Student Handbook

Academic Year 2026-27

BLOOMSBURY
INSTITUTE
LONDON

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1. Introduction

Choosing to study at Bloomsbury Institute is an important step in your personal and professional journey. We recognise that entering higher education involves both commitment and investment, and we are proud to offer a supportive, inclusive and professionally focused learning environment to help you get the most from your time with us.

Starting a new course can feel challenging, but you are never on your own. Every student arrives with questions, ambitions and understandable uncertainties. Our staff and services are here to guide and support you at every stage of your studies, ensuring that your transition into, and progression through, higher education is positive, engaging and successful.

This Student Handbook brings together information and guidance you may need to help you make the most of the opportunities while you are studying with us. It should be read alongside your Programme Handbook, which contains information specific to your chosen programme of study, and the Academic Regulations, Policies and Procedures that govern how your programme is delivered, assessed and awarded.

2. Academic Regulations

Academic standards are set and overseen by Birkbeck, University of London, as the awarding body. Bloomsbury Institute operates under delegated authority in accordance with Birkbeck's academic regulations and partnership agreement.

In all matters relating to academic standards, assessment regulations, progression and award, Birkbeck retains ultimate authority.

As a registered student, you are subject to:

- The Common Award Scheme Regulations of Birkbeck, University of London
- Bloomsbury Institute Policies and Procedures, including those covering:
  - assessment and feedback
  - appeals and complaints
- Your Programme and Module Specifications, which set out the approved structure, learning outcomes and assessment requirements for your course.
- Any Professional, Statutory or Regulatory Body (PSRB) requirements, where applicable.

Your academic Regulations can be accessed here: **Birkbeck, University of London**

In the event of any inconsistency between Bloomsbury Institute policies and Birkbeck regulations, Birkbeck's regulations shall prevail.

The definitive version of the academic regulations governing your award is that approved by Birkbeck.

2.1 Responsibilities of Bloomsbury Institute and Awarding Partners

All programmes at Bloomsbury Institute are delivered in partnership with our awarding body Birkbeck, University of London. It is important that students understand who is responsible for different aspects of their study experience.

The table below summarises key responsibilities.

Area	Bloomsbury Institute	Birkbeck, University of London
Teaching and learning	Delivery of teaching, tutorials, workshops and learning activities	Approval of programme design and academic standards
Student support	Academic support, wellbeing services, disability support, careers and engagement	Oversight of quality and standards
Assessment delivery	Setting and managing assessments, submission processes, marking	Approval of assessment frameworks and moderation processes
Feedback	Providing feedback within agreed timescales	Monitoring standards and consistency
Academic regulations	Application of regulations to students	Ownership and approval of academic regulations
Progression and awards	Providing supporting evidence for Birkbeck's Board of Examiners	Final authority on award and classification
Quality assurance	Day-to-day quality management and enhancement	External oversight and validation
Complaints (academic)	First stages of complaint handling	Review at partner stage where applicable
Appeals	Initial appeal handling	Final academic authority where required
Degree award	Administrative processing	Formal award of the qualification

If you are unsure who to contact about any aspect of your studies, Bloomsbury Institute staff will guide you to the appropriate team.

3. Quality and Enhancement Manual (QEM)

The Quality and Enhancement Manual (QEM) can be found on our website and includes information and documents relevant to your course.

The QEM is broken down into three key sections:

Section One: Corporate and Academic Governance

This section includes information on our corporate structure, our corporate and academic governance framework and our core values.

Section Two: Operational areas

This section provides information about all our key operational areas. Within each sub-section, you can explore the Quality Code's expectations for the area and how we do things at Bloomsbury Institute.

Section Three: All policies

This section contains all our policies and other key documents, many of which are very relevant to students.

The QEM is available at: www.bil.ac.uk/qem

4. Student Services area of our website

The Student Services area of our website contains links to many important sources of information that you will need to refer to on a regular basis during your studies. The Student Services area includes links to:

- Chippo Attendance app: access to check your attendance
- Timetable: access to check your timetable
- Disability and Wellbeing: advice and support on short-term or long-term health conditions and specific learning differences
- BISG – Bloomsbury Institute Student Guild where you can find all the latest events and information about societies.
- Student Self-service Portal (SSP): a vital tool for any communication with BIL teams (see below)
- Canvas: access to our virtual learning environment
- Student Forms: an area where you can find all the main forms you might need
- Online Library: access to our online library

The Student Services area of our website is available at: www.bil.ac.uk/student-portal/

5. Programme specification

Programme	Business Management	Law	Accounting and Financial Management
Courses	MSc Management		MSc Finance and Wealth Management
	Master of Business Administration		MSc Accounting and Finance
	BA (Hons) Business Management (Three Year)	LLB (Hons) Lawand Legal Practice (Three Year)	BA (Hons) Accounting and Financial Management (Three Year)
	BA (Hons) Business Management (Two Year Accelerated)	LLB (Hons) Lawand Legal Practice (Two Year Accelerated)	BA (Hons) Accounting and Financial Management (Two Year Accelerated)
	BA (Hons) Business Management (One Year Top Up)	LLB (Hons) Law and Legal Practice (One Year Top Up)	BA (Hons) Accounting and Financial Management (One Year Top Up)

For each programme there is a Programme Specification, which includes information on the following:

- The educational aims of the programme
- The subject-specific knowledge and skills (i.e. the learning outcomes) that a student will demonstrate achievement of through formal assessment
- The transferable skills that a student will have developed (with an indication of those skills that a student will demonstrate achievement of through formal assessment)
- The teaching, learning and assessment methods and strategies
- Assessment Regulations
- Support for students and their learning, career and progression opportunities
- Methods for evaluating and enhancing the quality and standards of teaching and learning
- Indicators of quality and standards
- The structure of the course
- Professional body requirements

The Programme Specification is published within the Programme area of Canvas (see 14.3 below).

6. Module Study Guide

A Module Study Guide is available on Canvas for each module.

It includes the following for the module:

- The content (i.e. the syllabus)
- The delivery schedule
- The subject-specific knowledge and skills (i.e. the learning outcomes) that a student will demonstrate achievement of through formal assessment
- Details of academic staff teaching on the module
- The transferable skills that a student will have developed (with an indication of the skills that a student will demonstrate achievement of through formal assessment)
- The teaching and learning methods
- Key texts and additional reading
- An overview of how the module is assessed

7. Academic staff

7.1.1 Office hours

Lecturers are available for students outside of class time during their office hours. Their office hours are published within Canvas and/or as a signature to their emails.

Wherever possible, appointments should be made. Lecturers may also be available to speak with students at other times by appointment. Students can contact lecturers by email to arrange an appointment.

Lecturers will aim to respond to student emails within 2 working days. Please note that the response may be a 'holding' response, such as: 'Thank you for your email. I will get back to you with a full answer by the end of this week'.

7.1.2 Staff absence

If a member of staff is unable to deliver a teaching session, you will be notified.

If the lesson concerned is due to be held more than 24 hours from the time of notification, you will receive an email on your Bloomsbury Institute email address to inform you.

If the lesson concerned is due to be held less than 24 hours from the time of notification, you will receive an email and a text message.

All missed lessons will be made up at an agreed mutually convenient time.

Note: Please make sure to email the lecturer in advance if you are unable to make an agreed appointment

8. General teaching methods

Modules are delivered through a combination of lectures, seminars, workshops, and independent study. Through this combination, students gain the opportunity to engage with the content of their module in different ways and, thereby satisfy different aims.

In short:

- Lecture = active listening
- Seminar = discuss and develop deep understanding
- Workshop = apply/practice

Lectures provide a broad outline structure for each topic to be covered. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once.

