NHAM QUALITY AND ASSESSMENT HANDBOOK

Version	1.0 for approval
Effective date	On approval
Date for review	November 2027
Policy owner	Chief Executive / Head of Quality
Reference points	Applicable law and BIMM partner requirements
Audience/handling notes	Students and staff; publication as in the policy register
Dissemination and implementation plan	Publish and communicate the approved policy. Train staff, confirm delegated roles and retain earlier versions.
Linked Policies, Procedures and Forms	Student Handbook; Complaints; Safeguarding; relevant NHAM and BIMM procedures
Date approved	Pending approval

1 Scope and authority

This handbook brings NHAM's local quality, staff assessment and Assessment Board administration together. It supports the approved Teaching Learning and Assessment Strategy, programme design and review, staff development and student feedback processes. Academic regulations and award decisions remain with BIMM under the partnership.

The Head of Quality maintains the approved programme and module specifications, any agreed exceptions, the cohort regulations, delegated responsibilities and change log. Use the current Operations Handbook to resolve who approves an action. Seek clarification before applying a different academic rule.

2 Course design and modification

Identify educational purpose, intended applicants, entry requirements, learning outcomes, level, credit, delivery, assessment, staffing, facilities, support and student costs. Test how the design supports the actual student body and professional practice. Consult students, staff, industry and the partner as appropriate.

Use BIMM's adopted course approval, modification and periodic review procedures. NHAM prepares evidence and evaluates resources and student impact. Obtain approval before advertising or implementing a change requiring BIMM approval. Keep approved documents and communicate

material changes fairly to applicants and students.

3 Assessment preparation

The Course Leader maintains an assessment schedule showing briefs, deadlines, feedback dates and retrieval opportunities. Briefs state tasks, weighting, learning outcomes, criteria, permitted collaboration and AI, submission method, accessibility, rights considerations and retrieval arrangements.

An independent internal reviewer checks the brief before release for fairness, level, workload, accessible instructions and alignment with approved outcomes. Refer the required material to the External Examiner and BIMM. Control versions and tell all affected students when a brief is corrected.

Students can access briefs, resources, formative guidance, adjustments and the mitigation route. Tutors must not promise marks or approve unauthorised changes. Keep records of formative feedback and approved support without including unnecessary health detail.

4 Marking and moderation

Use the approved criteria and categorical scheme for the applicable module and cohort. A first marker provides a justified provisional outcome and feedback explaining strengths and development. Apply agreed assessment adjustments consistently and distinguish marking from a misconduct investigation.

An independent moderator reviews a documented sample covering outcomes, markers, assessment modes and any risk areas. Expand the sample where inconsistent standards, feedback or a systematic issue is found. Record disagreements, resolution, recalibration and any wider review. Universal second marking is required only where the applicable rule or identified risk requires it.

The Course Leader tracks feedback against the applicable published turnaround and explains any delay with a new date. Communicate clearly that marks are provisional until the relevant Board confirms them. Keep student submissions, mark sheets, feedback and moderation evidence securely for the required period.

5 Late work mitigation and retrieval

Use the approved Level 4 late-submission and mitigation rules and the cohort version. Do not import the Level 5 or 6 graduated penalty into a CertHE. Explain any discrepancy between BIMM documents to the partner and obtain a written direction before publishing a local rule.

Exceptional Circumstances is an NHAM process aligned with BIMM and operated under recorded delegation. Use the current form, evidence windows, decision records and appeal route. A tutor cannot independently change a formal deadline. Deferral is administered through that process without a competing set of deadlines.

The approved module information and Board decision determine retrieval mode and permitted repeat. Explain learning outcomes, submission and support. NHAM must not promise an uncapped attempt, compensation or repeat without the appropriate authority.

6 Assessment Board administration

Prepare verified student identifiers, module outcomes, assessment and retrieval records, mitigation and misconduct decisions, reasonable-adjustment implementation issues, moderation and External Examiner evidence. Reconcile discrepancies before the meeting and protect sensitive personal information.

Use BIMM's Board membership, quorum and decision rules. Confirm attendance, conflicts and authorised Chair action. Record decisions, reasons where needed, actions and approval. Only the authorised Board or formally delegated route confirms academic credit, compensation, retrieval, repeat and awards.

Communicate outcomes accurately with the applicable academic appeal route. For the September 2026 BIMM procedure, ordinary Board appeals are normally within 15 working days and Retrieval Board appeals within five working days, subject to the Operations Handbook. Track and implement any correction through the same authorised record process.

7 Student voice review and staff development

Gather module feedback, representative views, complaints and support themes. Review student experience, engagement, continuation, completion and destinations using clearly defined cohorts and measures. Test differential patterns and avoid misleading small-number comparisons.

An annual programme review identifies strengths, risks and actions, with owners and deadlines. The Education Committee monitors the enhancement plan and reports material issues to Governance and BIMM. Prepare periodic review evidence under the adopted partner procedure.

Induct and train staff in the approved curriculum, assessment, moderation, accessible teaching, safeguarding and academic integrity. Use calibration, peer observation, student feedback and development discussions to identify priorities. Record participation and evaluate whether development improves delivery.

Maintain a controlled quality calendar covering admissions and enrolment checks, assessment approvals, moderation, Boards, student representation, annual monitoring, external examining and policy review. Governance checks completion and escalates overdue high-risk action.