | <b>Gross Offence</b><br>(including self-plagiarism)<br>OR second offence of major plagiarism |

\* The right to re-sit assessments or redeem marks & credits through a re-sit mode does not apply to offences on a re-sit assessment. All other conditions of the penalty will apply to any repeat attempts of the module.

### 9.15. Appeals Against Decisions on Academic Misconduct

- 9.15.1. Students shall have the right of appeal against decisions concerning academic misconduct, on the following grounds:
- a) That there existed circumstances, or new evidence has become available, which affects the student's case; of which those who determined the judgement were not aware when their decision was taken, and which could not reasonably have been presented to them.
  - b) That there is evidence of procedural irregularity, including administrative doubt as to whether the result might have been different had there not been such an irregularity; those who determined the penalty were not aware when they made their decision, and which could not reasonably have been presented to them;
  - c) That there exists evidence of prejudice or of bias on the part of those making the decision.
- 9.15.2. Operationally, the appeals will operate according to the procedures for all academic appeals.
- 9.15.3. Appeals must be submitted, using the appropriate form, to [cap@bimm.co.uk](mailto:cap@bimm.co.uk) within **21 days** of the decision being notified to the student. Forms are available [here](#).

## 10. Appendix 1 – Undergraduate Marking Schemes

### 10.1. BIMM Institute Undergraduate Categorical Marking Scheme

10.1.1. For use in the marking of all undergraduate assessments except unseen examinations with separately published marking schemes.

| Mark Category            | Equivalent Classification | BIMM HE Generic UG Marking Scheme |
|--------------------------|---------------------------|-----------------------------------|
| 100<br>95<br>90          | <b>First</b>              | 90-100                            |
| 85<br>80                 |                           | 80-89                             |
| 75<br>72                 |                           | 70-79                             |
| 68<br>65<br>62           | <b>2i</b>                 | 60-69                             |
| 58<br>55<br>52           | <b>2ii</b>                | 50-59                             |
| 48<br>45<br>42           | <b>3rd</b>                | 40-49                             |
| 38<br>35                 | <b>High Fail</b>          | 30-39                             |
| 30<br>20<br>10<br>5<br>0 | <b>Fail</b>               | 20-29                             |
|                          |                           | 0-19                              |

\*Where multi-part assessments are in place (e.g. a techniques assessment comprised of exercises & a performance), a separate categorical mark can be awarded for each part. These separate marks could consequently produce an overall mark for the assessment that is a non-categorical one.