Seminars are generally much smaller groups than lectures and are an opportunity for students to explore further the topics/theory/concepts introduced in the lecture. The purpose of the seminar is not just to receive information, but to develop a deep understanding of that information. Students will be expected to prepare for seminars, usually through reading or researching topics and themes of the lecture.

Workshops follow on from lectures and seminars and are designed to reinforce proactive learning by providing opportunities for discussion and interaction. Workshops will often be focused on the application of the theory and knowledge that has been engaged with through the lectures and seminars.

Workshops may also include development of 'soft skills' (e.g. innovation, developing personal values, developing communication skills etc.) and personal development activities that lead from, and support, the content of the module.

In addition to the above, you are expected to undertake independent study, which is an important feature of higher education. For all modules, you will be expected to work around 160 hours on your own.

8.1 Behaviour and classroom etiquette

8.1.1 Freedom of Speech

Freedom of speech and academic freedom are essential to higher education. All staff and students are entitled to teach, learn and research in a culture that values vigorous debate, including in relation to difficult, contentious or uncomfortable topics. This means the right to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves at risk of being adversely affected.

8.1.2 Dignity and respect

We are committed to creating and sustaining a positive and mutually supportive environment where all are equally valued and respected, and encouraged to thrive. Our Dignity and Respect Policy and our Harassment and Sexual Misconduct Policy aim to reassure students and staff that allegations of harassment or bullying will be dealt with quickly and sensitively with no fear of reprisal.

An appreciation of diversity and the equitable treatment of all are among our core values, underpinning our success as a community of scholars. For these reasons, we will not tolerate any form of bullying or harassment.

We expect all members of our academic community to:

- Treat others with courtesy, politeness, and kindness.
- Encourage others to express opinions and ideas.
- Listen to what others have to say before expressing your viewpoint.
- Never speak over, butt in, or cut off another person.
- Treat people the same regardless of their race, religion, gender, age, or country of origin.
- Be aware of their body language, tone of voice, and demeanour and expression.
- Recognise and praise others for their work and ideas.
- Be inclusive.

We do not tolerate actions or words that:

- Insult others, name call, disparage or put down people or their ideas.
- Constantly criticise, belittle, judge, demean or patronise. A series of seemingly trivial actions, added up over time, constitutes bullying.
- Treat people differently as this can constitute harassment or create a hostile environment within the classroom.

8.1.3 Mobile phones

In all face-to-face taught sessions, mobile phones should be set to silent. You should never answer your phone in class, unless it is an emergency. If you do have to answer your phone, you should leave the room immediately to take the call.

8.1.4 Engagement

Students are required to attend all timetabled classes for their relevant course, unless there are exceptional circumstances preventing them from attending a class. Timetabled classes include lectures, seminars, workshops, and revision sessions. Students are also required to engage regularly on Canvas, the virtual learning environment provided by Bloomsbury Institute to augment the learning which takes place.

Canvas provides students with opportunities to review lecture slides, read the resources recommended by teaching staff and engage in discussion with staff and peers through Discussion Boards. Students should note that the academic year is not restricted to timetabled classes or teaching weeks alone as re-sits generally take place after teaching ends. Most students who fail their courses do so as a result of not attending classes and not engaging with the virtual learning environment.


Regular attendance requires time discipline and management skills, both of which are beneficial to whichever career a student chooses. Most importantly, engagement is necessary to:

- enhance your educational development within your area of study
- encourage a sense of belonging and mattering within our academic community
- contribute to the learning of others
- receive information about the course
- maintain compliance with the UKVI, SLC and other external agencies, as appropriate
- develop skills for the workplace, including:
  - planning and managing time
  - developing stronger communication skills

- prepare for all assessments
- undertake any practical work or group work
- learning how to give and receive feedback on performance

8.1.5 Timetable changes

If you would like to change the timetable that you have been allocated, you can request a timetable change through the SSP (see below). The deadline for making such requests is usually the third Monday of each term.

Please note that it is not always possible to change timetables, so there is no guarantee that we will be able to accommodate your request.

8.1.6 Attendance monitoring

Attendance is recorded using a tap-in card system for face-to-face workshops and seminars. Students' phones can be used to register their presence in each teaching room. Attendance at all teaching sessions, online and face-to-face, is recorded via our attendance management system, be they lectures, seminars, workshops, revision sessions or other.

Tutors will sometimes take a written register as well for verification purposes. You can log into the attendance management system [and check your attendance record] via the attendance portal, which can be found at: https://www.bil.ac.uk/student-portal/.

Attendance is recorded once per session. If you have a 2-hour seminar, then attendance will be recorded just once for that session.

Students can register their face-to-face presence (i.e. tap-in) up to 10 minutes before the beginning of the session, so, if the session starts at 10 am, attendance can be registered from 9.50 am to 10.00 am. However, students logging in 10 minutes early for an online session will be required to wait in the 'lobby' until the lecturer admits them, and their attendance will be recorded from 10:00 am.

From 10.01 am both face-to-face and online attendance will be recorded as 'late'. When late attendance is recorded, the system notes 'how late' the student was, so we can monitor the actual time you were present during the session. Our Student Engagement, Wellbeing and Success team (SEWS) check the attendance data on a weekly basis and will intervene in instances of persistent lateness or absence, or patterns of absence.

Students are expected to respect the integrity of our attendance monitoring system and only tap their cards to record their own attendance. If a student is found to have tapped in on behalf of another student who is not in the classroom, both students will be referred to SEWS for an interview which could result in a referral to the Academic Registrar for disciplinary action.

Some Frequently Asked Questions (FAQs) on attendance can be found in Appendix B of this Handbook.

8.1.7 Absence

If you are going to be unable to attend class, you will need to raise an 'attendance request' on SSP. You should also email your Module Leader/Tutor to notify her or him. In the request, state clearly how long you are going to be absent and why. Contact details for Module Leaders and Tutors are available from the home [landing] page of your Canvas module area.

If your absence is a result of illness and is up to 7 days in length, then you should complete the Self-certification form (available from the Student Services area of our website) and upload it to the SSP. If your illness is longer than 7 days, then you will require some documentary evidence e.g. a letter from your doctor or counsellor to confirm your illness.

8.1.8 Timekeeping

Punctuality is not only a common courtesy but is also something that employers will expect. Students arriving/ logging in late will have their attendance registered as 'late' and our systems will record the time that they enter the session.

In cases of persistent lateness, the lecturer may decide you cannot enter the session if it is proving disruptive to the group. This approach has been adopted (with the support of our students) in order to create an environment conducive to effective teaching and learning. Latecomers are disruptive to both the lecturer and other students.

8.1.9 International students

If you are an international student on a Student visa, you are required by the UKVI to attend all your lessons. Attendance is monitored on a weekly basis so in practice, you would generally have three contact points a week. The UKVI consider a contact point as a 'day'. If you miss 10 consecutive UKVI contact points, you may be terminated from the course and have your sponsorship withdrawn. This means you will need to return to your home country and this may affect any future visa applications you make to the UK. More details can be found in our International Sponsored Student Guide.

Full information on engagement, notifying us of absence, and the Self-certification form can be found in our Engagement Policy, which is downloadable from our online Quality and Enhancement Manual (see Section 3 above).

8.1.10 Seminar and Workshop preparation

Learning to manage independent study time is an important part of higher education. It is essential that you prepare for seminars and workshops: not doing so can lead to disruption to those who have prepared and impede successful group work. In addition, lack of preparation will impact on your own academic experience and ultimate success.
Students who arrive unprepared may be asked to work alone in order to participate effectively in the lesson.

8.1.11 Student Charter

Our Student Charter, found on the QEM of our website, outlines what you can expect of us and what we expect of you as a member of our academic community (all our staff and students), and how we all strive to contribute towards creating a cooperative learning environment in line with our vision, mission, and values.

The Student Charter covers areas such as:

- Respect
- Engagement
- Academic integrity
- Communication
- Finance

9. Learning enhancement

We embed academic skills development into our courses to help students improve their performance in lectures, seminars and workshops, develop effective reading and writing skills, and build confidence in completing assessments. These sessions are designed to support students throughout their studies, helping them develop the skills needed to engage with academic materials, participate in learning activities and achieve their academic potential.

Embedding learning enhancement sessions include:

- Understanding an assessment brief and identifying assessment requirements
- Recognising, understanding and responding to feedback
- Effective use of our online library and academic resources
- Referencing support and developing good academic practice

Additionally, we offer a suite of cross-course academic skills development sessions, delivered face-to-face and electronically through one-to-one and small-group sessions. These sessions provide opportunities for students to develop their skills, ask questions and receive guidance tailored to their academic needs.

These sessions cover topics such as:

- Formality in academic writing
- Delivering effective presentations
- Note-taking and identifying key information
- Structuring an academic essay
- Editing and proofreading written work

10. Let's Grow

Our Let's Grow programme for employment, enterprise and personal success for life is designed to promote a person-centred approach to personal and professional development. This ensures that students are well-prepared to take on the challenges of postgraduate study, employment, self-employment or entrepreneurship, and lead lives that are rewarding and constructive.

The aims of Let's Grow are:

- To enable students to communicate their skills and experiences effectively to a range of audiences from employers to investors.
- To actively encourage students to take on opportunities, provided by the Institute, to develop and apply a wide range of employability skills.
- To provide students with a global outlook, international opportunities and up-to-date analysis of the UK and international job market.
- To promote, encourage and reward work-related learning.
- To continue to build and create new key partnerships with employers, professional bodies and postgraduate study providers.

- To reward students taking ownership of their career development and student-centred interventions.

Let's Grow is embedded within the curriculum (i.e. it forms a part of some modules). In addition, it takes place outside the curriculum through the provision of personal, academic and career development opportunities. These extra-curricular opportunities are set out below.

10.1 Enhancing academic knowledge

10.1.1 Extramural lectures

Our location in the centre of London's university district provides a stimulating context for student learning. You can greatly benefit from the experience of attending online lectures, talks and presentations by accomplished academics from other places of learning and from fields beyond your own subject area.
By engaging with these extramural lectures, you will discover how your own studies can relate to the wider world and how your own learning can be enhanced by exposure to the ideas of others.
Each term we invite students to engage with public lectures that are organised by neighbouring institutions. In the past, students have attended lectures at the London School of Economics, Gresham College, Goodenough College and University College London.

10.1.2 Bloomsbury Institute External Speakers Programme

Bloomsbury Institute's external speakers programme offers students the opportunity to hear from leading figures from their areas of study to enhance their learning and build networks in the fields in which they may one day be employed.

Information on Bloomsbury Institute's seminar events is published on Canvas, the Bloomsbury Institute website, and through emails sent to students in advance of each event.

10.2 Skills development

10.2.1 Peer Assisted Learning (PAL)

Peer Assisted Learning (PAL) is an internationally recognised scheme based on research indicating that students benefit academically from peer learning. Our trained and accredited members of staff train students to lead supplementary online study sessions for students studying in the year below themselves. These online study sessions are offered on selected modules in addition to regular classes and are focused on helping students to master the material they study during lectures, workshops and seminars. Becoming one of our trained students, and leading a study session, is an excellent way for you to develop graduate employability skills such as group working, autonomy, communication and problem-solving.

The scheme is managed by the Centre for Student Engagement, Wellbeing and Success and we encourage you to volunteer when training is offered.

10.3 Graduate employability

10.3.1 Internship module

On all undergraduate programmes, domestic students can elect to take the Internship module. Please note the internship modules are not available to international students.
Students will gain a beneficial experience of carrying out practical activities in a workplace or by working virtually. Learning supports the placement experience which involves carrying out work-based activities and reflecting on the benefits of the activities to the business and to the student. It is expected that students will be supervised in the workplace or when working virtually in addition to the supervision provided by Bloomsbury Institute.

10.3.2 Volunteering

Volunteering enables students to gain excellent professional experience and can boost their career options by enhancing their team-working, networking, communication and organisation skills.
Our Let's Grow advisors, based in the Centre for Student Engagement, Wellbeing and Success, can assist you to find a suitable volunteering opportunity.

10.3.3 Graduate visa

Upon successful completion of your degree course, you will be eligible to apply for the Graduate visa if you meet the criteria. This is a visa that will allow you to work or look for work in the UK for two years (18 months from 1 Jan 2027). You do not need a job offer to apply for this visa. More details can be found https://www.bil.ac.uk/how-to-apply/ international-students/graduate-route/

10.3.4 General graduate employability skills

The development of general graduate employability skills is delivered both through the curriculum and through Let's Grow.

Activities include the Bloomsbury Institute external speakers programme, specialist online seminars and courses in communications skills, leadership, finance and business, and visits to employers or other educational institutions. The aim is to equip students with sought-after employability skills such as:

- Self-belief
- Learning to learn
- Communication
- Group work
- Self-management
- Problem solving
- Use and application of information technology
- Processing of numerical data

The Centre for Student Engagement, Wellbeing and success provides a wide range of information, advice, guidance, online training and workshops for students on how to start and develop their careers. Students can talk to an advisor who specialises in employability matters.

Work experience is essential for securing graduate-level employment and our Advisors can help students to find and obtain work experience, internships and placements.

Students who participate in Let's Grow employability events will be eligible to gain a certificate upon proven attendance at 5 extra-curricular activities over the course of an academic year. In addition, students who participate in 7 Let's Grow activities, e.g., peer assisted learning, peer mentoring, attendance at extra-curricular events; and who complete corresponding reflective logs will be eligible for an enhanced reference.

10.3.5 Student Guild societies and clubs

Being active in the Student Guild, especially through participation in the societies and clubs, will help you get the most out of your student experience both during and after your academic journey.

Bloomsbury Institute's Student Guild creates opportunities for you to extend your learning beyond the classroom and share and acquire knowledge in a social and friendly environment. Central to this is participation in the different societies and clubs or, indeed, your involvement in setting up a new society or club.

If you decide to set up a club or society or become involved in the running of an existing one, you can enhance your employability skills through activities such as event planning, organisation, fundraising, budgeting, and marketing.

However, simply being a member of a club or society shows any future employer that you are a well-rounded individual. For more information on the Student Guild societies and clubs, please (see below).

10.3.6 Networking

Networking is a daily activity which involves engagement with friends, fellow students, family members, academics, mentors, former colleagues and managers. Students can also network through social media, e.g. LinkedIn and through joining a professional, statutory or regulatory body.
Networking involves building relationships, seeking advice, sharing information and using connections in personal and career development.
Staff from the Centre for Student Engagement, Wellbeing and Success can provide students with advice on networking opportunities.

10.4 Developing leadership skills

By undertaking the leadership roles below, students develop transferable skills such as leadership, team working, self-management, communication and organisation, all of which are valued in the workplace.
All student leaders are offered the opportunity to attend an extra-curricular 'Student Leadership CPD Programme' of activities which will further enhance their employability skills and enable them to market these to future employers and investors.

10.4.1 Student Representatives

Our student representatives play an important role in the life of our Institute by providing feedback on course delivery and by representing the views of other students on several important committees. Student views are essential to the running of the Course Committees (see Section 20 below).

10.4.2 Peer Advisors

The Student Guild is the official representative body for all students. Every year Bloomsbury Institute works with the Student Guild to train newly selected Peer Advisors to provide a virtual and onsite Peer Advice Service as required. This friendly and supportive service includes disseminating information, helping with Bloomsbury Institute systems access/usage, and signposting where applicable. They contribute to a great student experience.