## 10.2. BIMM Institute Generic Undergraduate Marking Scheme

| Level 3 (Foundation)   | Level 4 (Certificate)   | Level 5 (Diploma)  | Level 6 (Degree)   |
|--|---|--|--|
| <p><b>90%-100%</b><br/>Exceptional work with presentation of a very high standard. Demonstrates comprehensive knowledge and understanding in applying skills and methods to address complex problems. The work displays exceptional technical competence and the ability to work autonomously. The work shows a very high level of awareness of different perspectives or approaches.</p>                | <p><b>90%-100%</b><br/>Exceptional work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding. The work demonstrates a very high level of technical competence and skill and is supported by external knowledge that is meticulously referenced where required.</p>              | <p><b>90%-100%</b><br/>Exceptional work with presentation of the highest standard. The work is coherent and high levels of skill and subject knowledge have been demonstrated. The work exhibits ability in problem solving and critical evaluation (where required) and exceptional levels of technical ability and skill. There is evidence of a sound ability to critically interrelate theories with examples from practice where appropriate.</p>   | <p><b>90%-100%</b><br/>Denotes work approaching professional quality in all key areas. Outstanding skill and ability is exercised equally with regard to form, content and purpose. Demonstrates an exceptional degree of commitment, creativity, research, critical engagement and contextual understanding. The quality and vision of the work is exemplary.</p>   |
| <p><b>80%-89%</b><br/>Outstanding work with presentation of a very high standard. Demonstrates a depth of knowledge of key concepts and methods and an ability to apply those methods to solve complex problems. Technically highly competent displaying a very good level of appropriate skill and autonomy. The work indicates a high level of awareness of different perspectives and approaches.</p> | <p><b>80%-89%</b><br/>Outstanding work with presentation of a very high standard. There is coherence of ideas and demonstration of a thorough knowledge and understanding of the subject. The work demonstrates a high level of technical competence and skills and is supported by external knowledge accurately referenced as appropriate.</p>              | <p><b>80%-89%</b><br/>Outstanding work with presentation of a very high standard, creative and imaginative, in engaging the recipient. There is comprehensive understanding of key concepts and knowledge and evidence of critical analysis and insight. The work is appealing and technically proficient and is clearly related to external knowledge and engagement with reflective learning. There is some evidence of an ability to critically interrelate theories with examples from practice where appropriate.</p> | <p><b>80%-89%</b><br/>Outstanding work - articulate, imaginative and thorough. Clearly and purposefully structured, maintaining a high level of audience interest. Work that is exciting and innovative as well as being commercially/academically and technically confident. All elements combine to consciously create the required finished product. Makes strong reference to external knowledge and its relationship to the work, and illustrates clearly a critical engagement with what has been learned through the process.</p> |
| <p><b>70%-79%</b><br/>Extremely good work with presentation of a high standard. Demonstrates excellent levels of knowledge and understanding of key concepts and methods and the ability to apply them to solve complex problems. Technically very competent displaying skill and autonomy. The work indicates a good level of awareness of other perspectives and approaches.</p>                       | <p><b>70%-79%</b><br/>Extremely good work with presentation of a high standard. There is coherence of ideas and demonstration of thorough knowledge and understanding. The work demonstrates a strong level of technical competence and skills and is supported by external knowledge which has been properly referenced where necessary.</p>                 | <p><b>70%-79%</b><br/>Extremely good work with presentation of a high standard, which fulfils its aims with clarity. Work that is interesting, creative and technically confident. The work demonstrates effective understanding of the relationship between theory and practice. Significant evidence of critical analysis and reference to external knowledge and research where required.</p>   | <p><b>70%-79%</b><br/>Extremely good work with presentation of a high standard, which fulfils its aims with precision. Work that is exciting, technically assured and commercially/academically confident with a clear understanding of the theoretical issues and application to practice where appropriate. There is effective critical and analytical application of relevant research, external knowledge and learning.</p>  |
| <p><b>60%-69%</b><br/>The work is very-well presented. Demonstrates sound knowledge and understanding of key concepts and methods and the ability to apply them to solve complex problems. Technically competent displaying skill and autonomy. The work indicates awareness of other perspectives and approaches.</p>   | <p><b>60%-69%</b><br/>The work is well presented and coherently structured. There is evidence of a sound knowledge and understanding of the issues with theory linked to practice where appropriate. The work demonstrates a good level of technical competence and skills and is supported by external knowledge that is well referenced where required.</p> | <p><b>60%-69%</b><br/>A very sound piece of work, which is well presented and engaging on the whole. Demonstrates sound techniques, knowledge and understanding with an emerging ability to critically engage with and apply the concepts involved linking them to practice where appropriate. Content is wholly relevant and is coherently structured and referenced to external knowledge.</p>   | <p><b>60%-69%</b><br/>A stimulating, engaging and successful piece of work. Cohesive in structure and impact, but perhaps exhibiting some minor flaws. May have many of the qualities of work in the categories above but without the same level of excitement, vision, accuracy or originality. Makes reference to external knowledge and its relationship to the work, and illustrates what has been learned through the process.</p>  |