10.4.3 Peer Assisted Learning (PAL)

PALs are students who lead study groups on subjects they themselves have succeeded in.

11. Changes to Your Course

Bloomsbury Institute works closely with its awarding partners to ensure that courses remain current, relevant and of high quality. From time to time, it may be necessary to make changes to programmes, modules, delivery methods, timetables, staffing, or assessment arrangements.

11.1 Minor Changes

Some changes are minor and do not materially affect your overall learning experience. These may include, for example:

- updating reading lists,
- changing teaching staff,
- adjusting timetables or room locations,
- improving learning resources, or
- refining assessment methods while maintaining learning outcomes.

Where minor changes are made, we will inform students as soon as reasonably possible and ensure there is no disadvantage to their studies.

11.2 Material Changes

Occasionally, more significant ("material") changes may be required. These could include:

- changes to course content or structure,
- changes to compulsory modules,
- changes to the mode or location of delivery,
- suspension or withdrawal of a programme, or
- changes that affect progression or award requirements.

Where a material change is proposed, Bloomsbury Institute will:

- consult with affected students,
- provide clear information about the nature and reasons for the change,
- consider the impact on students, and

- seek to put in place appropriate mitigation, which may include alternative study options or a teach-out plan.

If a material change significantly affects your course and you are not satisfied with the proposed arrangements, you may have the right to withdraw from the programme with appropriate consideration of any fee or funding implications.

Bloomsbury Institute will always aim to act fairly, transparently and in accordance with consumer protection law when making any changes to your course.

12. Centre for Community Engagement and Learning (CCEL)

Staff and students here at the institute are committed to working for the public good. Embedding civic engagement within the institute is a responsibility shared by all of us. Building and supporting these external relationships enhances all our lives and impacts positively the lives of our partners and neighbours.

The Centre for Community Engagement and Learning (CCEL) promotes and supports the strategic strengthening of these partnerships. It builds the capacity of the institute and our partners to create strong and vibrant futures whilst feeding into the departments focused on enhancing the student experience.

The centre works to develop an understanding among students, staff and external bodies of Bloomsbury Institute as a civic-minded place of learning community with others. By working with stakeholders, students, alumni and the wider public we position the institute as a helpful friend and neighbour in the social, cultural and economic life of London and beyond.

12.1 Bloomsbury Radio

Our in-house radio station, Bloomsbury Radio, broadcasts continuously from its studio in Bedford Square. The station broadcasts a range of programmes covering all aspects of student life. Full details and schedules are published and updated on our website.

To find out more or to get involved, email: radio@bil.ac.uk.

13. Assessment

Modules can be assessed in different ways, depending upon the nature of the module, its level, content and learning outcomes. Generally, there are four types of assessment:

- Assignment: e.g. essay, problem question, case study, business simulation and seen examination
- Presentation: a class assessment that can occur during teaching hours. This can be an individual work or group work
- Time Constrained Assessment (TCA), a class assessment that can occur during teaching hours
- Examinations: any unseen examination

Only a few modules will have an unseen examination, most will be assessed by assignments, others a mixture of the four. Assignments may be text-based or non-text based. Text-based assignments include

essays, problem questions and seen examinations. Non-text-based assignments include presentations and video CVs.

While you are a student here at the Institute, your academic work is governed by the specific Assessment Procedures of your awarding body. These documents outline the following rules:

- How your work is graded and moderated.
- The process for requesting extensions or reporting "mitigating circumstances."
- Rules regarding academic integrity and plagiarism.

You are responsible for familiarising yourself with the procedures relevant to your course. You can access the Assessment Procedures for more information.

13.1 Feed-forward and feedback

Prior to the final submission of an assignment, you will be offered the opportunity to gain feed-forward on your draft work. This is offered to help you target your study activities and develop your ideas; this feed-forward will not include any indications of speculative grading. In the context of your development through the stages of your studies, the detail and extent of feedforward will reduce as you progress.

Feed-forward and feedback comes in many forms and it is important to recognise all the feedback opportunities:

- Tutor written summative comments on an individual student's work.
- Tutor written on-script/in text comments on an individual student's work.
- Generic written or oral feedback, for example an assessor's report/summary of strengths and weaknesses of work submitted by students who completed an assignment. This can be delivered and discussed in class and/or through Canvas.
- Self-assessment/reflection tasks.
- Peer feedback.
- A discussion in class, or on Canvas, of model answers.
- 'Informal' feedback given during contact hours.
- Informal tutor feedback given during office/consultation hours.

Please note: to receive feed-forward on your draft work, you will have to submit the work at least 10 working days prior to the submission deadline.

Feedback on summative work can be delivered through Canvas in written or audio medium, and/or face-to-face with the marking tutor. You can find more information about feedback in our Feedback Policy and Guidelines.

13.2 Information and assessments

From Week 1 of each term, Assessment Briefs [ABs] are available on Canvas [within the syllabus area] for each item of assessment. ABs include:

Assessment structure for the module, including the weighting for the item of assessment.

- Details of the assignment (i.e. for the item of assessment, unless it is an unseen examination):

  - The assignment task (e.g. question(s))
  - Guidance to complete the assignment
  - Submission requirements

- Details of any unseen examination:
- Duration of the examination (including, if applicable, reading time)
- Material which may be brought into the examination (if applicable)
- Structure (e.g. number of questions set; number of questions to be answered; whether there are any compulsory questions; allocation of marks)
- The syllabus content that will be examined
- The key skills which are being assessed for the item of assessment
- The learning outcomes which are being assessed for the item of assessment
- Extensions and mitigating circumstances

Please note: There is an Assessment FAQ document, that can be found in the Appendices of this document.

13.3 Submitting assignments

If the item of assessment is an assignment, the Assessment Brief will include the deadline date for submission of the assignment. The deadline given is the latest possible date for submission. The submission date will be a Monday or a Friday, and the time of submission will be 3pm. This time has been decided upon as a result of student feedback. All assignments must be submitted on time. If you submit work within 14 calendar days from the submission deadline, your work will still be accepted and marked, but your mark will be capped. The penalty for submitting up to 7 days late is a 10% mark deduction, and the penalty for submitting between 7 and 14 days late is a cap at the minimum pass rate (40% for undergraduate modules and 50% for postgraduate modules). Students are strongly encouraged not to submit at the last minute.

You need to take note of the due dates for assignments. You may well find that there are clashes (i.e. that work for two different modules is due on the same day, or on dates that are close to one another). It is your responsibility to plan around such clashes to ensure that you begin work on each assignment sufficiently in advance of the deadline, so that you can complete all work required by the due date.

Even the best organised student can have her/his plans disrupted by a variety of events, such as minor illnesses, missed buses, computer malfunctions, and a multitude of similar obstructions that life scatters onto our paths! It is essential that you include some 'slack' in your planning, so that such difficulties do not cause you to miss a deadline.

13.3.1 Formatting guidelines for submitting work

Unless advised otherwise, when submitting assignments, you should use:

- Font style: Arial
- Font size: 11 or 12
- Line spacing: 1 to 1.5
- Paragraph spacing: double line space

13.3.2 Problems submitting work

If you are experiencing technical issues with submitting your work, you should email IT Services [itsupport@bil.ac.uk] copying in your Module Leader/Tutor and assessment.admin@bil.ac.uk.

Attach your work file so we have a copy of the work that would have been submitted before the deadline!

Your file will not be accepted if you send a copy after the deadline. Include in the email:

- Your full name
- Your student number (e.g. LON987654321)
- The module name (e.g. Digital Marketing [Oct-19])
- The assessment name (e.g. Assessment 2: Case Study)
- Your mobile or other contact phone number so a member of our IT Services team can respond to your issue

To help our IT Services team investigate the problem, also provide details, such as:

- The type of device used: desktop, laptop, tablet, phone
- Operating system: Windows, Apple, Android
- Browser: Chrome, Firefox, Internet Explorer, Edge, Safari
- Network: Wi-Fi, Ethernet, Mobile phone connection

Please note: Although the IT Services team will do all they can to help resolve any technical issues, they will not submit your work on your behalf, unless the technical issue will not allow you to submit at all; submission of your work is your responsibility.

13.3.3 Word limits

All written assignments will include clear guidance in the Assessment Brief on the 'word limit' to address the requirements of the assignment. There is allowance for a 10% variation from the specified word count before any penalty is applied. For example, it is acceptable to submit between 900 and 1100

words for a 1000-word assignment. Work that exceeds the 10% variation from the specified word count will be penalised.

Abstracts, footnotes, reference lists, bibliographies and appendices are excluded from any word limit requirements (but headings and in-text citations are not).

Where a submission is under the word limit, the full submission will be marked on the extent to which the requirements of the assignment have been met.

If a student's work is under the word limit, the full work will be marked on the extent to which the requirements of the assignment have been met. If a student's work is substantially under the word limit, it is likely to fall short of the requirements of the assignment.

13.4 Extensions to assignment deadlines (Mitigating Circumstances)

Assignments are expected to be submitted by the due date. We are all expected to deliver on time in many parts of our lives and should be prepared for the consequences of not meeting submission deadlines.

In a similar way, learning to manage your time is an important skill and you should plan your time so that work is submitted on time.

Occasionally, circumstances beyond your control may affect your ability to submit work on time. Mitigating circumstances are defined as a serious or acute problem, or an event beyond a student's control or ability to foresee, which has prevented completion of assignment/s or attendance at examination/s. If you are experiencing unforeseen or unexpected events – such as serious illness or severe disruption of your personal life – that may affect your ability to complete assignment/s or sit examination/s, please meet with your Module Leader, Course Leader or Academic Administrator or a Student Wellbeing Advisor to discuss available options.

Please note: The Mitigating Circumstances Policy and Procedure document can be accessed through our Quality and Enhancement Manual: www.bil.ac.uk/qem

In these cases, it is possible to request an extension to a deadline of up to 2 weeks. This is known as a 'no penalty' mitigating circumstances request; once approved, students can submit within the 2-week late window without a mark reduction. The granting of such an extension will depend upon the nature of the difficulty that you are experiencing, whether the difficulty could and should have been anticipated, and the extent to which the circumstances were outside your control. For example, serious health difficulties that prevent you studying for a number of days during the period when you were expected to be working on an assignment would usually provide legitimate grounds for an extension; a crashed computer or assignment overload would not!

If an extension of up to two weeks is not sufficient you should make a claim for mitigating circumstances: deferral. If the MC are upheld for a first sit item of assessment, the assessment would be taken at the next sitting or the assignment would be submitted at the next submission opportunity (resubmission/resit).

Although extensions are allowed, it is important that you do hand work in on time, since delaying the submission of your assignment can lead to you having difficulties in submitting other work on the due date.

To request an extension, you need to complete the "Mitigating Circumstances Claim Form" which you can find under Student Form page on the website; it is recommended that to support your request you provide documented evidence. The claim must be submitted no earlier than 14 calendar days before the original date of an assessment and no later than 14 calendar days afterwards.

Please ensure you read the Guidance for Extensions and Extenuating Circumstances before making a request. The guidance can also be found on the Student Forms page.

Note: There are no extensions for re-sit work. Your course Assessment Procedures provide further details on assessment.

13.5 Marking

Marking Criteria for undergraduate assessments:

70-100% First Class	Excellent work going beyond the very competent level required for an Upper Second. Very well constructed arguments: ability to engage with published scholarship and use it to support arguments; ambitious in scope with imaginative use of examples; written in good English; sources thoroughly cited
60-69% Upper Second Class	A thorough examination of the question with very competent performance. Sound grasp of critical issues; high standard of argument; informative, backed up by appropriate examples; less ambitious in scope than First Class; sources accurately cited.
50-59% Lower Second Class	Competent performance on most aspects but lacking the comprehensiveness, accuracy and/or cohesiveness expected of an Upper Second. Evidence of good understanding of the subject and good examples used to support arguments; awareness of critical debates but may be too descriptive or generalised. Some gaps in argument, planning and use of evidence; would benefit from sharper focus and more reflection; sources adequately cited.
40-49% Third Class	Candidate fails to demonstrate competence in a number of aspects. Evidence of reading and attempt to address question. May be rather descriptive with uncritical coverage of debates and issues. Skills of planning, structuring and presentation relatively weak; barely adequate understanding of concepts, and use of reading and sources; some attempt to cite sources
30-39% Marginal Fail	Very minimal level of achievement. Reliant on a minimal range of reading and poor attention to detail. May be repetitious, consisting of a string of weak assertions/opinions which may not relate to each other. Assertions without supporting evidence; minimal reflection, poor planning and presentation; some attempt to cite sources.
0-29% Fail	Inadequate work. Little or no understanding of the subject; insufficient evidence that the candidate has adequately benefited from the course under assessment. Poorly organised or confused argument; little or no evidence of analysis, planning or presentation skills; sources inadequately cited.

Marking Criteria for postgraduate assessments:

80-100% High Distinction	Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of research initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to the relevant research area empirically and/or theoretically.
70%–79% Distinction	Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued research of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate research methods and analytical techniques, resulting in findings of interest and significance.
60%–69% Merit	Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high

	level of competence. Work towards the top of this range will be highly competent on all dimensions.
50%–59% Pass	Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.
40%–49% Fail	Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of the course being examined and show evidence of reasonable attention to the course materials.
30%–39% Low Fail	Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.
0%–29% Very Low Fail	Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources but fail to integrate them and provide little or no narrative to explain their relevance.

13.5.1 Marking and Moderation

All assessed work is marked by appropriately qualified academic staff. Marking is carried out in line with published marking criteria and aims to be fair, consistent and objective.
To ensure accuracy and consistency:

- All work is first marked by a subject specialist.
- A sample of work (at least 20% or a minimum of five pieces, whichever is greater) is second marked to ensure consistency.
- The sample covers the full range of marks, including all failed work.
- All dissertations are second marked in full.
- External Examiners appointed by Birkbeck review samples of student work.

If markers disagree, established moderation procedures are followed to resolve this.

Marks are recorded as percentages. **All marks are provisional** until formally confirmed by a Sub-board of Examiners.

13.6 Reassessment and Retakes

If you do not pass a module overall, you may be offered:

- **Reassessment** (re-attempting failed assessment elements), or
- **Retake** (repeating the module in the following academic year, including attendance and all assessments).

Number of Attempts

- **Undergraduate students** may have up to four attempts to pass a module.
- **Postgraduate students** may have up to two attempts.

Reassessments normally take place within the same academic year. Retakes take place in the following academic year.

Capped Marks

- Reassessment marks are capped at:

  - 40% for undergraduate modules
  - 50% for postgraduate modules

If mitigating circumstances are approved, reassessment may be uncapped.

If your reassessment mark is lower than your original mark, the higher mark will stand (this does not apply to full retakes, where new marks replace previous marks).

13.7 Compensated Credit (Undergraduate and Postgraduate)

In limited circumstances, a Sub-board of Examiners may award **compensated credit** where a student narrowly fails a module but has demonstrated overall satisfactory performance.
Compensated credit:

- Is only available within specific mark ranges
- Cannot be awarded for core modules
- Is subject to strict credit limits depending on your programme

Not all students or programmes are eligible. The Sub-board makes decisions in accordance with Birkbeck regulations.