| Level 3 (Foundation)   | Level 4 (Certificate)   | Level 5 (Diploma)  | Level 6 (Degree)  |
|--|---|--|---|
| <p><b>50%-59%</b><br/>Work is of a good standard and presentation is acceptable with some errors. Demonstrates knowledge and understanding of key concepts and methods and their use to address complex problems. Technically competent demonstrating skill and autonomy. The work shows some awareness of other perspectives and approaches.</p>                          | <p><b>50%-59%</b><br/>Work is of a good standard and presentation is acceptable but with some errors. There is knowledge and understanding of issues under discussion and some evidence of the application of knowledge and ideas where appropriate. The work demonstrates a sufficient level of technical competence and skill and is supported by appropriate references to external knowledge as required.</p> | <p><b>50%-59%</b><br/>Work is of a good standard but displays some shortcomings. Evidence of a sound knowledge base but limited critical and practical application of concepts and ideas. Overall, technically competent, but may omit some significant (but not vital) aspects of the task set. Some reference is made to external knowledge together with some connection between ideas and the meaning of the work, where appropriate.</p>  | <p><b>50%-59%</b><br/>Good work, successful in meeting its aims and meaningful to the recipient, though there may be minor problems with structure or execution. A well-considered and produced piece of work that meet and in parts exceeds the intended outcomes. Overall, technically competent, but may omit some significant (but not vital) aspects of the task set. Makes reference to external knowledge and some connection with ideas and the meaning of the work.</p>  |
| <p><b>40%-49%</b><br/>Work is of an acceptable standard but may contain a number of errors. Demonstrates a basic knowledge and understanding of key concepts and methods that may be used to solve complex problems. Demonstrates acceptable technical ability and a basic level of autonomy. The work makes reference to other perspectives and approaches.</p>           | <p><b>40%-49%</b><br/>Presentation is acceptable but attention to structure and style is required. The content is relevant but largely descriptive or unimaginative. There is evidence of a reasonable level of knowledge and understanding but there is limited use of external knowledge to support the ideas. Some links are made to external knowledge where appropriate.</p>                                 | <p><b>40%-49%</b><br/>Overall a competent piece of work with adequate presentation. The work makes some links between theory and practice where appropriate, and there is also some reference to external knowledge. The work may lack coherence and may be unsubstantiated by relevant source material or partially flawed. Technical skills are limited. The work has elements that are poorly structured and confused: the recipient may have to concentrate to find meaning.</p>           | <p><b>40%-49%</b><br/>Overall the work shows some degree of competence although there are some obvious technical problems. Often lacking in imagination and perhaps conventional in approach or concept. The work may communicate with difficulty: the recipient may have to concentrate to find meaning. Lacking in cohesion, the work does impart a message, but only partially and may be deficient in individuality or creativity.</p>  |
| <p><b>30%-39% - Fail</b><br/>The work is poorly structured and presented with the inclusion of irrelevant material. Demonstrates little knowledge and understanding of key concepts and methods or their use in solving complex problems. Indicates a lack of technical competence and/or autonomy and may not display awareness of other perspectives and approaches.</p> | <p><b>30%-39% - Fail</b><br/>The work is poorly structured and presented. Some material may be irrelevant. There is little evidence of technical competence or skills. Content is based largely on taught elements with very little evidence of independent study and little or no reference to external knowledge.</p>   | <p><b>30%-39% - Fail</b><br/>The work is poorly structured, incoherent and poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. Evidence of a weak knowledge base with some key aspects not addressed and use of irrelevant material. Flawed use of techniques. Limited evidence of engagement with external knowledge and no evidence of critical thought. Little reference is made to practice or theory where appropriate.</p> | <p><b>30%-39% - Fail</b><br/>The work is poorly presented and contains numerous errors, inconsistencies and omissions with limited use of source material. Fails to communicate a coherent message, perhaps through a mixture of lack of logical thought, poor organisation of material and/or technical incompetence. It may show basic technical proficiency, but the student is unable to apply these skills to produce meaning. Lacks critical analysis and reflection and makes very limited reference to theory and practice.</p> |