14. Learning resources

14.1 Learning Spaces in London

Cambridge House: Birkbeck, University of London

We have exclusive use of Birkbeck College's Cambridge House (located at 373-375 Euston Road, London NW1 3AR) between 9 am and 5 pm Monday to Friday throughout term time.

Access to the building will be available from 8.30 am, but staff and students need to vacate by 5 pm as the space is then for use by Birkbeck students and staff.

Cambridge House provides new, state of-the-art teaching facilities as well as dedicated co-learning spaces where students can prepare for their lectures and share their ideas with one another.

Most of our teaching will take place at Cambridge House, but when necessary, we will also use other teaching facilities provided by Birkbeck College.

14.2 College Libraries

Our students in London benefit from Birkbeck's central London campus in Bloomsbury, a vibrant hub of academic and cultural life. They have access to world-class facilities, including the Birkbeck library, which houses over 300,000 resources and offers extensive Wi-Fi coverage.

All students receive a library card on campus in their first term, for access to the library at Birkbeck College, University of London. You are entitled to borrow up to five textbooks. Applications for

replacement library cards can be made through the SSP. Further information about Birkbeck College's library is available at: www.bbk.ac.uk/lib

Students at both our Sheffield and London sites access our well-resourced online library (details below). Students in Sheffield can also study in our large Library room and are entitled to associate membership of Sheffield Hallam University Library and membership of Sheffield University Library with reference rights. Students are guided through the process of becoming members. The Institute is currently in the process of confirming arrangements for full borrowing rights.

14.3 Learning Spaces in Sheffield

Our Learning Space in Sheffield is located at Atlas House, Attercliffe Road, Sheffield, S4 7XF, and is open from 9 am to 5 pm.

The campus provides facilities to support teaching, learning and administration, including four classrooms, dedicated student study space, a library, an IT laboratory, a cafeteria, four administrative offices and a meeting room.

Located approximately 1.5 miles from Sheffield city centre, the campus is accessible by bus and tram, is around 1.1 miles from Sheffield Railway Station, and offers on-site parking for up to 100 vehicles.

These facilities provide students with a supportive environment for attending classes, accessing learning resources and undertaking independent study. Our Centre Manager is Muzafer Ayoub muzafer.ayoub@bil.ac.uk

14.4 Virtual learning environment: Canvas

Canvas, our virtual learning environment, is where you will find most of the materials for your course and where you will also be required to engage in discussions around key themes of your studies. You will learn more about Canvas from your lecturers. Canvas is used as a key means of communicating with students.

All the information on how to access and use Canvas is available from the Digital Essentials area (to which all students have access) in Canvas. Relevant information is also available from the IT Support Knowledgebase, accessible from our website home page.

14.4.1 Accessing Canvas

Log on to Canvas through the quick link in the Student Services area on our website.

You will need to login using your username and password (emailed to you when you enrolled). If this doesn't work on your device, you can also access Canvas by clicking the link below or by typing in the following: canvas.bil.ac.uk

If you wish to login to Canvas on your phone, you can download the Canvas app found in the App store and login using your Bloomsbury Institute details. If you cannot find the information and you require support, you can:

- Raise a support ticket
- speak to one of our Peer Advisors

14.5 Bloomsbury Online Library

Bloomsbury Online Library is our institutional online library, available to all staff and students.

Our online library provides access to a wide range of academic and industry-standard resources, including Westlaw, the Financial Times, the Business Premium Collection, the ABI/INFORM Collection and J.P. Morgan Research, offering access to more than 130 million documents.

The collection includes more than 2,400 journals and magazines, several hundred news sources, thousands of e-books and videos, and hundreds of thousands of reports from sources such as J.P. Morgan, Hoovers, BMI Research, EIU and Plunkett Research.

Students can search for key texts, core textbooks, recommended reading and additional resources, or use general search terms to explore the extensive collection of e-books, journals, articles and reports. The resources have been selected to support our programmes, ensuring that students across all subject areas can access relevant information to support their learning and research.

If you have any questions about specific resources or need help locating recommended or additional reading, please email library@bil.ac.uk.

14.6 Bloomsbury IT support

We ensure you have access to all the software, hardware and support you need to complete your assignments and excel in the digital world. Here are the top things to know about IT:

- **One-to-one support and training**
- **Office 365 Email Account**
- **VLE Canvas**
- **Student Self-service Portal (SSP)**
- **Eduroam Wi-Fi**

Full information about any problems you may be experiencing with your email, wireless access, passwords, and information about the availability of computer rooms can be found on our IT Services Frequently Asked Questions page, at: https://bilapps.bil.ac.uk/itsupport/kb/index.php

Our IT Support Team can be contacted if you require their support. Just head to IT support center.

15. Academic support

15.1 Academic staff

Academic staff publish the times they are available to students on Canvas and/or on the signature section of their emails.

Academic staff also run study reviews and assessment preparation sessions, the details of which are published on Canvas.

15.2 Learning enhancement

We provide all our students with free support, guidance and tuition in all areas of academic skills and English language through the academic skills programme. Academic skills tutors work with you to improve academic performance, regardless of existing level: good students who want to be excellent ones are catered for as equally as struggling students who want to achieve a pass level result.

Students can take advantage of the timetabled sessions on key areas of academic study and skills: academic language; note-taking; reading strategies; referencing; paraphrasing, summarising and synthesising; paragraphing; introductions and conclusions, punctuation; revising, editing and proofreading. You can also book a one-to-one feedback session on your spoken (presentation) or written academic English. Details of these group and one-to-one sessions and information on how to sign-up are published on Canvas and advertised throughout Bloomsbury Institute.

You can contact our Learning Enhancement tutors at: lee@bil.ac.uk

16. Professional services support

16.1 The Student Self-service Portal (SSP)

The Student Self-service Portal (SSP) is a vital tool for any communication with Academic Administration, SEWS, Timetabling or Finance Teams. You should use the SSP for making requests and raising general queries. Members of relevant teams will resolve, forward or close the query and you will have a complete record of communication.

Some examples of what you can do through the SSP are:

- Request different types of letters like Council Tax exemption letters and bank letters,
- Request a timetable change
- Report your absence
- Apply for an extension
- Notify us of any other issues

In short, the SSP can be used to raise any queries that are administrative in nature.

16.2 Centre for Student Engagement, Wellbeing and Success (SEWS)

We have a well-developed student support network which can offer you additional help and advice with most problems. SEWS works to ensure that the time you spend here is as happy, productive and successful as possible. SEWS Success Champions are always happy to talk through any problems you may be experiencing. They can also point you in the right direction if problems arise in your studies. They are here to support you through the highs and lows of student life.

You can make an appointment to speak with a SEWS Success Champion by emailing **sews@bil.ac.uk**.

Please note: If you are experiencing difficulties which are interfering with your progress, wellbeing and happiness on your course, please request an appointment with a SEWS Success Champion, using the above email address.

16.3 Professional services staff: key contact details

Team	Email
Student Engagement, Wellbeing and Success	sews@bil.ac.uk
IT Services	ITsupport@bil.ac.uk
Assessment Team	assessment.admin@bil.ac.uk
Academic Administration Team	academic.admin@bil.ac.uk
Timetabling Team	timetable@bil.ac.uk
Visa Compliance Team	visa.compliance@bil.ac.uk
Finance Team	fees@bil.ac.uk (home students) creditcontrol@bil.ac.uk (international students)

17. Student Guild

The Student Guild is the official representative body for all Bloomsbury Institute Student Guild [BISG] students and is open 8:45am-5pm Monday to Friday.

The Student Guild aims to inspire and empower students with valued experience that extends beyond the classroom. This setting also creates an atmosphere where students can relax and unwind between or after lectures.

The Student Guild website posts relevant updates about society activities, student life and general inspirational content.

BISG offer confidential appointments face to face, via phone or video call using Microsoft Teams. Just drop into our offices or email us at studentguildstaff@bil.ac.uk to book an appointment.

17.1 Societies and clubs

BISG facilitates social, cultural, sports and recreational activities, through societies and clubs. Students will be able to build critical skills by networking with a diverse number of fellow students, lecturers, professionals, and influential people outside their usual remit.

The societies and clubs have a unique way of creating a sense of belonging and purpose, further empowering students' journeys after studying at Bloomsbury Institute. The Student Guild partner with

the Bloomsbury Institute's alumni which encourages students to give back when they complete their studies and remain connected to the society they joined.

All registered students of Bloomsbury Institute are automatically Members of BISG and members are able to participate in every activity and service. Annual membership fees may be required to join certain societies.

For more details of all societies and clubs, and how you can get involved, email us at studentguildstaff@bil.ac.uk.

17.2 Student Representation

BISG foster an all-inclusive representation of its members with opportunities for active participation and to have a voice as a Student Rep. To find out how you can volunteer to become an Elected Member of the Student Council please email the Bloomsbury Institute Student President here: student.president@bil.ac.uk.

18. Student representation and Course Committees

Our student representatives play an important role in the life of Bloomsbury Institute by providing feedback on course delivery and by representing the views of other students on a number of important committees, including our Quality Assurance and Enhancement Committee (QAEC), Academic Committee (AC), and our Course Committees (CCs).

Students are also represented on our Board of Directors. Course Committees meet each term to discuss matters relating to the operation of the course. Their membership includes the student representatives, Course Leader, Head of School, Module Leaders, member of staff from Student Engagement, Wellbeing and Success, Head of Quality (or nominee), and a member of staff from Registry.

Opinions of students are essential to the proper running of Course Committees, and the role of student representation is very important. The election of the student representatives will be sought at the beginning of each academic year from students across each year of the course. Volunteering as a student representative can be a valuable addition to your CV.

Student representatives benefit from special leadership training provided by staff in the Centre for Student Engagement, Wellbeing and Success, and previous student representatives have found their job prospects greatly enhanced by their experience as representatives. If you are interested in becoming a student representative, you should consult the Student Representatives Guide for information on nominations and elections.

Additionally, we ask all students for their feedback on an individual basis through our course and module questionnaires.

We conduct 3 different surveys internally and facilitate student participation in the externally managed National Student Survey (NSS):

1. In Week 3 or 4 of your first term, we will conduct an **Initial Course Evaluation** (if you are a new student) or a **Transition Experience Survey** (this questionnaire will explore how the last academic year went for you and how you are settling into the new year so far).

2. Each term you will complete one **Student Module Evaluation Questionnaire** (SMEQ) for each of the two modules that you have studied in that term.

3. In your final year year (Level 6), this will be the **National Student Survey**.

Please note: All questionnaires are anonymous. When you have completed and submitted the form, it does not include any identifying features, so we do not know who has completed it.

19. Complaints Procedure

Bloomsbury Institute is committed to providing a high-quality learning experience. If something goes wrong, you have the right to raise a concern and to have it considered fairly, transparently and within reasonable timescales.

A complaint is an expression of dissatisfaction about the standard of service, teaching, facilities, support, or administration you have received.

19.1 Stage 1 – Informal Resolution

We encourage students to raise concerns as early as possible with the relevant tutor, course leader or support team. Many issues can be resolved quickly and informally at this stage.

Students can expect:

- acknowledgement of your concern,
- a reasonable opportunity to explain the issue, and
- a timely response.

19.2 Stage 2 – Formal Complaint

If your concern is not resolved informally, you may submit a formal complaint in writing. This should set out:

- what has happened,
- why you are dissatisfied, and
- what outcome you are seeking.

Bloomsbury Institute will:

- acknowledge receipt of your complaint,
- investigate the matter fairly and objectively, and
- provide a written response within published timescales.

19.3 Stage 3 – Review and Partner Stage

Where applicable, and particularly for programmes awarded by **Birkbeck**, a further stage of review may be available through the awarding partner once Bloomsbury Institute's internal procedures have been completed.

19.4 Independent Review – OIA

Once all internal stages have been exhausted, students may be eligible to request an independent review by the **Office of the Independent Adjudicator for Higher Education (OIA)**.

Information about the OIA and how to apply will be provided with the Completion of Procedures letter.

19.4.1 Principles

Bloomsbury Institute ensures that complaints are:

- handled fairly and without disadvantage to the student,
- investigated proportionately,
- kept confidential where appropriate, and
- used to improve services and quality.


Making a complaint will not negatively affect your academic standing.

20. Student Protection Plan

All higher education providers registered with the Office for Students (OfS) must have a student protection plan in place. Current and prospective students enrol on one of our courses and, subject to our Terms and Conditions, should be able to complete the course as advertised.

Our Student Protection Plan sets out what you can expect to happen if one of our courses, or our institution, should close. The purpose of a plan is to ensure that you are able to continue and complete your studies, or can be compensated if this is not possible.

Our Student Protection Plan can be found on our website **here**.

21. Quality Assurance and Oversight

Our programmes delivered under the partnership agreement are subject to annual monitoring, periodic review and quality assurance processes conducted by Bloomsbury Institute under the oversight of Birkbeck, University of London.

Bloomsbury Institute provides regular reports to Birkbeck, and Birkbeck retains the right to review, scrutinise and, where necessary, intervene in order to safeguard academic standards and the student experience.

21.1 External Examiners

External Examiners are independent academic experts appointed under Birkbeck's authority. An External Examiner is appointed to every course leading to a Birkbeck award.
The role of the External Examiner is to:

- Ensure that academic standards are comparable with those of other UK higher education institutions
- Confirm that assessment processes are fair, rigorous and conducted in accordance with Birkbeck regulations
- Review samples of assessed student work
- Attend relevant Sub-boards of Examiners
- Provide an annual written report to Birkbeck on the standards and quality of the programme

External Examiners review a representative sample of assessed work, including dissertations where applicable. They confirm whether the marks proposed by internal examiners are appropriate for confirmation. External Examiners do not change individual student marks but may recommend further review where necessary before marks are finalised.

Birkbeck is responsible for appointing and inducting External Examiners, and for considering their annual reports within its academic governance structures.

22. Data Sharing with the Awarding Body

As part of the partnership arrangement, relevant student data (including assessment outcomes and progression information) is shared with Birkbeck, University of London for academic, regulatory and quality assurance purposes.

23. Appendix A: Key student-facing policies on the Quality and Enhancement Manual

Information on all the policies and procedures that affect a student can be found in Section 3 of our Quality and Enhancement Manual (QEM). The table below focuses on just some of the key policies you are advised to read.