| Level 3 (Foundation)   | Level 4 (Certificate)  | Level 5 (Diploma)  | Level 6 (Degree)   |
|--|--|--|--|
| <p><b>20-29% - Fail</b><br/>Fails to meet the brief. The work is very poorly structured and presented and much or all of it is irrelevant. Demonstrates little or no knowledge and understanding of the key concepts and methods for complex problem solving. Displays little or no technical competence and/or autonomy and does not demonstrate any awareness of other perspectives or approaches.</p> | <p><b>20-29% - Fail</b><br/>Fails to meet the brief. The work is very poorly structured and presented. Much material is irrelevant. There is minimal evidence of technical competence or skill. Content is based almost entirely on taught elements with very little evidence of any purposeful engagement with or reference to external knowledge.</p>                              | <p><b>20-29% - Fail</b><br/>Fails to meet the principal requirements of the assignment brief and the work has limited meaning. Very poorly structured and presented, incoherent and lacking in imagination or insight. Evidence of a very weak knowledge base with many key omissions and much material irrelevant. Use of inappropriate or incorrect techniques. Very little or no evidence of appropriate references to external knowledge, and no evidence of critical thought.</p> | <p><b>20-29% - Fail</b><br/>Fails to meet the principal requirements of the assignment brief and the work has limited meaning. Very poorly structured, incoherent and lacking in imagination or insight. The work is very poorly presented and contains numerous serious errors, inconsistencies and omissions. The work displays a very weak knowledge base and a lack of sufficient understanding of the topic. Very little or no evidence of appropriate references to external knowledge and no evidence of critical thought.</p>                  |
| <p><b>0-19 % - Fail</b><br/>Work is of an extremely poor standard with significant errors and presentation is poor. Demonstrates no knowledge and understanding of key concepts and methods and their use to address complex problems. Technically incompetent demonstrating little skill and autonomy. The work shows no awareness of other perspectives and approaches.</p>                            | <p><b>0-19 % - Fail</b><br/>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant. No effective use of external knowledge. No evidence of technical competence or skill. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p> | <p><b>0-19 % - Fail</b><br/>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect or omitted. No evidence of critical thought, technical competence or skill. No effective use of external knowledge. No links to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p>                   | <p><b>0-19 % - Fail</b><br/>The work is extremely poorly structured and presented. It demonstrates no real knowledge or understanding of key concepts and principles. Much material is irrelevant, incorrect, inconsistent or omitted. No evidence of critical analysis and reflection. No effective use of supporting material and external knowledge. No evidence of technical ability or skill. No application of theory to practice where appropriate. Not a genuine attempt to engage with the assessment requirements and/or subject matter.</p> |