Academic Appeals Policy	This is our awarding partner's policy, which sets out the academic grounds on which you can appeal.	Mitigating Circumstances Policy and Procedures	This is our awarding partner's document which sets out the conditions under which a request for a deferral of an assessment opportunity can be considered.
Academic Integrity and Misconduct Policy	This is our awarding partner's policy which informs students of the expectations for and processes around academic integrity.	Prevent Policy	This policy sets out our approach to the Prevent Duty which is designed to prevent people from being drawn into terrorism. We see the Prevent Duty as an extension of our safeguarding obligations.
Assessment Procedures: Birkbeck University of London Degrees	The Assessment Procedures: Validated Degrees establishes and maintains standards of quality assurance throughout the whole assessment process on our validated degrees.	Privacy Notice	This document explains how we collect, use and share your personal data, and your rights in relation to the personal data we hold.
Dignity and Respect Policy	This policy is designed to ensure an environment that promotes a culture of respect in which harassment and bullying are recognised as totally unacceptable behaviours. It also aims to reassure students and staff that allegations of harassment or bullying will be dealt with quickly and sensitively with no fear of reprisal.	Safeguarding Policy	This document recognises our safeguarding obligations and sets out the policy and procedures we have drawn up to mitigate risk and address any safeguarding concerns that might nevertheless arise.
Student Disability Policy	This document sets out how we support and enable students with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions which may have an impact on day-to-day activities, to take part in all aspects of our academic and social	Social Media Communications Policy	This document outlines the guidelines for using social media accounts.

	programmes.		
Email Acceptable Use Policy	This document provides information on the acceptable use of email by our students, staff, visitors and contractors. Its key aim is to ensure that the content of any email communication does not constitute a breach of any of our policies or the legislative framework within which we operate.	Student Complaints Policy and Procedures	This document explains the mechanisms that students can use to address any issues that they feel might be preventing us from providing a high-quality educational experience.
Engagement Policy	The main aim of this document is to provide clear information to our students on the importance of engagement (both in terms of attendance and engagement in class and via Canvas) for academic success and the quality of the student experience.	Student Disciplinary Policy and Procedures	This document sets out the penalties and remedies to be applied for unacceptable behaviour.
Equality, Diversity and Inclusion Policy	This document articulates our commitment to creating an environment that respects the diversity of all staff and students and enables them to attain their full potential free of discrimination, harassment or victimisation.	Student Guide to Health and Safety	This document aims to clarify the standards and arrangements that we have in place in relation to the Health and Safety of our students while on our premises or those of Birkbeck College. In addition, it sets out the expectations and responsibilities of our students.
Ethics Policy	This document builds upon our values by setting out seven ethical principles that we expect all our directors, staff, students and external members who are represented on our committees to act in accordance with.	Student Guide to Mental Health and Wellbeing	This document provides some information and advice on not only mental health and wellbeing, but also the sources and possible types of support available to students.
External Speaker Policy	This document is designed to ensure within our academic community the right to freedom of speech within the law. This means ensuring that opinions expressed do not create or contribute to an environment of fear,	Student Learning Support Agreement	This provides a summary of agreed needs for students with a disability, long-term medical health condition or Specific Learning Difficulty.

	harassment, intimidation, verbal abuse or violence.		
Internet Acceptable Use Policy	This document sets out the rules which govern the use of the internet if accessed using our IT facilities and resources and applies therefore to access both on site and remotely.	Student Representative Handbook	This document acts as a reference resource for elected student representatives to help them understand the student representation system and their role within it at our institution. It also signposts student representatives to other important sources of information.
Mental Health and Wellbeing Policy	This policy sets out our commitment to the mental health and wellbeing of our students and should be read alongside our Student Guide to Mental Health and Wellbeing.	Pregnancy, Maternity and Parenting Guide	This document provides details of the support we can provide to pregnant students and their partners.
Discontinuation of Registration	This policy defines the procedure for voluntary and involuntary student withdrawal.	Terms and Conditions	This document sets out the terms and conditions which form part of the contract between our institution and an applicant who has accepted an offer of a place on one of our courses.
Break in Study Policy	This policy outlines the criteria that apply and the procedure for requesting breaks in studies.	Student Harassment and Sexual Misconduct Policy	This policy document is designed to ensure an environment that promotes a culture of respect in which harassment and sexual misconduct are recognised as unacceptable behaviours. It also aims to reassure students who make reports of harassment or sexual misconduct that these will be dealt with quickly and sensitively with no fear of victimisation.

24. Appendix B: Attendance FAQs

1. **Will my attendance be recorded if I follow my friend's timetable?** Your attendance is only recorded when you attend your face-to-face timetabled lectures, seminars and workshops. You may request a change to your timetable by contacting the timetabling team via SSP. They will try their best to fulfil your request; however, please note that this is not guaranteed.

2. **I was unwell and have a doctor's note. Can you update my attendance?** We do not authorise absence at Bloomsbury Institute. However, you are advised to record your absence and upload your doctor's note on SSP. The only acceptable evidence in the case of non-engagement (including absence) is valid third-party (i.e. independent) documentary evidence or, in the case of illness, a self-certification form for the first 7 days of illness. We use self-certification information to alert our Success Champions of your situation. They will monitor

your attendance and intervene with helpful advice and support should your medical-related absences increase.

3. **I forgot my mobile phone, but was present in a face-to-face class. Can you update my attendance?** If you forget your mobile phone with the downloaded attendance app, your attendance will not be recorded or updated.

4. **I will miss my class on Monday but can attend the same class on Thursday. Will my attendance record be updated?** Please note that your attendance is only recorded when you attend your timetabled lectures, seminars and workshops.

5. **I will be away for a week due to personal reasons. Can you update my attendance?** We do not authorise absence at Bloomsbury Institute. If you are encountering personal difficulties, please contact the SEWS team who are here to support and guide you.

6. **I only used my phone in the morning but had classes all day. Can you update my attendance?** Please note that you should tap your phone for every face-to-face seminar and workshop on your timetable, even if you are in the same classroom for consecutive sessions.

7. **If my friend is running late or cannot make class, can I use their phone to record their attendance?** You should always use your own phone to tap in for your face-to-face timetabled lecture, seminars and workshops. Tapping in for other students who are not present is strictly forbidden by Bloomsbury Institute and may result in formal disciplinary action.

8. **Can I request a two-day timetable of study?** We do not offer two-day timetables at Bloomsbury Institute. Our courses are full-time, and a two-day timetable cannot meet the demands of full-time study.

9. **I wish to take online classes, is this possible?** Our courses are designed and approved for face-to-face study; therefore, students are expected to attend on campus. Online classes are only held in exceptional circumstances.

10. **I am an international student on a Student visa. If I cannot academically engage on my course due to an illness or personal reason, what do I do?** Please raise a Self-service Portal (SSP) query detailing the reasons for your non-engagement. Depending on the reasons you give for your non-engagement, a member of either our Student Engagement Wellbeing and Success (SEWS) or Compliance team will be in touch. More information about non-engagement can be found in our International Sponsored Student Guideand Engagement and Attendance Policy found within the QEM.

11. **I am an international student on a Student visa. If I do not academically engage on my course but submit evidence of my non-engagement, will I be terminated from my studies and will my sponsorship be withdrawn?** All evidence of non-engagement will be considered on its own merits but please note that evidence submitted retrospectively after the non-engagement may not be considered. You must therefore raise a Self[-service Portal (SSP) request as soon as you know you are not in a position to engage on your course. Depending on the reasons you give for your non- engagement, a member of either our Student Engagement Wellbeing and Success (SEWS) or Compliance team will be in touch. More information about non-engagement can be found in our International Sponsored Student Guide and Engagement and Attendance Policy found within the QEM.

12. **I am an international student on a Student visa. What evidence can I submit on Self Service Portal (SSP) for my academic non-engagement?** You can submit any of the documents below that are relevant to your non-engagement. The list below is not conclusive. You can submit other evidence which may be considered.

    - Letter/email from a GP, dentist or hospital on official letterheaded paper/with an official email address.

    - Death certificates

- Police crime reports

- Letter/email from a religious organisation on official letterheaded paper/with an official email address.

- Letter/email for an official appointment on official letterheaded paper/with an official email address.

13. **I am an international student on a Student visa. I have been terminated from my course and my sponsorship has been withdrawn. Can I appeal?** Yes you can. You must get in touch with our Compliance team at visa.compliance@bil.ac.uk or telephone +44(0)20 7078 8840 as soon as possible, and one of the team advise you on what you can do next.