## 11. Appendix 2 – Postgraduate Marking Scheme

| Description and %                                      | Alpha                           | Generic Criteria<br>(Work at these levels demonstrate most of the following)  |
|--|---------------------------------|---|
| <b>Distinction</b><br>95<br>90<br>85<br>80<br>75<br>70 | A<br>+<br>A<br>A<br>-<br>B<br>+ | <ul style="list-style-type: none"> <li>extensive up-to-date knowledge and deep understanding of the topic/context/practice under discussion</li> <li>uses a comprehensive range of knowledge resources</li> <li>demonstrates a high degree of ability in conceptualising complex issues/problems within the relevant context.</li> <li>shows ability to evaluate critically literature/evidence/policy and practice in an original or comprehensive way</li> <li>demonstrates ability in carrying out an enquiry as appropriate, where the processes and/or outcomes are of unusual professional or academic value</li> <li>demonstrates ability to make a significant contribution in advancing learning and/or solving problems</li> <li>produces sophisticated or original argument with well-reasoned conclusions</li> <li>uses appropriate conventions in citation and referencing with accuracy</li> <li>is expressed in clear and intelligible English.</li> </ul> |
| <b>Merit</b><br>65<br>60                               | C<br>+<br>C                     | <ul style="list-style-type: none"> <li>deep up-to-date knowledge and understanding of the topic/context/practice under discussion</li> <li>uses a wide range of knowledge resources</li> <li>demonstrates a good ability to conceptualise issues/problems within the relevant context</li> <li>shows ability to evaluate critically literature/evidence/policy and practice</li> <li>demonstrates good ability to design and carry out an enquiry as appropriate</li> <li>demonstrates ability to make a contribution to advance learning and/or solve problems.</li> <li>produces a coherent argument with reasoned conclusions</li> </ul>   |
| <b>Pass</b><br>55<br>50                                | C<br>-<br>D<br>+                | <ul style="list-style-type: none"> <li>up-to-date knowledge and understanding of the topic/context/practice</li> <li>uses an appropriate range of knowledge resources</li> <li>demonstrates ability to conceptualise issues/problems within the context</li> <li>shows ability to evaluate literature/evidence/policy and practice</li> <li>demonstrates ability to design and carry out an enquiry as appropriate</li> <li>demonstrates ability to advance learning and/or solve problems.</li> <li>produces an argument with reasoned conclusions</li> <li>uses appropriate conventions in citation and referencing</li> <li>is generally expressed in clear and intelligible English.</li> </ul>   |
| <b>Fail</b><br>45<br>40<br>35<br>15<br>0               | D<br>D<br>-<br>E<br>+<br>E<br>F | <ul style="list-style-type: none"> <li>shows little or no understanding of the topic/context/practice under discussion.</li> <li>shows little or inaccurate use of relevant knowledge resources</li> <li>demonstrates limited ability to conceptualise issues/problems within the relevant context</li> <li>shows inability to evaluate literature/evidence/policy and practice</li> <li>demonstrates inability to design and carry out an enquiry</li> <li>demonstrate inability to advance learning or solve problems</li> <li>does not produce a coherent argument with reasoned conclusions</li> <li>does not use appropriate conventions in citation and referencing</li> <li>is not expressed in clear and intelligible English.</li> </ul>   |

## 12. Appendix 3 – Academic Framework

### 12.1. Preamble

- 12.1.1. The Academic Framework establishes the criteria and rules for courses of the University of Sussex. It sets out the basic criteria for awards by establishing the design parameters necessary to assure the quality and academic standing of University courses in accordance with the *Qualifications and Credit Framework in England and Wales and Northern Ireland (Ofqual 2010)*, *Framework for Qualifications of Higher Education Institutions in England, Northern Ireland and Wales (2008)*, *the Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England (2008)*; and the *European Qualifications Framework for Higher Education (Bergen 2005)*.

### 12.2. Credit

- 12.2.1. Credit is a quantified means of expressing equivalence of learning. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level for a complete module. It is a way of comparing learning achieved in a variety of different contexts.
- 12.2.2. All credit-bearing modules shall be credit rated according to level and volume.

#### ***Credit Level***

The Level shall be:

- Level 3 (foundation year/stage 0)
- Level 4 (undergraduate stage 1/certificate level)
- Level 5 (undergraduate stage 2/diploma level)
- Level 6 (undergraduate stage 3/honours level)
- Level 7 (masters level)

#### ***Credit volume***

The credit volume reflects the notional student effort to complete a module successfully. It is determined by calculating the required learning hours on the basis of 1 credit for 10 hours of learning. The credit volume reflects all student effort in particular, taught provision, independent or guided study, assessment and revision. All BIMM undergraduate modules between RQF Level 3 to FHEQ Level 7 shall be weighted as 20/30 credits or multiples thereof.

### 12.3. Undergraduate & Taught Postgraduate Degree Structures

- 12.3.1. University of Sussex taught degrees, diplomas and certificates shall be designed in accordance with the credit values and rules stated in the table below.
- 12.3.2. Undergraduate courses will normally be delivered in full-time mode and any derogations must be formally approved. Postgraduate courses may be delivered in full-time or part-time mode subject to formal approval at validation.
- 12.3.3. The maximum period of registration for a taught award is normally the minimum period plus 3 years for undergraduate irrespective of FT or PT mode of study. The maximum period of registration is not extended for any time spent on temporary withdrawal.

| Award Title                                   | FHEQ /QCF Level | Minimum Credit requirement | Minimum Credit requirement at the level of the award | Minimum Period of Registration | Award rules  |
|---|-----------------|----------------------------|--|--------------------------------|--|
| Postgraduate Certificate                      | 7               | 60                         | 45   | 1yr FT                         | These awards may be approved as stand-alone awards or as exit awards embedded within a Master's degree course. The name of the award (entry or exit) shall be specified in course documentation in the following format' e.g. Postgraduate Certificate in 'Subject X'. |
| BA/BMus (Hons) Single Honours                 | 6               | 360                        | 90   | 3yrs FT                        | This is a degree comprising a main area of study from a single School. It may include modules from outside the 'major' area of study but shall incorporate at least 240 out of 360 credits from the major area. At least 90 credits shall be at Level 6.               |
| Ordinary Bachelor degree (BA/BMus)            | 6               | 300                        | 60   | 3yrs FT                        | This is an exit award granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree in the subject.  |
| Diploma of Higher Education                   | 5               | 240                        | 90   | 2 yrs FT                       | These awards may be approved as an exit award only. The name of the award appearing on the award certificate shall be Diploma or Certificate of Higher Education without reference to a subject of study.  |
| Certificate of Higher Education               | 4               | 120                        | 90   | 1 yr FT                        |  |
| University of Sussex Certificate of Education | (3)             | 120                        | 90   | 1 yr FT                        | This is not a formally recognised award but an exit certificate of achievement for students successfully completing a Foundation Year but failing to attain the necessary threshold for admission to undergraduate study from the Foundation Year.                     |

## 12.4. Credit & Module Status in Undergraduate & Postgraduate Courses

- 12.4.1. Credit is module specific and is available upon completion of the module. Undergraduate courses comprise a sequence of credit-rated modules to the value of 120 credits per academic year for students studying full time. All modules contributing to an award must be credit-bearing.
- 12.4.2. Students can normally take up to 30 credits at the **lower** level as indicated by the credit requirements for the award above. Students are not permitted to take any credits at the **higher** level in any stage in an undergraduate course.

- 12.4.3. Individual undergraduate modules may contribute to more than one course, but the credit volume and level of the module shall be the same irrespective of the course to which the module contributes.
- 12.4.4. Two modules at different levels may rationalise resources by co-teaching. Where this occurs, the shared teaching element must be at the lower level with an equivalent proportion of teaching delivered independently to the student studying at the higher level. In addition, both modules must have differentiated titles, learning outcomes and assessments.
- 12.4.5. Modules may be delivered within a single term or across two terms. Where a module is delivered across two terms, the minimum credit volume will be 20 credits.
- 12.4.6. Undergraduate courses at BIMM Institute may designate modules in the following ways. The designations are course-specific and will be set out in relevant published course documents.

| <b>Module type</b> | <b>Description</b>  |
|--------------------|---|
| Core               | <p>A module that all students must study as part of their course. Normally these modules are owned and delivered within a single School. Exceptionally core modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of core modules will be permitted.</p> <p>All core modules shall be weighted as 20/30 credits or multiples thereof.</p> |
| Option             | <p>A module that forms part of a group of options owned and delivered within a School. Exceptionally option modules may be explicitly approved by the University Teaching and Learning Committee for cross-school delivery in single honours courses where there is a compelling pedagogical rationale. For joint honours courses where each component is provided by a different School, cross-school delivery of option modules will be permitted.</p> <p>All option modules shall be weighted as 20/30 credits or multiples thereof.</p>   |